AHS 1101 Orientation to Health Careers
OPT No Aud, 1 credit(s); Credit will not be granted if credit has been received for: AHS 1102;
Instructor: Rosand, Jennifer A
Description: This one credit course is designed for students interested in exploring the many career paths available in health care. Students will have the opportunity to reflect on their own values, skills and interests. You will also hear first-hand from an extensive line-up of guest speakers and learn more about the academic and experiential requirements for health professional schools at the University. Activities will include interest inventories, discussion, journaling, developing an action plan, and other reflective assignments. This course will help you decide if a career in the health professions is a good fit for you.

AHS 1102 Orientation to Health Careers
OPT No Aud, 1 credit(s); Credit will not be granted if credit has been received for: AHS 1101;
Instructor: Kachgal, Mera M
Description: This one credit course is designed for students interested in exploring the many career paths available in health care. Students will have the opportunity to reflect on their own values, skills and interests. You will also hear first-hand from an extensive line-up of guest speakers and learn more about the academic and experiential requirements for health professional schools at the University. Activities will include interest inventories, discussion, journaling, developing an action plan, and other reflective assignments. This course will help you decide if a career in the health professions is a good fit for you.
Style: 100% Web Based.
Grading: 33% quizzes, 33% reflection paper, 33% other evaluation.
Exam Format: multiple choice, matching, true/false, and short answer

AHS 1104 Experiences in Health
2 credit(s);
Instructor: Rosand, Jennifer A
Description: Designed for students who are interested in pursuing a health career other than a physician and wish to gain experience in a health care setting. Permission Number Required to register. Prerequisite: AHS 1101, AHS 1102, or AHS 1600. 40 hours of volunteer experience is required in this course. Course is primarily online with required in-person dates (see below). Attend Class IN-
PERSON: in the Health Careers Center at 2-565 Moos Tower on both Friday, January 20, 2012, 3:00 to 4:30pm AND Friday, March 30, 2012, 3:00 to 4:30pm.

AHS 1601 The Future Physician II
1 credit(s);
Instructor: Todd, Tricia
Description: Explore the field of medicine by hearing from and interacting with guest physician speakers from the U of M Medical School and the community. Think critically about the challenges and opportunities of a career in medicine through reflective exercises. Learn about the knowledge and skills needed to be an effective physician, along with the challenges and rewards gained when caring for patients and explore your own fit with a career in medicine.
Style: 20% Discussion, 80% Guest Speakers.
Grading: 15% attendance, 85% reflection paper.

AHS 1602 The Future Physician III: Experiences in Health
2 credit(s);
Instructor: Todd, Tricia
Description: Registration for this course requires instructor approval and a permission number. Requests to Tricia Todd, MPH, course instructor, at todd0002@umn.edu. An essential component of your application to medical school is experience in a health care setting. This course requires you to complete 35 hours of volunteer experience in a setting that employs physicians and serves patients. In addition, you will complete a medical school application plan and gain additional insight into your own fit with the field of medicine.
Offered: Fall, spring, summer semesters; Offered online Prerequisites: AHS 1601 and instructor approval To Register/Permission Numbers:

AHS 2707 Global Health Challenges for Future Health Professionals
A-F only, 2 credit(s), max credits 4;
Instructor: Todd, Tricia
Description: Student may contact the instructor or department for information.

AHS 4300 Directed Study
1-3 credit(s), max credits 6;
Instructor: Todd, Tricia
Description: Student may contact the instructor or department for information.

Accounting 3-122 Carlson School of Management

Acct 2050 Introduction to Financial Reporting
A-F only, 4 credit(s); Soph Credit will not be granted if credit has been received for: APEC 1251;
Instructor: Biondich, Nick E
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, you will learn: --the nature of financial transactions; --the Generally Accepted Accounting Principles (GAAP) that businesses and nonprofit organizations in the U.S. must follow in reporting these transactions; --the vocabulary of financial accounting, sometimes described as the language of business; and --the representations made by financial statements. As you learn the fundamentals of accounting, you will gradually discern many areas that will affect you throughout your life. Whenever your corporate employer describes its financial goals, whenever you observe the stock market reacting to a corporation's earnings, whenever you learn about how a financially troubled company is taking steps to increase its profitability, accounting information is involved. This course will help you increase your understanding of events that take place daily in the financial community.
Style: Online with handwritten exams
Grading: 30% mid exam, 35% final exam, 35% written homework.
Exam Format: Supervised, in-person (not online) exams

Acct 2050 Introduction to Financial Reporting
A-F only, 4 credit(s); Soph Credit will not be granted if credit has been received for: APEC 1251;
Instructor: Deng, Mingcherng
Description: Student may contact the instructor or department for information.

Acct 2050 Introduction to Financial Reporting
A-F only, 4 credit(s); Soph Credit will not be granted if credit has been received for: APEC 1251;
Instructor: Gao, Yu  
Description: Student may contact the instructor or department for information.

Acct 2050H Honors: Introduction to Financial Reporting  
A-F only, 4 credit(s);  
Instructor: Caliendo, Charles Michael  
Description: Student may contact the instructor or department for information.

Acct 3001 Introduction to Management Accounting  
A-F only, 3 credit(s);  
Instructor: Tranter, Terry L  
Description: Student may contact the instructor or department for information.

Acct 3001 Introduction to Management Accounting  
A-F only, 3 credit(s);  
Instructor: White, Paul Andrew  
Description: This course introduces the topic of management accounting. The purpose of management accounting is to provide information to management for costing products, as well as for planning, controlling, and evaluating business activities. The purpose of this class is to introduce managerial accounting, which directly relates to managerial decision-making. The course will introduce the design and use of costing systems with specific emphasis on activity based costing systems. The role of managerial accounting in operational and strategic decisions of business firms will also be emphasized.  
Style: 40% Lecture, 30% Small Group Activities, 30% Demonstration.  
Grading: 30% mid exam, 32% final exam, 25% quizzes, 13% class participation.

Acct 3199 Internship in Public Accounting  
S-N only, 2 credit(s);  
Instructor: Biondich, Nick E  
Description: Students interested in earning academic credit for work involving an accounting internship should contact Nick Biondich at 612-624-7055.

Acct 3201 Intermediate Management Accounting  
A-F only, 2 credit(s);  
Instructor: White, Paul Andrew  
Description: This course continues the topic of management accounting in greater depth. The purpose of management accounting is to provide information to management for costing products, as well as for planning, controlling, and evaluating business activities. The purpose of this class is to expand and build on the topics introduced in ACCT3001. The course will hone and refine the tools and techniques learned in introductory management accounting classes as well as improve your decision-making skills. We will also explore several topics not covered in the introductory class as well as consider how management accounting supports overall business strategy.  
Style: 10% Lecture, 45% Discussion, 45% Student Presentation.  
Grading: 33% final exam, 27% written homework, 20% in-class presentation, 20% class participation.

Acct 3299 Internship in Management Accounting  
S-N only, 2 credit(s);  
Instructor: Biondich, Nick E  
Description: Students interested in earning academic credit for work involving an accounting internship should contact Nick Biondich at 612-624-7055.

Acct 5101 Intermediate Accounting I  
A-F only, 4 credit(s);  
Instructor: Vyas, Dushyantkumar Maheshkumar  
Description: Student may contact the instructor or department for information.

Acct 5102W Intermediate Accounting II  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Tranter, Terry L  
Description: Students in class are juniors, seniors, and master's students. While most students are accounting majors, the course is also valuable for students in finance. The class covers the valuation of liabilities and owners' equity accounts, as well as cashflow...
statements and earnings per share calculations. Students need a thorough background in financial accounting and present value calculations to do well in Acct 5102.

**Style:** 100% Lecture.

**Grading:** 47% mid exam, 25% final exam, 19% reports/papers, 9% other evaluation.

**Exam Format:** Open-ended questions 85%; essays 10-15%; 4-6 questions per exam; exams are long and run the full class period.

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**Acct 5102W Intermediate Accounting II**

A-F only, 4 credit(s); Meets CLE req of Writing Intensive

Instructor: Rayburn, Judy Ann

Description: Student may contact the instructor or department for information.

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**Acct 5125 Auditing Principles and Procedures**

A-F only, 4 credit(s);

Instructor: Bell, Frank J

Description: Student may contact the instructor or department for information.

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**Acct 5135 Fundamentals of Federal Income Tax**

A-F only, 4 credit(s);

Instructor: Guttermann, Paul Gerard

Description: The course objectives are as follows: 1) to provide a historical perspective with respect to the system of income taxation in general and with respect to various specific provisions within the system; 2) to examine the interrelationships between legislative authority (the Internal Revenue Code), judicial and administrative authority; 3) to analyze the structure of the Internal Revenue Code and its provisions with respect to specific areas of the law, primarily with regard to the taxation of individuals; 4) to introduce the reading of case law and other tax authority; and 5) to provide a basic knowledge of tax research tools and techniques. The student will not be a tax expert on completion of the course, but will be familiar with fundamental income tax rules, primarily with respect to individuals, and how the federal tax system works. Although this course is a requirement for undergraduate accounting majors, only a minimal accounting understanding is required as a prerequisite and non-accounting majors are welcome.

**Style:** 60% Lecture, 15% Discussion. Problems

**Grading:** 53% mid exam, 30% final exam, 17% special projects.

**Exam Format:** multiple choice, short essay

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**Acct 5135 Fundamentals of Federal Income Tax**

A-F only, 4 credit(s);

Instructor: Naples, Tammy

Description: Student may contact the instructor or department for information.

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**Acct 5160 Financial Statement Analysis**

A-F only, 2 credit(s);

Instructor: Caliendo, Charles Michael

Description: Student may contact the instructor or department for information.

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**Acct 5160 Financial Statement Analysis**

A-F only, 2 credit(s);

Instructor: White, Paul Andrew

Description: Student may contact the instructor or department for information.

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**Acct 5180 Consolidations and Advanced Reporting**

A-F only, 2 credit(s);

Instructor: Biondich, Nick E

Description: Student may contact the instructor or department for information.

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**Acct 5236 Introduction to Taxation of Business**

A-F only, 2 credit(s);

Instructor: Guttermann, Paul Gerard

Description: Also known as "Tax 2," this course is a continuation and building upon the fundamental tax principles learned in Acct 5135. Whereas the first tax course focused on individual taxation, this course is intended as a broad overview of entity taxation. Specifically it is a survey to the income tax laws governing the taxation of corporations, partnerships, limited liability companies, limited liability partnerships, and S corporations. The course will also build upon and increase the student's knowledge and skills relating to tax
research by requiring the writing of two research memorandums.

**Style:** 60% Lecture, 15% Discussion. Problems

**Grading:** 40% mid exam, 40% final exam, 20% other evaluation. research memoranda

**Exam Format:** multiple choice + short essay

**Acct 5310 International Accounting**
- A-F only, 2 credit(s);
- Instructor: Rayburn, Judy Ann
- **Description:** Student may contact the instructor or department for information.

**Acct 5420 MAcc directed study**
- A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
- Instructor: Kallio, Larry Rodger
- **Description:** Student may contact the instructor or department for information.

**Acct 6100 Financial Statement Analysis**
- A-F only, 4 credit(s);
- Instructor: Beil, Frank J
- **Description:** Student may contact the instructor or department for information.

**Acct 8006 Advanced Audit**
- A-F only, 4 credit(s);
- Instructor: Beil, Frank J
- **Description:** Student may contact the instructor or department for information.

**Acct 8800 Empirical Research: Topics**
- 2 credit(s), max credits 4;
- Instructor: Forester, Clayton L
- **Description:** Student may contact the instructor or department for information.

**Acct 8831 Theory of Contracts I: Moral Hazard and Adverse Selection**
- 2 credit(s);
- Instructor: Gigler, Frank
- **Description:** Student may contact the instructor or department for information.

**Addiction Studies Credit Certificate Prog/College of Continuing Edu**

**AddS 4001 Professional Practice of Addictions Counseling**
- A-F only, 3 credit(s);
- Instructor: Van Cleve, Michael
- **Description:** Core addictions counseling functions including clinical assessment, case management, documentation treatment planning, and ethical issues. Students begin process of securing internship.

**AddS 4001 Professional Practice of Addictions Counseling**
- A-F only, 3 credit(s);
- Instructor: Wawro, George
- **Description:** Student may contact the instructor or department for information.

**AddS 4002 Internship in Substance Abuse Counseling I**
- S-N only, 2-8 credit(s), max credits 8, 4 completions allowed;
- Instructor: Rohovit, Julie L.
- **Description:**

**AddS 5001 Foundations of Addiction Studies**
- A-F only, 2 credit(s);
- Instructor: Van Cleve, Michael
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Theoretical perspectives/concepts related to etiology of

**Style:** Online

**Grading:** 4 ungraded self-quizzes - 6 reflection journal entries (24 pts.) - 7 discussion forums (28 pts.) - 1 term paper (48 pts.) - 2 exams (100 pts.)

**AddS 5001 Foundations of Addiction Studies**

**A-F only, 2 credit(s);**

**Instructor:** Becher-Ingwalson, Ann M

**Description:** Student may contact the instructor or department for information.

**AddS 5002 Models, Methods, and Intervention Skills for Substance Abuse Counselors**

**A-F only, 2 credit(s);**

**Instructor:** Van Cleve, Michael

**Description:** Knowing the difference between Rogers and Ellis' counseling models is important. Not so much because current practitioners' practice exclusively under one model but because it deepens the counselor's capacity to understand that theory guides thinking and decision making in the clinical environment. This course surveys the major concepts and practices of several therapeutic models including existential therapy, person centered therapy, behavior therapy, cognitive therapy and post modern models such as solution focused and narrative. The second section of the course will focus on the popular contemporary change model: motivational interviewing. Students will be exposed to several concepts such as ambivalence, confidence, motivation, resistance and commitment to change. Considerable in-class time will be dedicated to practicing MI interventions with peers. Students will finish the course fully prepared at an introductory level. Information will be provided on how students can continue their training. Instructional objectives are designed to help you: understand the key concepts , the therapeutic process and the application of techniques and procedures for several different clinical models? Discuss strengths and limitations of those approaches? Understand the MI model of change including all of its primary concepts? Practice increasing proficiency on using model in a practice environment? Discuss strengths and limitations of MI model

**AddS 5004 Co-Occurring Addictive and Mental Health Disorders**

**A-F only, 2 credit(s);**

**Instructor:** Van Cleve, Michael

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. The purpose of this course is to familiarize clinical practitioners with the relationship between mental disorders and substance abuse, the characteristics of the most common mental disorders, and the methods used to treat individuals who have co-occurring conditions. The course will describe how mental health disorders interact with substance abuse disorders, the medications that are used to treat these conditions, and the community resources that can be helpful for these clients. It will also discuss approaches to assessment and counseling, including the use of the DSM-IV-TR. The goal of this course is to improve your ability to work with this population by broadening your knowledge and skills in the areas of assessment, treatment planning, and evidence-based treatment interventions.

**Style:** 100% Web Based.

**Grading:** -- self-introduction: 1% -- 5 discussions: 9% -- 12 quizzes: 30% -- 2 exams: 60%

**AddS 5004 Co-Occurring Addictive and Mental Health Disorders**

**A-F only, 2 credit(s);**

**Instructor:** Becher-Ingwalson, Ann M

**Description:** Student may contact the instructor or department for information.

**AddS 5009 Multicultural Aspects of Addiction**

**3 credit(s);**

**Instructor:** Wamsley, Debra S

**Description:** Course Description This course will examine the following questions: What is culture? How might culture, cultural practices and history be significant in the use and abuse of substances? How is culture relevant to the attitudes and practices in the prevention and treatment of substance use and abuse? Although attention will be given to specific cultural groups, importance will be placed upon introduction to general concepts of multicultural counseling and cultural competence in addiction counseling. Emphasis will be placed upon seeing people as individuals and avoiding cultural stereotypes; examination of the clinician's own cultural worldview; and increasing the clinician's knowledge of other cultural world views.

**AddS 5950 Special Topics: Cognitive Behavioral Therapy**

**A-F only, 2 credit(s), max credits 12, 3 completions allowed;**

**Instructor:** Van Cleve, Michael
Description: Cognitive Behavioral Therapy (CBT) is a structured, short term, present oriented psychotherapy directed toward solving problems and altering dysfunctional thinking and behavior. This course focuses on learning and applying various components of the cognitive model such as assessment, case formulation, automatic thoughts, core beliefs, cognitive restructuring, behavior change elements and the therapeutic relationship.

Aerospace Engineering and Mechanics 107 Akerman Hall

AEM 1905 Freshman Seminar: Aircraft and Spacecraft
OPT No Aud, 2 credit(s), max credits 4;
Instructor: Murch, Austin Matthew
Description: Wright Brothers Redux: Build and Fly a Model Aircraft Brief description: One of the first questions asked by newcomers to aviation is "How do airplanes fly"? In this hands-on course we will explore this question by designing, building, and flying small radio controlled model airplanes. The aircraft will be electric powered and weigh under 2 pounds. Students will learn the fundamentals of flight and have the opportunity to pilot their aircraft. Flight testing will be a required class activity primarily during normal class periods. Additional elements of the course will be data analysis from the flight tests to validate the design decisions, lectures, discussions, and activities associated with manned and unmanned aircraft, including the engineering challenges of past, current, and future aircraft. If you are a true freshman but your credits make you a sophomore, you'll need to request a permission number:
http://www.aem.umn.edu/teaching/permission_numbers.shtml

AEM 2011 Statics
A-F only, 3 credit(s);
Instructor: STAFF
Prerequisites: IT student, Phys 1301, concurrent registration in Math 2374 or equivalent.

AEM 2012 Dynamics
A-F only, 3 credit(s);
Instructor: STAFF

AEM 2021 Statics and Dynamics
A-F only, 4 credit(s);
Instructor: Sheng, Jian
Description: Student may contact the instructor or department for information.

AEM 2301 Mechanics of Flight
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 3031 Deformable Body Mechanics
A-F only, 3 credit(s);
Instructor: van Lengerich, Henrik Bernhard
Description: Student may contact the instructor or department for information.

AEM 3031 Deformable Body Mechanics
A-F only, 3 credit(s);
Instructor: Tadmor, Ellad B
Description: Student may contact the instructor or department for information.

AEM 4202 Aerodynamics
A-F only, 4 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 4203 Aerospace Propulsion
AEM 4295 Problems in Fluid Mechanics
A-F only, 4 credit(s); 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Topics of current interest. Individual projects with consent of faculty sponsor.

AEM 4303W Flight Dynamics and Control
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 4305 Spacecraft Attitude Dynamics and Control
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 4333 Aerospace Design: Special Projects
3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 4391 Independent Design Project
A-F only, 3 credit(s);
Instructor: Garrard, William L
Description: Student may contact the instructor or department for information.

AEM 4495 Problems in Aerospace Systems
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Topics of current interest. Individual projects with consent of faculty sponsor.

AEM 4501 Aerospace Structures
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 4511 Mechanics of Composite Materials
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 4595 Problems in Mechanics and Materials
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Topics of current interest. Individual projects with consent of faculty sponsor.

AEM 4601 Instrumentation Laboratory
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 4796 Professional Experience
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.
AEM 4894H Senior Honors Thesis
A-F only, 3 credit(s);
Instructor: Shield, Thomas William
Description: Student may contact the instructor or department for information.

AEM 4896 International Professional Experience
A-F only, 3 credit(s);
Instructor: Garrard, William L
Description: Student may contact the instructor or department for information.

AEM 5245 Hypersonic Aerodynamics
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 5431 Trajectory Optimization
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 5503 Theory of Elasticity
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 5651 Aeroelasticity
A-F only, 3 credit(s);
Instructor: STAFF
Description: Static aeroelastic phenomena, torsional divergence of a lifting surface, control surface reversal; aeroelastic flutter, unsteady aerodynamics; problems of gust response, buffeting. Design project required. Student may contact instructor for additional information.

AEM 8202 Fluid Mechanics II
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 8211 Theory of Turbulence I
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 8253 Computational Methods in Fluid Mechanics
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 8271 Experimental Methods in Fluid Mechanics
3 credit(s);
Instructor: Sheng, Jian
Description: Student may contact the instructor or department for information.

AEM 8400 Seminar: Aerospace Systems
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Balas, Gary John
Description: Student may contact the instructor or department for information.
AEM 8421 Robust Multivariable Control Design
3 credit(s);
Instructor: Seiler Jr, Peter J
Description: Student may contact the instructor or department for information.

AEM 8531 Fracture Mechanics
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 8541 Mechanics of Crystalline Solids
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AEM 8595 Selected Topics in Mechanics and Materials
1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Aerospace Studies    3 Armory

Air 1000 Leadership Laboratory
S-N only, 1 credit(s);
Instructor: Cooper, Tracy Lynn
Description: Student may contact the instructor or department for information.

Air 1105 Introduction to the Air Force Today II
A-F only, 1 credit(s);
Instructor: Bliss, Adam J
Description: Student may contact the instructor or department for information.

Air 1205 Quality Air Force, Group Leadership Problems, and Presentation Techniques
A-F only, 1 credit(s);
Instructor: Bliss, Adam J
Description: Student may contact the instructor or department for information.

Air 3302 Air Force Officership, Quality, and Communication
A-F only, 3 credit(s);
Instructor: Cooper, Tracy Lynn
Description: Student may contact the instructor or department for information.

Air 3402 Preparation for Active Duty
A-F only, 3 credit(s);
Instructor: Schwartz, Paul Harvey
Description: Student may contact the instructor or department for information.

African American and African Studies    808 Social Sciences Tower

Afro 1201 Racial Formation and Transformation in the United States
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Onishi, Yuichiro
Description: Grading basis/credits: 3 credit(s) Description: What does it take to discuss race seriously? An exploration of this question demands a counter-narrative, for our contemporary moment is such that a growing public opinion (1) casts America as a "raceless" nation, (2) interprets antiracism as "reverse racism," and (3) embraces "diversity" to maintain the racial status quo. Talking about race is not easy to be sure; it engenders a host of unsettling emotions ranging from guilt and shame to anger. Yet not talking about race as a social fact in American life and culture forecloses possibilities to understand how racial differences are constructed through
Afro 3002 West African History: 1800 to Present

3 credit(s);
Instructor: Barner II, Pearl
Description: This course is designed to increase the understanding of the phenomenon of racism, particularly its impact on African-Americans. Readings, lectures and discussion will be employed to help students expand their knowledge of the historical and cultural underpinnings of the concept of racism and its various forms and consequences. Experiential activities are added to further the understanding of racism. The psychological impact of racism on African Americans and non-African Americans (especially Whites) will also be explored. Experiential activities are added to further the understanding of racism.

Style: 50% Lecture, 50% Discussion.
Grading: 25% mid exam, 25% final exam, 50% reports/papers.
Exam Format: Multiple choice and essay

Afro 3072 Racism: Social and Psychological Consequences for Black Americans

3 credit(s);
Instructor: Barner II, Pearl
Description: The purpose of this course is to enhance the students' understanding of the phenomenon of racism, particularly its impact on African-Americans. Readings, lectures and discussion will be employed to help students expand their knowledge of the historical and cultural underpinnings of the concept of racism and its various forms and consequences. Experiential activities are added to further the understanding of racism. The psychological impact of racism on African Americans and non-African Americans (especially Whites) will also be explored. Experiential activities are added to further the understanding of racism.

Style: 50% Lecture, 50% Discussion.
Grading: 25% mid exam, 25% final exam, 50% reports/papers.
Exam Format: Multiple choice and essay

Afro 3112 In the Heart of the Beat: the Poetry of Rap

A-F only, 3 credit(s);
Instructor: Pate, Alexs D.
Description: This course is designed to increase the understanding of contemporary African American poetry as expressed by popular culture contributors. Students are asked to analyze and evaluate some of the poems that are used in the music of rap in the context of African American literature, American culture and aesthetics in general. Students must read 3-5 texts. Students must write a journal about each book. These journals, class participation through group and individual recitation along with a final academic paper comprise the evaluative components of this course.

Afro 3112 In the Heart of the Beat: the Poetry of Rap

A-F only, 3 credit(s);
Instructor: Underwood Seru, Davu
Description: This course is designed to increase the understanding of contemporary African American poetry as expressed by popular culture contributors. Students are asked to analyze and evaluate some of the poems that are used in the music of rap in the context of African American literature, American culture and aesthetics in general. Students must read 3-5 texts. Students must write a journal about each book. These journals, class participation through group and individual recitation along with a final academic paper comprise the evaluative components of this course.
Afro 3205 History of South Africa from 1910
3 credit(s); Credit will not be granted if credit has been received for: HIST 3435;
Instructor: Atkins, Keletso E
Description: Afro 3205 is the second half of a two sequence course on the history of South Africa from unification in 1910 to the final phase and collapse of the apartheid government. A major theme will be the development of African, Indian, Coloured and White political associations. We will examine post world war I political developments including the legal foundations of segregation; African trade union activities and unrest; African women and urbanization; African and Afrikaner nationalism after World War II; the legal frameworks of apartheid; the Soweto explosion; and towards a new South Africa. Target audience: undergraduates.
Style: 65% Lecture, 20% Discussion. 65-70% Lecture; 15%-20% Several videos on S. Africa.
Grading: 25% mid exam, 30% final exam, 30% reports/papers, 15% class participation. Term paper of roughly 15-20 pages.
Exam Format: Essay.

Afro 3251W Sociological Perspectives on Race, Class, and Gender
A-F only, 3 credit(s); Credit will not be received if credit has been received for: SOC 3251W; Meets CLE req of Writing Intensive
Instructor: Brewer, Rose Marie
Description: This course is an analytical overview of the impact of the three major forms of inequalities in the United States today: race, class, gender. Our strategy will be to get a good working of these social forces conceptually, institutionally, and in terms of the everyday realities of life in the U.S. We will focus on these inequalities as relatively autonomous, as interconnected, and as deeply embedded and intertwined. Thus, by the end of the session, you should have a good working knowledge of race, class and gender inequalities and social change possibilities. Films, tapes, discussion, group work, presentations, and lectures are the organizational cores of the course. You will be teamed with other members to form small writing teams, working closely with the teaching.
Grading: 40% special projects, 10% class participation, 30% other evaluation. For Three Exams; 20% For Three short reflective papers.

Afro 3301 The Music of Black Americans
3 credit(s);
Instructor: Williams, Yolanda Y
Description: This course traces the "genres and styles impacted of music which...define African-American music in the United States." (Southern) We will follow elements found in West African culture and music such as "call and response" and the "2nd Line" as they travel to the "New World" and expressed through Spirituals, Symphonies, Gospel Music, Jazz, Rock and Roll, Step Bands and more. Through lectures, readings, discussion, audio visual examples, and homework assignments student can expect to gain a deeper understanding of the ways music both reflects and impacts the social history of all Americans.
Style: 60% Lecture, 20% Discussion, 10% Small Group Activities, 10% Student Presentation. audio_visual presentations
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 10% written homework, 10% reflection paper, 10% in-class presentation, 10% class participation. Written assignments: Live Performance Experiences, Blues composition, Listening Assignments, etc.
Exam Format: Multiple choice, True-False, Matching and Essay.

Afro 3426 African Americans, Social Policy, and the Welfare State
3 credit(s);
Instructor: Mayes, Keith A
Description: This is a course on the history of public and social policy and African Americans. It attempts to familiarize students with some of the most pertinent issues that continue to dominate the news. This course seeks to place into historical context the present-day commentary on social security, affirmative action, welfare, healthcare, and incarceration. Instead of focusing on political movements, we will address the outcome and manifestation of social and political movements, mainly policy concerns and questions. We will begin with the period that ushered in the tradition of social policy-the New Deal. The New Deal, the Great Society, and other attempts by the federal government to involve itself in the lives of ordinary people will be at the center of our course. But we will go beyond this and explore the racial, class, and gender implications of social and public policy. How are African-Americans situated within the welfare state? Do African-Americans receive and share in social benefits to the same degree as other groups? How are African-Americans impacted by education policies such as affirmative action and busing, reforms in welfare, sentencing, and incarceration? What presidential administrations have been amenable to policies that address the problems facing African-Americans? The goal of the course is to turn students into policy-makers.

Afro 3432 Modern Africa in a Changing World
4 credit(s); Credit will not be granted if credit has been received for: HIST 3432;
Instructor: Pohlanndt-McCormick, Helena
Description: LONG WALK TO FREEDOM: This course provides a general survey of and introduction to modern African history from the evaluative components of this course.
Afro 3433 General Survey of Development in Africa
3 credit(s); APEC 1101 or ECON 1101
Credit will not be granted if credit has been received for: APEC 3061;
Meets CLE req of Global Perspectives
Instructor: Okediji, Tade O
Description: Student may contact the instructor or department for information.

Afro 3592W Introduction to Black Women Writers in the United States
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Pate, Alexis D.
Description: This course seeks to explore the literary production of North American Black women from diverse backgrounds and perspectives. Through their varied and common experiences of Black females living in a white-male-dominated culture, we will endeavor to understand the social construction of race and gender, as well as, their intersection with class and social-economic dynamics. In the Black cultural and literary traditions of truth narratives, and transparency, these women share their historical, cultural, and contemporary experiences and insights with verve and authority. At the heart of their literary pursuit is the aspiration to live a more informed, enriched, and inspired life. In so doing, these writers offer us important lessons about creativity, hope, empowerment, courage, and self-expression.

Afro 3598W Introduction to African American Literature and Culture II
4 credit(s); Credit will not be granted if credit has been received for: ENGL 3598W;
Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Wright, John S
Description: In AFRO/ENGL 3597W & 3598W, the new two-semester Writing Intensive introduction to African American literature, a cornucopia of literary texts, oral traditions, audiovisual materials, and internet resources bring black literary traditions out of the shadows and under an extended exploratory gaze. The Harlem Renaissance divides the first course (3597W) from this companion course (3598W). AFRO/ENGL 3598W focuses exclusively on the 20th century and opens with the Depression Era 1930s literary insurgency led by Richard Wright and then moves forward through the Civil Rights era and Black Power revolts of SNCC, CORE, and the Black Panthers that helped sponsor the 1960s and ’70s “second black renaissance,” or Black Arts Movement, of the “New Breed” generation: an urban black popular culture explosion analogous to the earlier “New Negro” era: Broadway and off-Broadway black theatre; African-inspired visual art; music-driven performance poetry and “rapping”; avant-garde Afro-Asian jazz; independent and Hollywood-based “badassed” black cinema; politico-religious sects and charismatic orators like Malcolm X and Stokely Carmichael; “soul music” performers like Ray Charles, James Brown, & Aretha Franklin; and the “young, gifted and Black” writers who celebrated and critiqued it all from the vantage point of the newly articulated, Third World-conscious “black aesthetic” which culminated in the achievements of novelists like Toni Morrison and playwrights like August Wilson.
Style: 40% Lecture, 40% Discussion, 5% Laboratory
Grading: 73% reports/papers, 17% quizzes, 10% laboratory evaluation
Exam Format: multiple choice and short answer

Afro 3601W African Literature
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Bassene, Mamadou
Description: Student may contact the instructor or department for information.

Afro 3865 African American History: 1865 to the Present
4 credit(s); Credit will not be granted if credit has been received for: HIST 3865;
Instructor: Lindquist, Malinda A
Description: This course begins with the post-Civil War liberation of four million slaves. As the nation’s newest citizens, blacks tested
and exercised their newfound freedom through marriage, education, migration, and political participation. On the road to freedom during Reconstruction, southern and northern whites conspired to keep blacks in bondage. The process of undercutting the gains of Reconstruction resulted in Jim Crow segregation, disenfranchisement, and labor discrimination. While detailing black life under Jim Crow, this course also highlights African-American agency through intellectual and cultural production; and union activity and political organization. We then turn a crucial corner during the New Deal era and the Second World War, a period which set the stage for the modern civil rights struggle by unleashing a cadre of black lawyers, social scientists, grassroots activists, and political organizations who worked to tear down the walls of Jim Crow. Next we journey through the 1950s, 1960s, and 1970s and ask -- What role did black protest culture play in liberating blacks during the second reconstruction? We compare the experiences of black men and women and consider how changing ideals of manhood and womanhood shaped the various rights movements. Finally, the course grapples with a variety of contemporary issues from the black boy crisis, to the rise of hip hop and its appeal to white youth to the recent presidential candidacies of Shirley Crisholm, Jesse Jackson, Al Sharpton and Carol Moseley Braun, to the monumental election of Barack Obama in 2008.

**Style:** 70% Lecture, 15% Film/Video, 15% Discussion.

**Grading:** 20% mid exam, 20% final exam, 50% reports/papers, 10% class participation.

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**Afro 3866 The Civil Rights and Black Power Movement, 1954-1984**

3 credit(s);Credit will not be granted if credit has been received for: AFRO 5866;  
Instructor: Mayes,Keith A  
Description: Student may contact the instructor or department for information.

**Afro 4597 Seminar: Harlem Renaissance**

3 credit(s);African American Concurrent registration is required (or allowed) in African studies major or minorCredit will not be granted if credit has been received for: ENGL 5597;  
Instructor: Wright,John S  
Description: A multidisciplinary review of the Jazz Age's Harlem Renaissance: literature, popular culture, visual arts, political journalism, and major black and white figures.

**Afro 5103 African History from the Perspective of the African Diaspora**

A-F only, 3 credit(s);  
Instructor: Atkins,Keletso E  
Description: Student may contact the instructor or department for information.

**Afro 5181W Blacks in American Theatre**

3 credit(s);Credit will not be granted if credit has been received for: TH 5181W;Meets CLE req of Writing Intensive  
Instructor: Taylor,Dominic A  
Description: Student may contact the instructor or department for information.

**Afro 5551 Methods: Use of Oral Traditions as Resources for History**

3 credit(s);  
Instructor: Coifman,Victoria Bomba  
Description: Africans and African Americans (like many other people such as Native Americans) have kept some or much of their history in spoken, rather than written form. To access this important data for writing history today, a methodology for the use of oral traditions by historians has been developed. This is based on the work of Jan Vansina, Emeritus Professor of History and of Anthropology, University of Wisconsin-Madison. This course's focus is on the history methodology which allows for the use of oral traditions as sources for history. There is some study too, of the use of oral histories as sources for history. Oral traditions are "verbal messages which are reported statements from the past, beyond the present generation". Jan Vansina, 1985.27. They are spoken or sung, even carried in music. Oral histories on the other hand, consist of spoken accounts of events taking place in a person's lifetime. Use of the canons of history to analyze and critique oral traditions and to use them along with written historical sources, are the central focus of this class. A popular section of the course is our study of the history of African history in various countries since the 1950s. Also, while the focus is upon African American and African data, students of other peoples' histories, and from the perspective of other disciplines, such as Anthropology, Urban Studies, Literature and Psychology will find much helpful information in the course, for their own work.  
Style: 55% Lecture, 20% Film/Video, 15% Discussion, 10% Small Group Activities. Keeping current with reading and lecture assignment is important for fun and fruitful class times.  
Grading: 25% mid exam, 25% final exam, 50% reports/papers. Each student fills out three non graded but mandatory sheets of terms from the course for identification. This becomes the base of class discussion, and serves too, as a review mechanism. Students like this a lot.  
Exam Format: identification of terms and short essays each part contains elements of choice within the questions.
Afro 5910 Topics in African American and African Studies: The Politics of Food in Literary & Cultural Contexts
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Githire, Njeri R
Description: Welcome to AFRO 5910: This course analyzes the prevalence of food and/or related themes, i.e., real or figurative eating, meal preparations, cooking, hunger/starvation (voluntary, involuntary, or the result of multiple factors) in literary texts of Africa and the African Diaspora. We will examine the ways in which food and related functions are intimately tied to complex issues outside the kitchen/the dinner table. Such issues may include, though are not limited to, the significance of food as a marker of ethnicity, nationality, or social status; food as inseparably interwoven with colonial-era power relations in postcolonial geographies; the pervading reality of patriarchal dominance and gender bias as manifested through food practices and rules about eating. We will seek to understand the challenge that the relentless march of globalization places at the center of African/African diasporic societies and probe individual, societal, and/or institutional responses to these issues through food intake or food rejection.
Style: 50% Lecture, 10% Film/Video, 30% Discussion, 10% Student Presentation.
Grading: 40% final exam, 10% special projects, 20% in-class presentation, 30% class participation.

Afro 8202 Seminar: Intellectual History of Race
3 credit(s);
Instructor: Brewer, Rose Marie
Description: Race - has little reality in the biological sense, yet its power to influence our lives and our self-understanding is enormous. This course explores the shifting and contested meanings of race, from the European 'Age of Conquest' onward. The course also contains a significant sociological analysis of the 'racial' notion. Starting from the proposition that race is not a stable or fixed category of social thought and being, our primary task will be to ascertain how Western ideas and sociological practice about race have changed, and why these changes have occurred. We will explore the large social processes and discourses developing and shaping the concept of race, particularly how various groups, e.g., native peoples of the Americas, Africans, and Europeans became racialized via enslavement, trade, colonialism and capitalism. We will explore, as well, the various justifications (religious, legal, philosophical, 'scientific') for notions of racial inferiority and racial superiority. While we will spend some time analyzing how what it means to be 'white' has been historically contingent on being non-Black or Indian, we will also explore the subjectivities of racialized and oppressed peoples, especially their critiques of racism and domination. Some time will be spent on discussing the structural transformation of racism.
Style: 20% Lecture, 10% Film/Video, 40% Discussion, 10% Small Group Activities, 20% Student Presentation.
Grading: 30% reports/papers, 10% attendance, 30% reflection paper, 20% in-class presentation, 10% class participation. Final research paper

Agricultural Industries and Marketing
235 Soils

AIM 4011 Student Project/Field Investigation
3 credit(s);
Instructor: Nefstead, Ward Elliot
Description: Student may contact the instructor or department for information.

Agricultural, Food, and Environmental Education
146 Ruttan Hall

AFEE 1002 Principles of Career Planning for Agricultural Professionals
1 credit(s); Credit will not be granted if credit has been received for: AGUM 1111;
Instructor: Leising, James G
Description: Student may contact the instructor or department for information.

AFEE 2096 Professional Practicum in Agricultural Education: Early Experience
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Westrom, Lyle Emil
Description: Student may contact the instructor or department for information.

AFEE 3096 Experiential Learning: Production and Business
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Greiman, Brad
Description: Student may contact the instructor or department for information.

AFEE 3221 Presentations and Meeting Management for Agricultural Industry
A-F only, 3 credit(s);
Instructor: Peterson, Roland L
Description: Student may contact the instructor or department for information.

AFEE 5112 Agricultural Education Program Organization and Curriculum for Youth
3 credit(s);
Instructor: Leising, James G
Description: Student may contact the instructor or department for information.

AFEE 5114 Agricultural Education Teaching Seminar
1 credit(s);
Instructor: Westrom, Lyle Emil
Description: Student may contact the instructor or department for information.

AFEE 5116 Coordination of SAE Programs: Work-based Learning
A-F only, 2 credit(s);
Instructor: Westrom, Lyle Emil
Description: Student may contact the instructor or department for information.

AFEE 5118 Strategies for Managing and Advising the FFA Organization
A-F only, 2 credit(s);
Instructor: Greiman, Brad
Description: Student may contact the instructor or department for information.

AFEE 5235 Advanced Supervised Agricultural Experience Programs
2 credit(s);
Instructor: Greiman, Brad
Description: Student may contact the instructor or department for information.

AFEE 5280 Current Issues for the Beginning Agricultural Education Teacher
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Greiman, Brad
Description: Student may contact the instructor or department for information.

AFEE 5698 Teaching Internship
3-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Westrom, Lyle Emil
Description: Student may contact the instructor or department for information.

AFEE 5993 Directed Study in Agricultural Education and Extension
1-9 credit(s), max credits 9, 1 completion allowed;
Instructor: Greiman, Brad
Description: Student may contact the instructor or department for information.

AFEE 5993 Directed Study in Agricultural Education and Extension
1-9 credit(s), max credits 9, 1 completion allowed;
Instructor: Leising, James G
Description: Student may contact the instructor or department for information.

AFEE 5995 Integrating Paper--Master of Education: Agricultural and Extension Education
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Greiman, Brad
Description: Student may contact the instructor or department for information.

AFEE 5995 Integrating Paper--Master of Education: Agricultural and Extension Education
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Leising, James G
Description: Student may contact the instructor or department for information.
### Agro 1093 Directed Studies
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Cardwell, Vernon Bruce
Description: Student may contact the instructor or department for information.

### Agro 3131 Student Organic Farm Planning, Growing, and Marketing
3 credit(s);[1101, 1103, BIOL 1001, 1009, HORT 1001] or instr consent Credit will not be granted if credit has been received for: AGRO 5131;
Instructor: Hoover, Emily E.
Description: Student may contact the instructor or department for information.

### Agro 3203W Environment, Global Food Production, and the Citizen
3 credit(s);Credit will not be granted if credit has been received for: AGUM 2224;Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Porter, Paul M
Description: Sustainable production of food is crucial to human survival. Different agricultural ecosystems have developed around the world that are influenced by and have an impact on the environment. This Course examines how the environment constrains the capacity to produce food and the impact of agriculture on the environment from a Global Perspective. Topics include human population growth and hunger, ecological properties of agricultural ecosystems, issues of biodiversity, natural resource conservation, pollution, water and waste management. The course is Writing Intensive and utilizes the Active Learning Classroom to provide a group learning environment. The course utilizes decision cases, discussions, writing and readings to enable you to reflect upon global perspectives of compelling contemporary and historical issues in the regions of Africa, Asia and the European Union involving sustainability and to engage in ethical debate about global food production with respect to environmental, societal and economic perspectives. Students with no prior exposure to agriculture are encouraged to enroll. An introductory knowledge of biological concepts would be helpful.
Style: 35% Lecture, 35% Discussion, 20% Small Group Activities. Active Learning, decision cases, group work
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.
Exam Format: short essay and multiple choice

### Agro 3203W Environment, Global Food Production, and the Citizen
3 credit(s);Credit will not be granted if credit has been received for: AGUM 2224;Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Raeth-Knight, Mary Louise
Description: Sustainable production of food is crucial to human survival. Different agricultural ecosystems have developed around the world that are influenced by and have an impact on the environment. This Course examines how the environment constrains the capacity to produce food and the impact of agriculture on the environment from a Global Perspective. Topics include human population growth and hunger, ecological properties of agricultural ecosystems, issues of biodiversity, natural resource conservation, pollution, water and waste management. The course is Writing Intensive and utilizes the Active Learning Classroom to provide a group learning environment. The course utilizes decision cases, discussions, writing and readings to enable you to reflect upon global perspectives of compelling contemporary and historical issues in the regions of Africa, Asia and the European Union involving sustainability and to engage in ethical debate about global food production with respect to environmental, societal and economic perspectives. Students with no prior exposure to agriculture are encouraged to enroll. An introductory knowledge of biological concepts would be helpful.
Style: 35% Lecture, 35% Discussion, 20% Small Group Activities. Active Learning, decision cases, group work
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.
Exam Format: short essay and multiple choice

### Agro 3660 Plant Genetic Resources: Identification, Conservation, and Utilization
A-F only, 3 credit(s);
Instructor: Stupar, Robert M
Description: This course is intended for undergraduate majors and non-majors interested in plant genetic resources and diversity. We will focus on methods of identifying, characterizing and conserving plant genetic resources. We will examine the biological basis of
genetic diversity and highlight several case studies in which plant genetic resources are currently being utilized for crop improvement. This course will consider plant genetic resources at the local, national and international levels. In the laboratory, students will gain experience with phenotypic, molecular and computer-based methods for distinguishing and cataloging plant genetic diversity.

Style: 50% Lecture, 15% Discussion, 33% Laboratory, 2% Student Presentation.
Grading: 30% mid exam, 25% final exam, 25% reports/papers, 10% quizzes, 10% class participation.
Exam Format: Short answer, multiple choice, matching, vocabulary, problem solving.

Agro 4005 Applied Crop Physiology and Development
4 credit(s), max credits 8;
Instructor: Brakke, Mary Patricia
Description: Student may contact the instructor or department for information.

Agro 4093 Directed Studies for Advanced Students: Growing Healthful Community Food System: Frogtown
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Jordan, Nicholas Royal
Description: Student may contact the instructor or department for information.

Agro 4093 Directed Studies for Advanced Students
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Cardwell, Vernon Bruce
Description: Student may contact the instructor or department for information.

Agro 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Cardwell, Vernon Bruce
Description: Professional experience in agribusiness firms or government agencies achieved by supervised practical experience; evaluative reports and consultations with faculty advisers and employers.

Agro 4401 Plant Genetics and Breeding
4 credit(s); [Biol 1009 or equiv or grad], instr consent Credit will not be granted if credit has been received for: HORT 4401;
Instructor: Thill, Christian A
Description: This course is designed for undergraduate or Master of Agriculture students. The emphasis will be on plant genetics and breeding and requires no prior genetics course (although a biology course is required). Students taking the course should be interested in using the products of plant breeding rather than being a professional plant breeder. The purpose of this course is to cultivate an appreciation for the fundamental principles of plant genetics and genetic processes and the procedures plant breeders use to create new varieties. Topics range from molecular aspects of genetics, Mendelian genetics, biotechnology, and genomics to variety development, seed multiplication, and intellectual property issues. Class material on Web CT/ Web Vista.
Style: 55% Lecture, 3% Film/Video, 5% Discussion, 30% Laboratory, 5% Small Group Activities, 2% Student Presentation. laboratory
Grading: 15% mid exam, 25% final exam, 20% reports/papers, 15% special projects, 10% quizzes, 15% additional semester exams.
Reports and papers and special project part of labs
Exam Format: The exams emphasize problem solving and synthesis of material from lecture and labs, Questions are short answer, TF multiple choice, matching, vocabulary and problems.

Agro 4505 Biology, Ecology, and Management of Invasive Plants
3 credit(s);
Instructor: Wyse, Donald L
Description: Student may contact the instructor or department for information.

Agro 5121 Applied Experimental Design
4 credit(s); Stat 5021 or equiv or instr consentCredit will not be granted if credit has been received for: ENT 5121;
Instructor: Ehlke, Nancy Jo
Description: This class is designed for graduate students interested in developing practical statistical research skills beyond topics covered in Applied Statistical Analysis (STAT 5021). Successful students will learn central principles in sampling, experimental design, and statistical analysis, and will learn to recognize and analyze results from experimental designs that are commonly used in agricultural, food and natural resource sciences. Students will be able to generate testable hypotheses, organize a work plan to collect research data, and analyze results using appropriate software such as R, SAS, Excel and others as appropriate for specific designs. The course consists primarily of lectures on basic concepts and applications, and discussion sections focus on problem sets, lecture topics that require additional depth, and student projects, as student needs dictate. Grades are based on seven problem sets (10%
each) and a semester design project (30%) tailored to individual student research interests.

Agro 5131 Student Organic Farm Planning, Growing, and Marketing
3 credit(s); [1101, 1103, BIOL 1001, BIOL 1009, HORT 1001] or instr consent Credit will not be granted if credit has been received for: AGRO 3131;
Instructor: Hoover, Emily E.
Description: Student may contact the instructor or department for information.

Agro 5131 Student Organic Farm Planning, Growing, and Marketing
3 credit(s); [1101, 1103, BIOL 1001, BIOL 1009, HORT 1001] or instr consent Credit will not be granted if credit has been received for: AGRO 3131;
Instructor: Hoover, Emily E.
Description: Student may contact the instructor or department for information.

Agro 5999 Special Topics: Workshop in Agronomy
1-6 credit(s), max credits 6, 3 completions allowed;
Instructor: Porter, Paul M
Description: Student may contact the instructor or department for information.

Agro 5999 Special Topics: Workshop in Agronomy
3-6 credit(s), max credits 6, 3 completions allowed;
Instructor: Jordan, Nicholas Royal
Description: Student may contact the instructor or department for information.

Agro 8202 Breeding for Quantitative Traits in Plants
3 credit(s);
Instructor: Bernardo, Rex N
Description: Principles and concepts of population and quantitative genetics; application in designing and implementing a plant breeding program; and theory, experimental approaches, and evidence that form the basis for these concepts and breeding strategies.
Style: 20% Lecture, 40% Discussion, 40% Small Group Activities.
Grading: 60% mid exam, 30% final exam, 10% class participation.

Agro 8270 Graduate Seminar
A-F only, 1 credit(s); Grad major in [applied plnt sci or agro or ent or hort or plnt brdg or plnt path or soil] or instr consent Credit will not be granted if credit has been received for: HORT 8270;
Instructor: Wyse, Donald L
Description: Student may contact the instructor or department for information.

Agro 8280 Current Topics in Applied Plant Sciences
S-N only, 1 credit(s);
Instructor: Thill, Christian A
Description: Student may contact the instructor or department for information.

American Indian Studies

Amln 1001 American Indian Peoples in the United States
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: STAFF
Description: This course is intended to give students a general overview of the contemporary and historic experiences of American Indian peoples in the United States and Canada. It challenges the dominant culture's stereotypes and its unthinking assumptions about American Indian people in the past and present. It shows how the peoples of America's First Nations engaged the presence and representations of foreigners in their midst through acts of resistance, rebellion, accommodation, and innovation. In the process, it illustrates the great diversity of tribal cultures and histories in North America, and it gives evidence of this in the areas of identity, work, philosophy, politics, society, language, religion, literature, and the arts.

Amln 1002 Indigenous Peoples in Global Perspective
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: POL 1019; Meets CLE req of Global Perspectives
Instructor: Wilkins, David E
Description: This course focuses on the social, cultural and political relationship between selected indigenous peoples and the nation-states that settled in their territories and explores the various ways these states attempted to exterminate, incorporate, and segregate the native peoples they encountered. This class can be taken as an American Indian Studies course or a Political Science Studies course. It has been cross-listed. This course fulfills CLE requirements of Global Perspective Theme.

Amln 1003 American Indians in Minnesota
A-F only, 3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
Instructor: Meland,Carter
Description: This course examines the history, culture, and lived experience of American Indian people in Minnesota. We will explore the contemporary and historical experiences of the Dakota and Anishinaabe (Ojibwe) communities in what is now called Minnesota, as well as discussing contemporary urban Native peoples. The course will have a number of required books, ranging from history texts to autobiographies/memoirs to creative works of various kinds (poetry, fiction, etc). The work for the course will likely include exams, at least two response papers, and group presentations (which will require research).
Style: 33% Lecture, 27% Film/Video, 30% Discussion, 10% Student Presentation.

Amln 1201 Racial Formation and Transformation in the United States
3 credit(s);Meets CLE req of Diversity and Soc Justice US
Instructor: Onishi,Yuichiro
Description: Grading basis/credits: 3 credit(s) Description: What does it take to discuss race seriously? An exploration of this question demands a counter-narrative, for our contemporary moment is such that a growing public opinion (1) casts America as a "raceless" nation, (2) interprets antiracism as "reverse racism," and (3) embraces "diversity" to maintain the racial status quo. Talking about race is not easy to be sure; it engenders a host of unsettling emotions ranging from guilt and shame to anger. Yet not talking about race as a social fact in American life and culture forecloses possibilities to understand how racial differences are constructed through domination over time and ultimately to reach across myriad boundaries of social difference to strive toward a shared sense of community and belonging. Together, we will participate in racial struggles, albeit at times painful and challenging, to address and grapple with ethico-political imperatives to pursue social justice and make the notion of diversity anew. Class Time: 40% Lecture, 40% Discussion, 20% Small Group Activities. Work Load: 80-100 pages reading per week, 18 pages writing per term, 1 exams. Grade: 80% written homework, 20% class participation.

Amln 3141 American Indian Language Planning
A-F only, 3 credit(s);3103 or 3123Credit will not be granted if credit has been received for: AMIN 5141;
Instructor: Nichols,John David
Description: In this course on the maintenance and revitalization of North American indigenous languages, our main objective is to prepare for work in American Indian communities on language issues through language planning activities, language documentation (preparation of grammars, dictionaries, and texts), and education (preparation of pedagogical materials, design of curriculum, and teaching). Among the topics to be covered are: overview of American Indian languages; introduction to American Indian language revitalization; language shift and language death; first nation, state/provincial, federal,and international perspectives on language rights and policies; introduction to language planning; language documentation: dictionaries, grammars, and texts; lexical innovation; literacy and orthographic standardization; second language acquisition and teaching; preparing pedagogical materials; teacher training; community activities; proposal writing.
Style: 50% Lecture, 50% Discussion.

Amln 3143 Language in American Indian Culture and Society
A-F only, 3 credit(s);Credit will not be granted if credit has been received for: ANTH 3143;
Instructor: Fairbanks,Brendan George
Description: Student may contact the instructor or department for information.

Amln 3201W American Indian Literature
3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Meland,Carter
Description: How do you creatively respond to the transformations and deformations introduced into Native America by the colonizing cultures of Europe and Euroamerica? In this course we examine how a select group of American Indian writers creatively respond to the experience of colonization in the narratives they imagine. This question is not aimed exclusively at American Indian writers though, nor is it even more generally aimed only at Indian people. Rather this question about colonization is aimed at everyone living here now: How do you (you sitting there reading this statement) creatively respond to the transformations and deformations introduced into Native America by the colonizing culture of Euroamerica? This course invites you to think about this question and this writing, even if you never have before. In class discussions we will examine how various writers approach this question and we will familiarize ourselves with the ideas, themes, and tools Native writers use through close readings of their works. In addition to examining the works we will also examine ways the various works ask us to consider and reconsider our own experiences of living in North America. Your
responses to the works and our guiding question will be explored, examined, and developed in class discussions, a variety of short writing assignments, and in a final research essay. You will read four or five books for the course as well as a half-dozen or so short readings. As the course is Writing-Intensive you will also do about 40 pages of writing.

**Style:** 10% Lecture, 90% Discussion.

**Grading:** 80% reports/papers, 20% quizzes.

### Amin 3301 American Indian Philosophies

3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US

**Instructor:** STAFF

**Description:** The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.

**Style:** 60% Lecture, 20% Discussion. Group work

**Grading:** 33% mid exam, 33% final exam, 17% reports/papers, 17% class participation.

**Exam Format:** The exams will be a take home essay.

### Amin 3312 American Indian Environmental Issues and Ecological Perspectives

3 credit(s);

**Instructor:** Carroll, Clint

**Description:** This is an interdisciplinary course devoted to understanding environmental issues in Indian Country (in both the United States and Canada). The class will encourage you to think critically and responsibly about the challenges that American Indian nations face with regard to the conservation and protection of tribal lands and resources, as well as the preservation and perpetuation of traditional ecological knowledges and practices. We will view these topics through the lens of political ecology, an approach to environmental studies that emphasizes the influence of social, political, economic, and legal forces and institutions on environmental issues. Furthermore, the course will stress the importance of understanding historical and contemporary American Indian environmental matters in the contexts of colonial histories and tribal sovereignty. Some cases will include: indigenous opposition to the Canadian Tar Sands oil extraction activities and the Keystone XL Pipeline, American Indian claims against the bio-patenting of wild rice in Minnesota, and the contested issue of nuclear waste disposal on the lands of the Skull Valley Goshute in Utah. As a result of course readings, discussions, research projects, and writing assignments, students will be able to develop informed opinions on past and present environmental issues affecting American Indian nations. The course meets the CLA requirements for the Environment theme.

### Amin 3402 American Indians and the Cinema

A-F only, 3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US

**Instructor:** Lawson, Angelica

**Description:** Student may contact the instructor or department for information.

### Amin 3701 Ojibwe Culture and History

3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives

**Instructor:** Jones, Dennis

**Description:** An introductory overview of Ojibwe culture, history, beliefs, and traditions, including philosophy and world view. The course is presented in four parts, with a test and a paper due at the completion of each part.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 20% final exam, 40% reports/papers, 40% quizzes.

**Exam Format:** Multiple choice; true/false; and matching

### Amin 3711 Dakota Culture and History

3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives

**Instructor:** STAFF

**Description:** This course focuses on Dakota culture and history. Our emphasis will be on the four bands of the Santee Dakotas: the Mdewakanton, Wahpekute, Wahpeton, and the Sisseton. The content of the course will be regionally based, that is, we will study primarily the Dakota bands located in Minnesota and eastern South Dakota. This course will introduce you to many aspects of Dakota culture. We will first begin with a historical overview of the Dakota people, this section will lead us to a significant event in Dakota History: the Uprising/War/Conflict of 1862. As you learn about Dakota history, you will also become aware of the culture of the Santee Dakota. This will involve oral history and narratives, music and dance, artistic expression, language, and discussions of contemporary issues relevant to the Dakota people. Target audience: anyone interested in American Indian Studies.
AmIn 3872 American Indian History: 1830 to the Present
3 credit(s);Credit will not be granted if credit has been received for: HIST 3872
Instructor: O'Brien, Jean Maria
Description: How did American Indian nations navigate the turbulent nineteenth and twentieth centuries that brought a flood of intruders into their homelands and remake themselves into the vibrant and richly diverse peoples that they are in the present? Beginning with the turmoil surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.
Style: 30% Lecture, 30% Discussion. films
Grading: 40% mid exam, 25% final exam, 25% reports/papers, 10% class participation.
Exam Format: Essay

AmIn 4511 American Indian Political Economy
3 credit(s);
Instructor: Wilkins, David E
Description: This course focuses on the sources, nature, and consequences of Indian political and economic "underdevelopment." We will read and discuss different theoretical approaches which purport to explain why tribal nations are still underdeveloped economically (notwithstanding the myth that Indian gaming has made all tribes wealthy); we will examine the U.S. government's efforts to both stimulate and restrict tribal political/economic development; and we will discuss the critical role that indigenous "value" plays in questions of tribal development. We will focus on several crucial issues areas (i.e., Indian gaming, tribal-state relations, energy resources, urban Indians, and Indian water rights) and we will examine several tribes as case studies to see how and why they have or have not been "successful" in the area of political/economic development. This is an upper-division class with a writing emphasis. Students will be expected to read several books, do reserve readings, and will be required to write a major research paper and several shorter papers. Texts will include, but not be limited to: Richard White, "The Roots of Dependency," Elizabeth Cheechio and Bonnie G. Colby, "Indian Water Rights," Susan Guyette, "Planning for Balanced Development: A Guide for Native American and Rural Communities," and Donald Fixico, "The Invasion of Indian Country in the Twentieth Century: American Capitalism and Tribal Natural Resources."
Style: 50% Lecture, 50% Discussion.
Grading: 25% mid exam, 25% final exam, 25% reports/papers, 25% special projects.
Exam Format: Essay

AmIn 5141 American Indian Language Planning
A-F only, 3 credit(s);3103 or 3123 or instr consentCredit will not be granted if credit has been received for: AMIN 3141;
Instructor: Nichols, John David
Description: In this course on the maintenance and revitalization of North American indigenous languages, our main objective is to prepare for work in American Indian communities on language issues through language planning activities, language documentation (preparation of grammars, dictionaries, and texts), and education (preparation of pedagogical materials, design of curriculum, and teaching). Among the topics to be covered are: language endangerment as a global issue; overview of American Indian languages; introduction to American Indian language revitalization; language shift and language death; first nation, state/provincial, federal, and international perspectives on language rights and policies; introduction to language planning; language documentation: dictionaries, grammars, and texts; lexical innovation; literacy and orthographic standardization; second language acquisition and teaching; preparing pedagogical materials; teacher training; community activities; proposal writing. Work at the graduate level in this combined courses includes additional reading and a major research paper or project in place of the term paper.
Style: 30% Lecture, 30% Discussion, 10% Small Group Activities, 30% Student Presentation.

AmIn 5402 American Indians and the Cinema
A-F only, 3 credit(s);Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Lawson, Angelica
American Sign Language

ASL 1701 American Sign Language I  
5 credit(s);  
Instructor: STAFF  
Description: A study of the fundamentals of American Sign Language: Introduction to learning and understanding American Sign Language, cultural values and rules of behavior of the deaf community in the United States. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and deaf culture.

ASL 1702 American Sign Language II  
5 credit(s);  
Instructor: STAFF  
Description: Continuation of the study of the fundamentals of American Sign Language: Increased communication skill in American Sign Language, cultural values and behavioral rules of the deaf community in the U.S., receptive and expressive, sign vocabulary, grammatical structure, receptive and expressive finger spelling and aspects of deaf culture. (SP-ASL 1701 or instructor approval)

ASL 3703 American Sign Language III  
5 credit(s);  
Instructor: STAFF  
Description: Expanded instruction of American Sign Language receptive and expressive activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, narrative skills, cultural behaviors, and aspects of deaf culture. Abstract and conversational approach. (SP-ASL 1702 or instructor approval)

ASL 3704 American Sign Language IV  
5 credit(s);  
Instructor: STAFF  
Description: Increases the emphasis on more abstract and challenging conversational and narrative range. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, various aspects of deaf culture and cultural behavior rules. (SP-ASL 1703 or instructor approval)

American Studies

AmSt 1011 Religions and American Identity in the United States from World War II to the Present  
3 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Prell,Riv-Ellen  
Description: How does religion become part of public and political life in the United States? Over the last sixty years religion has played an important role in most of the critical social movements of this period. In addition, the meaning of religious freedom has been contested in the courts leading to some of the most decisions made by the Supreme Court. The course is designed to give students the opportunity to analyze the political and cultural watersheds of the last sixty years through changing ideas about religion in America as well as debates within and between religious traditions and communities. This course will also demonstrate how gender, race, and class have shaped the relationships between religion and politics, and it will examine the persistent tensions between secularism and religiosity and liberalism and fundamentalism in American culture and politics. Some of the case studies will include school bussing, civil rights, gender equality, the War in Viet Nam, and building a mosque and culture center at the site of the World Trade Towers bombed on 9/11. The course emphasizes ethics within the context of public life. It encourages students to examine the meaning of citizenship, its relationship to moral values. It also teaches students about the study of religion as a cultural and social process and emphasizes the complex nature of religion as neither tradition bound, inevitably conservative, nor ahistorical. The class is not a study of comparative religions in America. Rather, it looks at the ways in which religious traditions have engaged public life, and how religious life developed and changed in the United States following WWII. 
Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.

AmSt 1012 Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet  
3 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Karjanen,David J  
Description: This course examines the central roles that various migrations have played in the United States. It considers how different migrations have been central to the definition of national identity, and conscientiously departs from traditional narratives of migration that focus exclusively on European immigrants coming to the United States and fulfilling "the American dream." Instead, we
will examine how migrations from across the globe are shaped by legal categories and cultural images that are based on race, class, gender, and sexuality as well as other forms of social identification. These migrations in turn transformed American law and culture. The course looks at the debate over undocumented migration, the contribution of immigrants to American society, refugee and asylum seeking, and the status of immigration laws and policies today. As a survey of these issues, readings include both sociological research, cultural studies, and literature.

AmSt 1905 Freshman Seminar: Makes me wanna pop!
3 credit(s);
Instructor: Ferguson, Roderick A
Description: Student may contact the instructor or department for information.

AmSt 3113W America's Diverse Cultures
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Fajardo, Kale Bantigue
Description: Student may contact the instructor or department for information.

AmSt 3114 America in International Perspective
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Aguilar, Rodolfo
Description: Student may contact the instructor or department for information.

AmSt 3252W American Popular Culture and Politics: 1900 to 1940
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Ault, Elizabeth J.
Description: The class is a historical analysis of how popular arts represented and transformed issues of gender, race, sexuality, consumerism, and citizenship during a period of dramatic transformations, including the emergence of an array of technologies and a new culture of mass consumption. Central to this class is how these structural changes transformed how people dated, had sex, romanticized, dressed, leisureed, and conducted their daily lives. In this exploration of social history we examine: how fears of race and class created the public park? how tenement apartments, urbanization, and the prohibition of alcohol engendered the rituals of heterosexuality we now perform on the 'prom date'; how popular images of queer domesticity empowered the Chinese Exclusion Act? how masculinity was lost and found again? and how the mass migration of Europeans and the Great Migration of African Americans from South to North transformed definitions of whiteness through a nascent film industry.
Grading: 50% reports/papers, 25% reflection paper, 25% class participation.

AmSt 3253W American Popular Culture and Politics: 1940 to the Present
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: In this course, we will examine how the United States changed since World War II as a result of domestic and international struggles, exploring the role popular culture played in this transformation. During these years the nation became an international power, altering the ways in which Americans understood their place in the world. A new consumer culture and domestic ideal became linked to American identity and Cold War politics. Within the U.S., challenges to the mainstream took the form of a new counter culture, the assertion of black citizenship, and the rise of feminism, each demanding participation in public life and a redefinition of the hierarchies of the past. In this course, we will look at the ways in which these conflicts at home and abroad have changed the ways Americans think about themselves as citizens and the place of our nation in the world.
Style: To be announced instructor will provide specific information
Grading: Grading will be determined by to be announced instructor

AmSt 3632W Jewish Women in the United States
3 credit(s); Credit will not be granted if credit has been received for: JWST 3632W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Prell, Riv-Ellen
Description: This class will examine the history of Jewish women in the United States over the past 150 years. Students will learn about how Jewish women changed family life, entered the work place, built communal structures and participated in the major social movements of this period. The class will look at the diversity of Jewish women's experiences understanding how their differences will allow us to understand that women can only be studied in relationship to issues such as class and race. In studying women within an American minority group the class will focus on the ways in which both anti-Semitism and changing ideas about Jews and race shaped
Jewish women's experience. We will address four periods in American Jewish history, from the mid nineteenth century to the present, that marked key turning points in defining American Jewish life for woman. They coincide as well with times of dramatic change in American society. Students will read a variety of sources: fiction, historical narratives, autobiography- as well as viewing films and printed sources such as political cartoons. This body of work will allow the class to understand the ways in which Jewish women were viewed by the larger culture, by Jewish men and one another. The class will create the opportunity both to learn about Jewish women, but also to provide the tools to learn to analyze how forms of racism; including anti-semitism— and sexism shape society and groups.

Class Time: Lecture 30% Discussion 30% Films/DVDs 20% In Class Assignments 20% Work Load 50 pages per week; mid term and final; three short papers

Style: 50% Lecture, 10% Film/Video, 40% Discussion.

Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% attendance. The class is writing intensive and the paper will have a number of steps

Exam Format: essay and short answer

AmSt 3920 Topics in American Studies: Exploring Diversity in Public History
1-5 credit(s), max credits 6;  
Instructor: Hoogland,Tim  
Description: Student may contact the instructor or department for information.

AmSt 3993 Directed Studies
1-9 credit(s), max credits 9, 1 completion allowed;  
Instructor: STAFF  
Description: Arrangements must be made with the professor who oversees the project.

AmSt 4101 Gender, Sexuality, and Politics in America
3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives  
Instructor: STAFF  
Description: Ways public and private life intersect through the issues of gender, sexuality, family, politics, and public life; ways in which racial, ethnic, and class divisions have been manifest in the political ideologies affecting private life. Class time, workload, grading and exam format are determined by instructors. The focus of each instructor varies with the instructor's expertise.

Style: Will be determined by course instructor

Grading: Will be determined by instructor

AmSt 4301 Workers and Consumers in the Global Economy
3 credit(s);Meets CLE req of Diversity and Soc Justice US  
Instructor: Pierce,Jennifer L  
Description: This course explores the ways that race, gender, and social class have operated both historically and contemporarily through the nexus of work and consumption to structure inequality in the United States and globally. It begins historically by focusing on the trans-Atlantic slave trade making global connections between England, Africa, and the colony of Virginia. Here, slavery as institution is introduced to complicate the notion that work and consumption are separate realms by underscoring the ways that the 'chattel principle' renders slaves at once workers and commodities. From the eighteenth century, the course fast forwards in time to the late twentieth century introducing 'new' dimensions of the global economy. At the same time, it also focuses on continuities with the 'older' global economy including labor migration and the growing inequality between the Global North and Global South. Focusing on feminized migration streams from Mexico, the Philippines, and the Caribbean, we explore the experiences of women from these countries who come to the United States to work for middle-class families as nannies and maids as well as in low level jobs in hotels, restaurants, and other areas of the growing service economy. The following section considers impact of globalization on women and work in other nations. For example, what are the social and economic consequences of Filipino mothers working in the U.S. for their families back in the Philippines? Throughout, the course we examine how consumption is closely linked to work, whether in the case of service work being purchased as a commodity, though analytic models such as commodity chains, consumer culture that contributes to overwork, or workplace practices that encourage consumption.

Style: 50% Lecture, 50% Discussion. class presentations

Grading: 40% mid exam, 50% final exam, 10% in-class presentation.

Exam Format: essay

AmSt 4962W Second Proseminar in American Studies
3 credit(s);Meets CLE req of Writing Intensive  
Instructor: May,Elaine Tyler  
Description: AmSt 3302 is the second semester of the year-long senior seminar required of all American Studies majors. In the class students will develop and write their senior projects.

Grading: 100% reports/papers.
AmSt 8202 Theoretical Foundations and Current Practice in American Studies

3 credit(s);
Instructor: Pierce, Jennifer L

Description: Though American Studies scholars work in a wide range of topical areas and use multiple methods to conduct their research, the common language among scholars in our interdisciplinary field is theory. Put another way, theoretical debates, concepts, and ideas prompt the kinds of questions we pursue in our research. Becoming fluent in theory, then, is a way of engaging in a wide range of research across diverse areas of study. Further, learning about these debates will help you to imagine and formulate the theoretical interventions you hope to make in your own research. The central purpose of this course, then, is to familiarize graduate students with some of the theoretical foundations in American Studies with an emphasis on contemporary scholarship. It begins by discussing the theoretical work on modernity, capitalism, race, and the state. Some of the key theorists here include Karl Marx, Louis Althusser, Michel Foucault, Charles Mill, Dave Roediger, and Wendy Brown. Next, we draw from psychoanalytic theory, postcolonial theory, and women of color feminism as ways of apprehending subjectivity, imagination, memory, and collective resistance. Some of the theorists discussed here are Sigmund Freud, Frantz Fanon, Homi Bhabha, Chandra Mohanty, Nancy Chodorow, and Chela Sandoval. The final section of the course focuses on theories of neoliberalism, transnationalism, and globalization in conceptual work by Stuart Hall, David Harvey, Lisa Duggan, Jacqui Alexander, and Aiwa Ong, among others. Our approach to theory will be exegetical in nature, that is, as we read each theoretical work the focus will be on unpacking categories as well as the organization and significance of a text. Following weeks where we grapple with key concepts, we read contemporary research in American Studies that draws from these theoretical frameworks as exemplary models. To provide one example, after reading theories of the state, we will focus in alternate weeks on two award-winning books: Margot Canaday's The Straight State, which focuses on how the twentieth century U.S. state regulates sex and gender nonconformity and Peggy Pascoe's What Comes Naturally which examines miscegenation law as a window into how the state 'sees race.' As these examples suggest, throughout we will be concerned with the theoretical categories of gender, sexuality, race, and nation. Some of the studies we will read draw from popular culture, others focus on literature, and still others are ethnographic and/or historical. The central objective throughout is not only to read and unpack social theory, but understand its application in contemporary research.

AmSt 8401 Practicum in American Studies

S-N only, 3 credit(s);
Instructor: Castellanos, Bianet

Description: Student may contact the instructor or department for information.

AmSt 8920 Topics in American Studies: Political Economy and Space

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Karjanen, David J

Description: In the post-war era, the American landscape, both its physical environment as well as social and cultural worlds, have been influenced by the development and transformation of cities and suburbs. This course looks at how the relationship between the economic imperatives and spatial qualities of American capitalist development, as well as cultural dynamics both reflect and influence urban and suburban phenomena. The first part of the class emphasizes political economy and theory; Marx and David Harvey and in particular, as well as cultural theories of power from Antonio Gramsci and Doreen Massey, and Michel Foucault's study of heterotopias. The remainder of readings includes ethnographies and historical studies of urban and suburban space, covering issues from urban neoliberalism to planning and the transformation of the American working class.

AmSt 8920 Topics in American Studies: New Directions in U.S. - Based Queer Studies

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Fajardo, Kale Bantigue

Description: Student may contact the instructor or department for information.

AmSt 8970 Independent Study in American Studies

1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Torres PhD, Eden E.

Description: Student may contact the instructor or department for information.

Anatomy  6-125 Jackson Hall

ANAT 3171 Principles of Human Anatomy Laboratory for Mortuary Science Students

2 credit(s);
Instructor: Weinhaus PhD, Anthony James

Description: Human anatomy laboratory for mortuary science students who have had a previous human anatomy lecture course. Laboratory observation of human anatomy on prospected human cadavers. Lab sessions concurrently taught with, but independent
from, ANAT 3602.

**Style**: 100% Laboratory. Multiple hours of review lab available

**Grading**: 30% mid exam, 60% final exam, 10% quizzes.

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**ANAT 3601 Principles of Human Anatomy**

3 credit(s); [BIOL 1002 or BIOL 1009 or BIOL 2002 or equiv], [Concurrent registration is required (or allowed) in 3602 or Concurrent registration is required (or allowed) in 3612], at least soph credit will not be granted if credit received for: Anat 3001/Anat 3301/Anat 3611/INMD 3001/INMD 3301/Credit will not be granted if credit has been received for: ANAT 3001;

**Instructor**: Weinhaus PhD, Anthony James

**Description**: Anatomical relationships. Function based upon form. Clinical applications. Gross (macroscopic) anatomy, histology (microscopic anatomy). Neuroanatomy (nervous system), embryology (developmental anatomy). This course has been renamed from ANAT 3001. (It is advised that students take Principles of Human Anatomy laboratory with this lecture). Prerequisites are: at least sophomore status, and completion of Biol 1001/1002 or 1009 (or equivalent).

**Style**: 100% Lecture.

**Grading**: 8% quizzes, 92% additional semester exams.

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**ANAT 3602 Principles of Human Anatomy Laboratory**

2 credit(s); 3001 or 3301 or INMD 3001 or 3301 or Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611 To register for lab concurrently with lecture, students must successfully register for lecture first. credit will not be granted if credit received for: Anat 3002/Anat 3302/Anat 3612/INMD 3002/INMD 3302/Credit will not be granted if credit has been received for: ANAT 3612;

**Instructor**: Weinhaus PhD, Anthony James

**Description**: Cadaveric examination of Human Anatomy, including: Gross (macroscopic) anatomy, histology (microscopic anatomy), Neuroanatomy (nervous system), and embryology (developmental anatomy). This course has been renamed from ANAT 3002. ANAT 3602 and 3612 are identical. (This lab is designed to supplement the Lecture course (Principles of Human Anatomy). Prerequisites are: Concurrent registration or previous completion of ANAT 3601/3611 or ANAT 3001/3301; AND at least sophomore status: AND completion of Biol 1001/1002 or 1009 (or equivalent).

**Style**: 100% Laboratory.

**Grading**: 100% additional semester exams. A total of 12% extra-credit is available

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**ANAT 3608H Principles of Human Anatomy Laboratory for Honors Students**

A-F only, 3 credit(s);

**Instructor**: Weinhaus PhD, Anthony James

**Description**: Student may contact the instructor or department for information.

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**ANAT 3608H Principles of Human Anatomy Laboratory for Honors Students**

A-F only, 3 credit(s);

**Instructor**: Cook, Mark S.

**Description**: Student may contact the instructor or department for information.

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**ANAT 3611 Principles of Human Anatomy**

3 credit(s); [BIOL 1002 or BIOL 1009 or BIOL 2002 or equiv], at least soph; [Concurrent registration is required (or allowed) in 3602 or Concurrent registration is required (or allowed) in 3612] recommended credit will not be granted if credit received for: Anat 3001/Anat 3301/Anat 3601/INMD 3001/INMD 3301/Credit will not be granted if credit has been received for: ANAT 3001;

**Instructor**: Weinhaus PhD, Anthony James

**Description**: Anatomical relationships. Function based upon form. Clinical applications. Gross (macroscopic) anatomy, histology (microscopic anatomy). Neuroanatomy (nervous system), embryology (developmental anatomy). This course is identical to ANAT 3601. (It is advised that students take Principles of Human Anatomy laboratory with this lecture). Prerequisites are: at least sophomore status, and completion of Biol 1001/1002 or 1009 (or equivalent). Lecture for spring of 2010 will be in PWB 2-470

**Style**: 100% Lecture.

**Grading**: 8% quizzes, 92% additional semester exams.

**Exam Format**: Multiple choice

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**ANAT 3611 Principles of Human Anatomy**

3 credit(s); [BIOL 1002 or BIOL 1009 or BIOL 2002 or equiv], at least soph; [Concurrent registration is required (or allowed) in 3602 or Concurrent registration is required (or allowed) in 3612] recommended credit will not be granted if credit received for: Anat 3001/Anat 3301/Anat 3601/INMD 3001/INMD 3301/Credit will not be granted if credit has been received for: ANAT 3001;

**Instructor**: Barnard, Jane Marie

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Description: Anatomical relationships. Function based upon form. Clinical applications. Gross (macroscopic) anatomy, histology (microscopic anatomy). Neuroanatomy (nervous system), embryology (developmental anatomy). This course has been renamed from ANAT 3301. This course is identical to ANAT 3601. (It is advised that students take Principles of Human Anatomy laboratory with this lecture). Prerequisites are: at least sophomore status, and completion of Biol 1001/1002 or 1009 (or equivalent). Lecture for spring of 2010 will be in PWB 2-470

Style: 100% Lecture.

Grading: 8% quizzes, 92% additional semester exams.

Exam Format: Multiple choice

ANAT 3612 Principles of Human Anatomy Laboratory
2 credit(s); 3001 or 3301 or INMD 3001 or 3301 or Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611 To register for lab concurrently with lecture, students must successfully register for lecture first. credit will not be granted if credit received for: Anat 3002/Anat 3302/Anat 3602/INMD 3002/INMD 3302 Credit will not be granted if credit has been received for: ANAT 3602;

Instructor: Weinhaus PhD, Anthony James

Description: Cadaveric examination of Human Anatomy, including: Gross (macroscopic) anatomy, histology (microscopic anatomy), Neuroanatomy (nervous system), and embryology (developmental anatomy). This course has been renamed from ANAT 3302. ANAT 3602 and 3612 are identical. (This lab is designed to supplement the Lecture course (Principles of Human Anatomy). Prerequisites are: Concurrent registration or previous completion of ANAT 3601/3611 or ANAT 3001/3301; AND at least sophomore status: AND completion of Biol 1001/1002 or 1009 (or equivalent).

Style: 100% Laboratory.

Grading: 100% additional semester exams. A total of 12% extra-credit is available

ANAT 4900 Directed Studies in Anatomy
S-N only, 1-6 credit(s), max credits 18, 3 completions allowed;

Instructor: Weinhaus PhD, Anthony James

Description: Intended for students who have successfully completed ANAT 3001/3301 or ANAT 3601/3611 and have arranged to conduct an extensive research project with course director or have been selected as a Teaching Assistant. Requires course directors approval.

Style: 90% Laboratory, 10% Service Learning. At least 60 hours of laboratory required

Grading: S/N based upon hours completed in lab.

ANAT 5525 Anatomy and Physiology of the Pelvis and Urinary System
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; One undergrad anatomy course, one undergrad physiology course, instr consent Credit will not be granted if credit has been received for: PHSL 5525;

Instructor: Katz, Stephen A.

Description: Student may contact the instructor or department for information.

Animal Science 305 Haecker Hall

AnSc 1101 Introductory Animal Science
4 credit(s);

Instructor: Seykora, Anthony James

Description: Introduction to animal science with emphasis on fundamental concepts of physiology, nutrition, animal breeding and management as they apply to production systems of livestock, poultry, and companion animals.

Style: 70% Lecture, 10% Discussion, 20% Laboratory.

Grading: 40% mid exam, 20% final exam, 10% laboratory evaluation, 30% problem solving.

Exam Format: Multiple choice and short answer.

AnSc 1403 Companion Animal Nutrition and Care
3 credit(s);

Instructor: Stern, Marshall D

Description: This course is designed for individuals having no prior training with animals or nutrition, but have an interest in caring for and understanding the contemporary importance of companion animals. Emphasis will be on nutrition of healthy animals and the various factors that play a role in feeding an animal adequately, including animal behavior, environmental conditions, food type and availability. The course will emphasize basic principles of nutrition and one of the goals will be to make the student aware of their own nutrition, as these principles apply to humans also. Other course goals will be to have the student be a responsible pet owner and enhance their appreciation of companion animals. The target audience of this course is all undergraduate students interested in companion animals and their nutrition and care. The course will focus on companion animals, but not exclusively dogs and cats.
AnSc 2012 Livestock and Carcass Evaluation
3 credit(s);
Instructor: Rozeboom, Kyle James
Description: Student may contact the instructor or department for information.

AnSc 3007 Equine Nutrition
3 credit(s);
Instructor: Hathaway, Marcia R
Description: This course will include the basic principles of nutrition with emphasis on the unique aspects of equine nutrition. Emphasis will be on nutritional needs of healthy animals as well as the various factors that play a role in feeding an animal adequately. These factors include animal behavior, growth and development, physiological status, environmental conditions, food type and availability. The course will focus on developing an understanding of how the physiology of the horse's gastrointestinal tract, the utilization of feedstuffs and the horse's nutritional requirements interrelate. Students will learn how to formulate balanced rations and avoid nutritional related ailments. Students will learn how to seek and interpret information so they can make decisions on important issues such as pasture management, forage selection and the use of dietary feed additives and enhancers. Course Objectives: As a result of taking this course, students will be able to: 1. develop or enhance their appreciation of the nutritional requirements of the horse. 2. recognize the rationale behind the change in nutritional requirements of horses at different stages of development and under different physiological demands change. 3. become familiar with the physiology of the equine gastrointestinal tract. 4. understand the basic management skills that are required for the proper feeding of horses to avoid nutritional based ailments.
Style: 75% Lecture, 25% Discussion.
Grading: 50% mid exam, 20% final exam, 10% laboratory evaluation, 20% problem solving.
Exam Format: short answer

AnSc 3011 Statistics for Animal Science
4 credit(s); Credit will not be granted if credit has been received for: STAT 3011;
Instructor: Raeth-Knight, Mary Louise
Description: The purpose of this course is to introduce students to statistics and statistical techniques and to develop students? statistical reasoning and critical thinking skills. Topics include descriptive statistics, probability, sampling and sampling distributions, hypothesis testing, experimental design, linear correlation, linear regression and multiple linear regression. Students will learn how to make sound arguments and decisions based on statistics when reviewing news articles or scientific publications with statistical content. In addition, in lab sessions, students will learn how to explore and draw conclusions from data using a basic statistical software package.

AnSc 3141 Advanced Dairy Judging
1 credit(s);
Instructor: Hansen, Leslie Bennett
Description: Especially for students interested in competing with the intercollegiate dairy cattle judging team. A weekly class of four dairy cows will be selected for which oral reasons will be prepared. The one set of reasons each week will be presented numerous times to improve technique.
Style: 100% Discussion.
Grading: 100% in-class presentation.

AnSc 3203W Environment, Global Food Production, and the Citizen
3 credit(s); Credit will not be granted if credit has been received for: AGRO 3203W; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Porter, Paul M
Description: Sustainable production of food is crucial to human survival. Different agricultural ecosystems have developed around the world that are influenced by and have an impact on the environment. This Course examines how the environment constrains the capacity to produce food and the impact of agriculture on the environment from a Global Perspective. Topics include human population growth and hunger, ecological properties of agricultural ecosystems, issues of biodiversity, natural resource conservation, pollution, water and waste management. The course is Writing Intensive and utilizes the Active Learning Classroom to provide a group learning environment. The course utilizes decision cases, discussions, writing and readings to enable you to reflect upon global perspectives of compelling contemporary and historical issues in the regions of Africa, Asia and the European Union involving sustainability and to engage in ethical debate about global food production with respect to environmental, societal and economic perspectives. Students with no prior exposure to agriculture are encouraged to enroll. An introductory knowledge of biological concepts would be helpful.
AnSc 3203W Environment, Global Food Production, and the Citizen
3 credit(s); Credit will not be granted if credit has been received for: AGRO 3203W; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Raeth-Knight, Mary Louise
Description: Sustainable production of food is crucial to human survival. Different agricultural ecosystems have developed around the world that are influenced by and have an impact on the environment. This course examines how the environment constrains the capacity to produce food and the impact of agriculture on the environment from a Global Perspective. Topics include human population growth and hunger, ecological properties of agricultural ecosystems, issues of biodiversity, natural resource conservation, pollution, water and waste management. The course is Writing Intensive and utilizes the Active Learning Classroom to provide a group learning environment. The course utilizes decision cases, discussions, writing and readings to enable you to reflect upon global perspectives of compelling contemporary and historical issues in the regions of Africa, Asia and the European Union involving sustainability and to engage in ethical debate about global food production with respect to environmental, societal and economic perspectives. Students with no prior exposure to agriculture are encouraged to enroll. An introductory knowledge of biological concepts would be helpful.
Style: 35% Lecture, 35% Discussion, 20% Small Group Activities. Active Learning classroom, decision cases, group work
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.
Exam Format: short essay and multiple choice

AnSc 3301 Human and Animal Physiology
3 credit(s);
Instructor: Wheaton, Jonathan E
Description: This is an immediate level course that covers the functions of the major organ systems: the nervous system, muscles, cardiovascular, respiration, renal, endocrinology, blood, digestion and reproduction. The course is intended for upper division undergraduate students.
Style: 100% Lecture.
Grading: 89% mid exam, 11% quizzes.
Exam Format: One essay-type exam, others are multiple choice

AnSc 3302 Human and Animal Physiology Laboratory
1 credit(s);
Instructor: Wheaton, Jonathan E
Description: This is a companion course to Human and Animal Physiology, AnSc 3301 (or an equivalent upper division course in systemic physiology). Students conduct computer-assisted and non-assisted laboratory experiments. Students usually work in teams. Each student prepares lab reports and answers discussion questions. These are due and reviewed the following week. At the end of the semester a team final written report and oral presentation is required that addresses a student-selected topic in physiology. Experiments cover the nervous system, muscles, cardiovascular, blood, respiration and metabolism.
Style: 46% Discussion, 54% Laboratory.
Grading: 50% reports/papers, 40% written homework, 10% in-class presentation

AnSc 3307 Artificial Insemination Techniques
S-N only, 1 credit(s);
Instructor: Seykora, Anthony James
Description: Hands-on training and techniques of artificial insemination in cattle at an off-campus laboratory setting. Proper techniques of AI and semen handling, and criteria for selection of bulls.

AnSc 3501 Farm Animal Environment
3 credit(s);
Instructor: El Halawani PhD, Mohamed E
Description: Student may contact the instructor or department for information.

AnSc 3509 Animal Biotechnology
3 credit(s);
Instructor: Fahrenkrug, Scott Christopher
Description: Student may contact the instructor or department for information.

AnSc 3511 Animal Growth and Development
AnSc 4009W Undergraduate Senior Thesis: Science in Agriculture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

AnSc 4011 Dairy Cattle Breeding
3 credit(s);
Instructor: Hansen, Leslie Bennett
Description: This course is very applied in nature. Some problem solving assignments may be hypothetical, but in most cases, real circumstances are discussed. Much class time is devoted to discussion. The course has been popular with international students in the MAST program. Because dairy cattle genetics from the US has had a major impact on dairy cattle worldwide, the international flavor of discussions is very appropriate. There is some straight lecture, but this is usually sprinkled with questions that are followed by discussion. The instructor attempts to have students address questions that are raised and jointly arrive at a solution. Quantitative genetic principles are the primary focus, with rates of genetic improvement and systems of breeding emphasized.
Style: 35% Lecture, 40% Discussion, 25% Laboratory.
Grading: 20% mid exam, 20% final exam, 30% special projects, 30% problem solving.
Exam Format: Short answer, essay

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Hansen, Leslie Bennett
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Seykora, Anthony James
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: White, Michael Ernest
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Shurson, Gerald C
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Mauro PhD, Laura J.
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Hathaway, Marcia R
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Rozeboom, Kyle James
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Raeth-Knight, Mary Louise
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Stern, Marshall D
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: O'Grady PhD, Scott M
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Dayton, William R
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Wheaton, Jonathan E
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: El Halawani PhD, Mohamed E
Description: Student may contact the instructor or department for information.

AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Rozeboom, Gretchen Diane
Description: Student may contact the instructor or department for information.

AnSc 4099 Special Workshop in Animal Science
1-4 credit(s), max credits 24, 6 completions allowed;
Instructor: Reneau, Jeffrey Kimball
Description: Student may contact the instructor or department for information.

AnSc 4099 Special Workshop in Animal Science
1-4 credit(s), max credits 24, 6 completions allowed;
Instructor: Seykora, Anthony James
Description: Student may contact the instructor or department for information.

AnSc 4403 Ruminant Nutrition
3 credit(s);
Instructor: Stern, Marshall D
Description: This course involves lectures and laboratory to focus on nutrient requirements of ruminants, physiology of digestion in ruminants, nutrient content of feedstuffs, primarily forages; energy utilization, protein and nonprotein nitrogen utilization; nutritional disorders; and formulation of adequate rations. Student objectives are to: 1) understand the processes of digestion and the utilization of nutrients by ruminants, 2) understand the systems used to describe nutrient requirements of ruminants, 3) be able to formulate adequate rations for maintenance and production, and 4) have a general knowledge of nutritional disorders and deficiencies. The target audience of this class is undergraduate/graduate students with an interest in nutrition of the ruminant species.
Style: 60% Lecture, 40% Laboratory.
Grading: 40% laboratory evaluation, 60% other evaluation. exams
Exam Format: fill-in-the-blanks, definitions, true/false, matching

AnSc 4602 Sheep Production Systems Management
AnSc 4604 Dairy Production Systems Management
4 credit(s);
Instructor: Rozeboom,Kyle James
Description: Student may contact the instructor or department for information.

AnSc 4612 Tools for Dairy Consultants in the 21st Century
A-F only, 2 credit(s);
Instructor: Reneau,Jeffrey Kimball
Description: Student may contact the instructor or department for information.

AnSc 4614 Advanced Dairy Production Systems Management
2 credit(s);
Instructor: Reneau,Jeffrey Kimball
Description: This class is a continuation of 4604 (see description of 4604). To enroll in this class students must have previously completed AnSc 4604. The intent of this class is to provide dairy management students with additional problem solving skill and experience.

AnSc 8141 Mixed Model Methods for Genetic Analysis
A-F only, 2 credit(s), max credits 4;
Instructor: Da,Yang
Description: 

AnSc 8211 Animal Growth and Development
3 credit(s);
Instructor: Dayton,William R
Description: Student may contact the instructor or department for information.

AnSc 8510 Graduate Seminar
1 credit(s), max credits 12, 12 completions allowed;
Instructor: Dayton,William R
Description: Student may contact the instructor or department for information.

Anthropology 395 HHHCtr

Anth 1001 Human Evolution
4 credit(s);Meets CLE req of Biological Sciences
Instructor: Bangs,Eric William
Description: Humans are unique in the animal world. In this class, we will take a journey through time to examine the evolution of humans, and how natural selection also shapes our own anatomy and behavior. Our goal is to reconstruct the evolutionary history of our lineage, and the anatomy and behavior of our ancestors. The first half of the course is based firmly in the present, and will give you a strong background in evolutionary theory: Natural Selection, basic genetics, principles of behavioral biology and the comparative anatomy of living organisms (primarily monkeys and apes). In the second half of the course we will reconstruct the ecology, diet, anatomy, locomotion, and even the social behavior of the hominids (human ancestors) using the evolutionary principles learned in the first half of the course. Among the "big questions in human evolution" that we will address are: What were the earliest hominins, the
australopiths, like? How did climate change affect macro- and micro-evolutionary patterns? How does tool use and culture feed back
upon our bodies? How far back in time does modern human behavior date, and what is the evidence for it? When and where did our
species, Homo sapiens, in its modern form, originate? While learning the most up-to-date synthesis of paleoanthropology's answers to
these questions, students in this course will also learn first-hand how to apply the analytical methods used by paleoanthropologists.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 35% mid exam, 20% final exam, 35% laboratory evaluation, 10% other evaluation. in-class active-learning assignments

**Exam Format:** multiple choice

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**Anth 1001 Human Evolution**

4 credit(s); Meets CLE req of Biological Sciences

**Instructor:** Lusteck, Robert Karl

**Description:** Student may contact the instructor or department for information.

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**Anth 1003V Understanding Cultures: Honors**

A-F only, 4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing

**Intensive**

**Instructor:** McLean, Stuart J

**Description:** Student may contact the instructor or department for information.

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**Anth 1003W Understanding Cultures**

4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** Introduction to social and cultural anthropology for undergraduate majors and non-majors. Comparative study of societies
and cultures around the world. Topics include adaptive strategies; economic processes; kinship, marriage and gender, social
stratification; politics and conflict; religion and ritual; personality and culture. We will survey a variety of human cultures and explore
theories about the evolution, function and meaning of culture.

**Style:** 75% Lecture, 25% Discussion.

**Exam Format:** multiple choice; essay

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**Anth 1005W Introduction to Cultural Diversity and the World System**

4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive

**Instructor:** Kaiser, Sara

**Description:** Student may contact the instructor or department for information.

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**Anth 1906W Freshman Seminar: Changing Human Adaptations**

A-F only, 3 credit(s); Meets CLE req of Environment; meets CLE req of Writing Intensive

**Instructor:** Tappen, Martha

**Description:** "Changing Human Adaptations" Humans are shaped by their environment, including the social, physical, and ecological
environment. Like all species, we are an integral part of the ecology of the earth. We have evolved adaptations that allow us to eat,
grow, find mates, and raise offspring. How have human adaptations been modified over time? For example, as we spread out of Africa
to higher latitudes new selection pressures were encountered. How do our adaptations change as we change our own environment?
For humans, our interactions with the environment include a high dependence on sociality, technology, agriculture, trade, and today,
fossil fuels. We will consider changes in human diets, methods of food acquisition, geographic distribution, social structure from the
earliest ape-like humans through the Stone Age into the present day. Migrations, adoption of use of fire, hunting, pastoralism,
agriculture, occupation of high latitudes, population growth, etc. will be discussed and analyzed. How long have humans made a
significant impact on the environment? The answer: for a very long time.

**Style:** 20% Lecture, 20% Film/Video, 30% Discussion, 20% Small Group Activities, 10% Demonstration. high level discussion of the
readings and topics at hand will be the main activity.

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**Anth 3002 Sex, Evolution, and Behavior: Examining Human Evolutionary Biology**

A-F only, 4 credit(s); Credit will not be granted if credit has been received for: EEB 3002;

**Instructor:** Wilson, Michael Lawrence

**Description:** Evolutionary theory provides unique insights into fundamental aspects of human behavior, including sex differences,
courship, marriage, reproduction, aggression and cooperation. In this course, lectures, reading and discussion of primary literature
help students develop a critical understanding of the theory, methods, and findings of this rapidly growing field.

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**Anth 3004 Great Controversies in Anthropology**

A-F only, 3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences

**Instructor:** Gudeman, Stephen Frederick
**Description:** Anthropology has been home to famous controversies about human behavior, reason and behavior. We will explore six heated controversies that revolve about topics such as "facts," gender, "truth," poverty and deception. For example, should the famous Margaret Mead have believed Samoan girls when they talked about their sexual lives, can we make moral judgments about other cultures, and what happens when an anthropologist finds a people repulsive? Whose "voices" should be heard when determining the facts? After examining a controversy, we will divide into two sides, debate the issues and then try to reach a judicious perspective. Student participation will play a central role in our explorations into the seamy edges of anthropology, ourselves and other cultures.

**Style:** 40% Lecture, 50% Discussion. Films

**Grading:** 55% mid exam, 35% reports/papers, 10% class participation.

**Exam Format:** Essay

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**Anth 3005W Language, Culture, and Power**

4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive

**Instructor:** Carlson, Matthew John

**Description:** Student may contact the instructor or department for information.

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**Anth 3009 Rise of Civilization**

3 credit(s); Meets CLE req of Historical Perspectives

**Instructor:** Wells, Peter S

**Description:** Examines the development of complex societies, from early hunter-gatherer groups through settled agricultural villages, to the rise of towns and cities. Comparison of processes of change in ten regions of the world. Intended for all undergraduates.

**Style:** 95% Lecture, 5% Discussion.

**Grading:** 45% mid exam, 35% final exam, 20% reports/papers.

**Exam Format:** multiple choice, essay

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**Anth 3015W Biology, Evolution, and cultural Development of Language**

3 credit(s); Credit will not be granted if credit has been received for: ANTH 5015W; Meets CLE req of Social Sciences; meets CLE req of Writing Intensive

**Instructor:** Edminster, Avigdor A N

**Description:** Student may contact the instructor or department for information.

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**Anth 3023 Culture and Society of India**

3 credit(s); Credit will not be granted if credit has been received for: GLOS 3961; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences

**Instructor:** Raheja, Gloria Goodwin

**Description:** Student may contact the instructor or department for information.

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**Anth 3028 Introduction to Historical Archaeology**

A-F only, 3 credit(s);

**Instructor:** Hayes, Katherine F. H.

**Description:** In this course we will explore the theories and methods of historical archaeology. In particular we will consider what it is that distinguished historical archaeology from the broader discipline, and how those differences are parlayed into specific research strengths. This includes several themes: colonialism; the modern world and globalizing economies; social identities (race and ethnicity, class, sex and gender, religion, age); social memory and commemoration; landscapes and social space; citizenship and subjectivity. Although historical archaeology until recently has been restrictively defined as addressing the European-colonized New World, the discipline in the past ten years has significantly broadened its scope and impact on the practice of archaeology as a whole. Throughout the course we will discuss these developments, and what directions archaeology may take in the future as a result. Course work includes both reading/discussion and learning methods through practical exercises.

**Style:** 50% Lecture, 30% Discussion, 20% Laboratory.

**Grading:** 20% mid exam, 20% final exam, 20% special projects, 20% class participation, 20% laboratory evaluation.

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**Anth 3043 Art, Aesthetics and Anthropology**

3 credit(s);

**Instructor:** Wolbert, Barbara

**Description:** Course Description: In this course we will approach art and aesthetics from an anthropological perspective - as a form of social practice. We will devote our time to engage in close readings of texts, which have influenced the theoretical discourse on art worlds and cultural production. The readings will in particular explore the production of meaning and the role art plays in society. Focusing on the individual and collaborative work of artists in the Twin Cities we will investigate the role of curators, directors and producers, the significance of public and private sponsors and the part of the respective art audiences. We will study artist's
professional practices and careers as well as art scenes and art institutions. We will inquire about the conditions of local art productions. Each of you will, in fact, embark on an individually scheduled field study in the Twin Cities, which will center on an artist or a group of artists, an art institution, or an art scene. During the course of the semester we will discuss your research projects in class. At the end of the course the results of your research will be presented in two class conferences. The first part of our class will consist of a brief series of on-line and on-site explorations of Twin Cities' artists, art institutions and art scenes. These explorations include field trips to on-campus art spaces and art events as well as to sites in the proximity of the West Bank campus. During the second part of the course, while each student conducts his and her field work, we will divide our class time in sharing research experience and discussing theoretical texts, which help us to conceptualize the results of our observations and interviews. We will theorize the cultural context of art production. We will touch upon the relation of art and politics. The impact of corporate and state sponsorship on art production, participatory forms of art and other critical art practices, and the role of the artist defined in national, regional, ethnic and religious terms as well as in terms of class and gender will be discussed. We'll be paying particular attention to the manner in which cosmopolitan fields of artistic production both reflect and reproduce structures of modernity on the one hand, and provide individual agents with resources to negotiate and/or contest them. In the third part of our course, you will share the findings of your research in a class conference.

**Style:** 20% Lecture, 5% Film/Video, 20% Discussion, 5% Small Group Activities, 10% Student Presentation, 20% Field Trips, 10% Guest Speakers.

**Grading:** 10% mid exam, 30% reports/papers, 5% quizzes, 20% reflection paper, 10% in-class presentation, 25% class participation.

unexcused absences may effect grade

**Anth 3143 American Indian Languages and Cultures**
3 credit(s); Credit will not be granted if credit has been received for: AMIN 3143;
Instructor: Fairbanks, Brendan George
Description: Student may contact the instructor or department for information.

**Anth 3401 The Human Fossil Record**
A-F only, 3 credit(s); 1001 or inst consent Credit will not be granted if credit has been received for: ANTH 5401;
Instructor: Tappen, Martha
Description: Fossil evidence paleoanthropologists use to reconstruct human evolutionary history. Taxonomy, phylogeny, behavior, ecology, tool use, land use, biogeography. Hands-on examination of fossil casts, readings from primary/secondary professional sources.
Style: 25% Lecture, 10% Film/Video, 25% Discussion, 15% Small Group Activities, 25% Student Presentation.

**Anth 3913 Senior Project Planning**
1 credit(s);
Instructor: Soderberg, John A
Description: Student may contact the instructor or department for information.

**Anth 3913 Senior Project Planning**
1 credit(s);
Instructor: Wells, Peter S
Description: Student may contact the instructor or department for information.

**Anth 3913 Senior Project Planning**
1 credit(s);
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

**Anth 3913 Senior Project Planning**
1 credit(s);
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

**Anth 3913 Senior Project Planning**
1 credit(s);
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.
Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Monnier, Gilliane F
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Valentine, David
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Song, Hoon
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

Anth 3913 Senior Project Planning
1 credit(s);
Instructor: McNulty, Kieran P
Description: Student may contact the instructor or department for information.
Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Hayes,Katherine F. H.
Description: Student may contact the instructor or department for information.

Anth 3980 Topics in Anthropology: Roots Music in American Culture and Society
3 credit(s), max credits 6;
Instructor: Raheja,Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 4007 Laboratory Techniques in Archaeology
1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Soderberg,John A
Description: This course offers an internship experience in the Department of Anthropology laboratories. Students gain hands-on experience with research and curation projects that faculty and graduate students are running. Each semester the projects vary according to what research is happening in the labs. The course is offered for variable credit, with students working in the lab three hours per credit per week. Meeting hours are arranged with the supervisor for each project. Admission to the course is via an application. For more information contact John Soderberg (sode0018@umn.edu).

Anth 4013 Senior Project
3 credit(s);
Instructor: Soderberg,John A
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Wells,Peter S
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Raheja,Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Gudeman,Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Tappen,Martha
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Lipset,David M
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Langford,Jean M
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Taussig,Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Tostevin,Gilbert B
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Wilson,Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Monnier,Gilliane F
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Ho,Karen
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Valentine,David
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: McLean,Stuart J
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Song,Hoon
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Beeman,William O
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: McNulty,Kieran P
Description: Student may contact the instructor or department for information.

Anth 4013 Senior Project
3 credit(s);
Instructor: Hayes,Katherine F. H.
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Soderberg,John A
Description: Student may contact the instructor or department for information.
Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Wells, Peter S
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: Valentine, David
Description: Student may contact the instructor or department for information.

Anth 4013H Senior Honors Thesis Project
A-F only, 3 credit(s);
Instructor: McLean, Stuart J
**Anth 4013H Senior Honors Thesis Project**
A-F only, 3 credit(s);
Instructor: Song, Hoon
Description: Student may contact the instructor or department for information.

**Anth 4013H Senior Honors Thesis Project**
A-F only, 3 credit(s);
Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

**Anth 4013H Senior Honors Thesis Project**
A-F only, 3 credit(s);
Instructor: McNulty, Kieran P
Description: Student may contact the instructor or department for information.

**Anth 4013H Senior Honors Thesis Project**
A-F only, 3 credit(s);
Instructor: Hayes, Katherine F. H.
Description: Student may contact the instructor or department for information.

**Anth 4019 Symbolic Anthropology**
3 credit(s); 1003 or 1005 or grad student or instr consent
Credit will not be granted if credit has been received for: ANTH 8211;
Instructor: Song, Hoon
Description: Why sociocultural anthropology (of all the attempts at understanding the human)? What is different about it (other than its apparent association with geographical diversity)? This course attempts to boldly spell out the discipline's signature impulses, if not the creed, through the loose notion 'symbol' as one of its central watershed theoretical ideas. Broadly conceived, symbols make the absent present and the present absent, and thereby allow us to stand at the threshold between the world of objects and that of the spirit, between the body and mind, and between the outer and the inner. At the collective level, cultural meanings are made accessible to public negotiation through the materialization in symbols. Such 'materialization' includes explicit forms of performance such as ritual, theater, and implicit inscriptions on the face, tattoos, gifts, fashion, etc. By so situating itself at the thresholds of sanctified boundaries of modern rationality (e.g., mind/body), the discipline has gained itself a unique place among the social scientific pursuits: its attention to the degrees of an inherent openness or instability in the 'materialized' meanings has made it the most 'humanistic' of social sciences, which does not shy away from the most fundamental questions on human existence (such as God), even as it stays conversant in the more 'scientific' pursuits. The course attempts to show the possibilities of thinking opened up by such a versatile impulse of the discipline.

**Anth 4025 Studies in Ethnographic Classics**
A-F only, 3 credit(s);
Instructor: Song, Hoon
Description: This course explores the forms of understanding and representation that define the project of ethnography. In order to grasp what is at stake in the writing practices that constitute ethnography, the course examines various themes and problems as they have been taken up by writers with different epistemological, disciplinary and aesthetic commitments. Thus, we consider how differently oriented anthropologists as well as historians and novelists, poets and playwrights have approached social phenomena. What kinds of knowledge are conveyed in what forms? What kinds of understanding are permitted by what acts of imagination? What kinds of truths are communicable through what kinds of textual practices? What theoretical assumptions underlie a choice of representational practice? And what are the ethical risks that attend such choices? These are the questions that will guide us.

**Anth 4053 Economy, Culture, and Critique**
3 credit(s); Credit will not be granted if credit has been received for: ANTH 8205; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Gudeman, Stephen Frederick
Description: Recent, dramatic changes in local and global economies have profoundly affected the lives of millions and have demanded that we rethink our analytical approaches. Drawing on the concept of culture, this course offers a critical perspective on our economic practices and theories. We will analyze and compare economic practices from around the globe, take a fresh look at our own behavior, and reinterpret formal models of economy. Economies and their concepts will be seen as local models which are elaborated and changed by communities. Exploring these models provides a different and new way of understanding material activities and the theories we use to explain them. Using this approach, we will examine critical issues such as the effects that market expansion has on
marginalized peoples, on environments, and on our identities in a globalizing world. Rather than emphasizing increased wealth and consumption, many local models provide other meanings of wellbeing and economic success. Students will draw on these ideas to analyze practices in their everyday life. Course readings consist of articles, but the overall view will be presented in class. Class sessions will consist of lectures, discussion of the readings, conversation and reports about everyday experience of economy, and some films. There will be one exam during the semester and one final as well as the brief assignments. The course qualifies for international perspectives.

**Style:** 50% Lecture, 40% Discussion. Film

**Grading:** 40% mid exam, 40% final exam, 20% reports/papers.

**Exam Format:** Essay

**Anth 4069 Environmental Archaeology**

3 credit(s);

**Instructor:** Lusteck, Robert Karl

**Description:** How did people in the past relate to their environment? How did they change the environment, and how did it change them? What foods did they eat? How did they live? These are some of the fundamental questions of environmental archaeology. Environmental archaeology uses interdisciplinary techniques to examine the world in which people of the past lived and how they adapted to their surroundings. Their material remains can help us to understand our own interactions with the environment and give us clues about how to successfully adapt to a changing world.

**Anth 4075 Cultural Histories of Healing**

A-F only, 3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences

**Instructor:** Langford, Jean M

**Description:** In this course we examine dynamic interrelationships among healing practices, especially the history and politics of influence, counter-influence, dissemination and conflict. How are healing practices embroiled in colonial and postcolonial encounters? What are the stakes involved in defining a healing practice as belonging to a certain cultural group? What are the connections between medical perception and historically contingent orientations toward language, social life and the body? To explore such questions we draw on ethnographies and histories of modern Euro-American medicine (biomedicine), classical Asian healing practices (Ayurveda and Chinese medicine), and trance-based or "shamanic" healing practices. We consider the legacy of ancient Greek medicine and its divergence from ancient Chinese medicine, the rise of an anatomically based medicine in Europe; the colonial dissemination of biomedicine; the refashioning of local healing practices in postcolonial contexts; the micropolitics of biomedical knowledge (from dominant metaphors of medicine to the social construction of disease categories); the relationship of medicine to marginality and injustice; and the transnational market in indigenous healing. Emphasis will be on class discussions and and two short papers related to the readings and films. The course will concentrate on learning to think creatively and critically about cultural and historical dimensions of medicine. Designed for juniors and above.

**Style:** 25% Lecture, 65% Discussion. films

**Grading:** 70% reports/papers, 30% class participation.

**Anth 4991 Independent Study**

1-6 credit(s), max credits 6, 1 completion allowed;

**Instructor:** Wells, Peter S

**Description:** Student may contact the instructor or department for information.

**Anth 4991 Independent Study**

1-6 credit(s), max credits 6, 1 completion allowed;

**Instructor:** Raheja, Gloria Goodwin

**Description:** Student may contact the instructor or department for information.

**Anth 4991 Independent Study**

1-6 credit(s), max credits 6, 1 completion allowed;

**Instructor:** Gudeman, Stephen Frederick

**Description:** Student may contact the instructor or department for information.

**Anth 4991 Independent Study**

1-6 credit(s), max credits 6, 1 completion allowed;

**Instructor:** Tappen, Martha

**Description:** Student may contact the instructor or department for information.
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Valentine, David
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Song, Hoon
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: McNulty, Kieran P
Description: Student may contact the instructor or department for information.

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Hayes, Katherine F. H.
Description: Student may contact the instructor or department for information.
Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Soderberg, John A
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Wells, Peter S
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.
Anth 4992 Directed Readings
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: McLean, Stuart J
  Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Song, Hoon
  Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Beeman, William O
  Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: McNulty, Kieran P
  Description: Student may contact the instructor or department for information.

Anth 4992 Directed Readings
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Hayes, Katherine F. H.
  Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Wells, Peter S
  Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Raheja, Gloria Goodwin
  Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Gudeman, Stephen Frederick
  Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Tappen, Martha
  Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Lipset, David M
  Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
  1-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Langford, Jean M
  Description: Student may contact the instructor or department for information.
Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Taussig,Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Tostevin,Gilbert B
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Wilson,Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Ho,Karen
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Valentine,David
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: McLean,Stuart J
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Song,Hoon
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Beeman,William O
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: McNulty,Kieran P
Description: Student may contact the instructor or department for information.

Anth 4993 Directed Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Hayes,Katherine F. H.
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed;Meets CLE req of Writing Intensive
Instructor: Wells,Peter S
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed;Meets CLE req of Writing Intensive
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Valentine, David
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Song, Hoon
Description: Student may contact the instructor or department for information.
Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: McNulty, Kieran P
Description: Student may contact the instructor or department for information.

Anth 4994W Directed Research
1-6 credit(s), max credits 6, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Hayes, Katherine F. H.
Description: Student may contact the instructor or department for information.

Anth 5009 Human Behavioral Biology
A-F only, 3 credit(s);
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 5015W Biology, Evolution, and Cultural Development of Language
3 credit(s); Credit will not be granted if credit has been received for: ANTH 3015W; Meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Edminster, Avigdor A N
Description: Student may contact the instructor or department for information.

Anth 5401 The Human Fossil Record
A-F only, 3 credit(s); 1001 or instr consent Credit will not be granted if credit has been received for: ANTH 3401;
Instructor: Tappen, Martha
Description: Fossil evidence paleoanthropologists use to reconstruct human evolutionary history. Taxonomy, phylogeny, behavior, ecology, tool use, land use, biogeography. Hands-on examination of fossil casts, readings from primary/secondary professional sources.
Style: 25% Lecture, 10% Film/Video, 25% Discussion, 15% Small Group Activities, 25% Student Presentation.

Anth 5446 Archaeology of Representation as Communication
A-F only, 3 credit(s);
Instructor: Wells, Peter S
Description: The seminar examines uses of representations - paintings, sculptures, drawings, photographs - as means of communication, from the earliest representations of 30,000 years ago to the present day.
Style: 80% Discussion, 20% Student Presentation.
Grading: 50% reports/papers, 10% special projects, 30% in-class presentation, 10% class participation.

Anth 5980 Topics in Anthropology
2 credit(s), max credits 12;
Instructor: Nord, Tobin Lawrence
Description: Business Anthropology This is a seminar designed both for students of anthropology and students of business and management. During the course of the semester we will explore the ways in which anthropological understandings and research techniques; particularly 'ethnographic techniques' can be used to enhance the study and practice of business. Topics to be covered during the semester include ethnography in the marketplace, anthropology and advertising, design anthropology, anthropology and management techniques, anthropology and international business. The seminar will have a number of guest speakers and several field projects. Students will carry out a number of practical fieldwork projects during the semester which will help them develop their skills as ethnographic analysts and interviewers. Each student will complete a final project in which they will try to solve a practical business problem through field observation and analysis. Students will be asked to write six reflection papers of approximately 2-3 pages (3-5 pages for 8810 students) based on readings and external observations. The final exercise for the course will be a fieldwork project using ethnographic techniques to address a problem in organization, marketing, design or business behavior. The results of the field projects will be presented in May, accompanied by a written report on the fieldwork and results.
Style: 40% Lecture, 10% Discussion, 30% Small Group Activities, 20% Guest Speakers.
Grading: 40% special projects, 10% attendance, 30% reflection paper, 10% in-class presentation, 10% class participation.
Anth 5980 Topics in Anthropology: Language and Food
3 credit(s), max credits 12;
Instructor: Szatrowski,Polly Ellen
Description: Topics in Linguistics/Anthropology (Language and Food) Polly Szatrowski What could be more central to our lives than language and food? We learn language (together with gesture) and the tastes (textures, smells, visual features, and sounds) we associate with food early in our lives, and both form an important part of our identities. In this course, we will address the following questions: 1) How do we organize our language and bodies around food, i.e., how do we use them to get to and from the table, and to proceed in a meal (e.g., at a sushi restaurant)? 2) How do we use language to taste, identify and assess food, and how do these fine distinctions and discriminations define us as people and relate to our identity? 3) How do we talk about our experience of food and tell stories about food? 4) What metaphors do we have for food and how does language relate to gender in the context of food? 5) How is language used to socialize children around food? We will explore the relation between language and food by analyzing actual conversations among people eating a variety of foods, using a variety of languages, including English, Japanese, Chinese, Lao, Kri, Eegimaa, Wolof, Italian, Persian, German, Danish, and French. The class will be most rewarding for students who like to cook/eat, talk about food, and educate their palate. Prerequisite: LING 3001 or 3011 or 5001 OR permission of the instructor.
Style: 40% Lecture, 30% Discussion.
Grading: 40% reports/papers, 30% written homework, 30% class participation.

Anth 5980 Topics in Anthropology: Language and Gender
3 credit(s), max credits 12;
Instructor: Sheldon PhD,Amy
Description: Language and Gender Taught with Anth 5980. Prereq: Introduction to Linguistics, or Introduction to Linguistic Anthropology, or the equivalent, or instr consent, 3 credits, Instructor: Sheldon,Amy Description: This course will critically examine whether and how language and communicative practices construct and represent normative and non-normative sexualities and genders. Possible topics: gender socialization through language; genderlects; gender as binarity or multiplicity; gender as linguistic stylization; language issues in LGBT communities; sexist and nonsexist language; language reform; conversational and rhetorical practices that create dominance, subordination, silencing and resistance. Language contexts include, but are not limited to: everyday conversational interactions that create personal relationships, personal narratives, talk in public spaces (e.g., radio/TV/print media, classrooms, workplaces, online language), etc. Students will observe their own and others' everyday speech and will work with found or recorded examples. Term projects can be started early and developed with guidance across the semester. The focus is on English but comparisons across languages are welcome. Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu
Style: 20% Lecture, 25% Discussion, 30% Small Group Activities, 20% Student Presentation, 5% Demonstration.
Grading: 50% reports/papers, 20% written homework, 10% attendance, 10% in-class presentation, 10% class participation. No exams.
Exam Format: n.a.

Anth 5980 Topics in Anthropology: Art in Politics: Post-War German Exhibits/Debates
3 credit(s), max credits 12;
Instructor: Wolbert,Barbara
Description: Exploring identity politics in Germany, we will focus on art events and cultural institutions - such as exhibitions and museums - in the context of globalization and the formation of new geopolitical formations. We will deal with the representation of racial, national, cultural and religious diversity and its representation in the public sphere. In particular, we will concentrate on a variety of forms of expressive culture on the politics of exclusion and inclusion in German art worlds. Through exhibits of art referred to as 'international art', 'world art', 'global art', 'ethnic art', 'Non-Western art', we will analyze the notion of otherness at a particular point in time and critically examine contemporary German and European cultural politics. We will describe the appropriation of concepts such as integration, multiculturalism and cultural commons into political discourses in Germany and we will take a critical view of visual culture and political power in a globalizing world. Aiming at a better understanding of post-wall Germany, this course addresses this issue from a diachronic perspective: Our discussions will follow a sequence of art exhibition cases from Imperial Germany, the Weimar Republic, Nazi Germany, the Cold War Germanys and Unified Germany. While the selection of catalogs and slides from exhibition sites focuses on the German case, the theoretical readings allow for a more general and conceptual discussion. This course aims at broadening your general understanding of the place and role of art in society and raising your awareness of diversity issues and questions of representation. Working not only with texts, but dealing also with images and studying displays on site, this is also a course in visual cultural studies. You will be encouraged to formulate descriptions carefully, develop your own interpretations, and critically make use of images and readings. This course may serve the interests and needs of students who are seeking to expand their knowledge of German culture and politics during the past century. You may take this course furthermore as an introduction to contemporary German and European cultural politics.
Style: 30% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 25% Student Presentation, 10% Field Trips.
Grading: 5% mid exam, 15% final exam, 30% reports/papers, 10% written homework, 20% in-class presentation, 20% class participation.
Exam Format: Midterm exam: Questionnaire, Final Exam: Essay Format
Anth 5980 Topics in Anthropology: Pre-Columbian Art of the Andes
3 credit(s), max credits 12;
Instructor: Afanador-Pujol, Angelica J
Description: This upper-division course is designed to provide students with a greater knowledge of the art and architecture of the Inkas and their ancestors in the Andes of South America from the time of their first appearance in the archaeological record until the Spanish invasion in the sixteenth century. We will study their prolific artistic production starting with textiles, gold works, and earthworks in the deserts of coastal Peru and ending with their exquisite stone architecture in the Andes mountains.
Grading: 20% mid exam, 25% final exam, 25% reports/papers, 10% special projects, 10% in-class presentation, 10% class participation.

Anth 5990 Topics in Archaeology
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Anfinson, Scott F
Description: Student may contact the instructor or department for information.

Anth 5990 Topics in Archaeology
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Hayes, Katherine F. H.
Description: Student may contact the instructor or department for information.

Anth 5990 Topics in Archaeology
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Hayes, Katherine F. H.
Description: Student may contact the instructor or department for information.

Anth 8002 Ethnography: Contemporary Theory and Practice
A-F only, 5 credit(s);
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 8510 Topics in Archaeology
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Anfinson, Scott F
Description: Student may contact the instructor or department for information.

Anth 8510 Topics in Archaeology
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Wells, Peter S
Description: This course examines the archaeology of the British Isles, with an emphasis on Great Britain. The seminar covers the history of archaeology, as well as the material remains of societies that inhabited the British Isles from some 700,000 years ago to the present. Among the periods covered are the Neolithic, the Bronze Age, the Iron Age, the Roman Period, and the early Middle Ages. Different interpretations of the archaeological material are considered.
Style: 100% Discussion.
Grading: 35% special projects, 55% in-class presentation, 10% class participation.

Anth 8510 Topics in Archaeology
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 8810 Topics in Sociocultural Anthropology
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Nord, Tobin Lawrence
Description: Business Anthropology This is a seminar designed both for students of anthropology and students of business and management. During the course of the semester we will explore the ways in which anthropological understandings and research techniques?particularly ethnographic techniques?can be used to enhance the study and practice of business. Topics to be covered during the semester include ethnography in the marketplace, anthropology and advertising, design anthropology, anthropology and management techniques, anthropology and international business. The seminar will have a number of guest speakers and several field
projects. Students will carry out a number of practical fieldwork projects during the semester which will help them develop their skills as ethnographic analysts and interviewers. Each student will complete a final project in which they will try to solve a practical business problem through field observation and analysis. Students will be asked to write six reflection papers of approximately 2-3 pages (3-5 pages for 8810 students) based on readings and external observations. The final exercise for the course will be a fieldwork project using ethnographic techniques to address a problem in organization, marketing, design or business behavior. The results of the field projects will be presented in May, accompanied by a written report on the fieldwork and results.

**Style:** 40% Lecture, 10% Discussion, 30% Small Group Activities, 20% Guest Speakers.

**Grading:** 40% special projects, 10% attendance, 30% reflection paper, 10% in-class presentation, 10% class participation.

**Anth 8810 Topics in Sociocultural Anthropology**
- 3 credit(s), max credits 9, 3 completions allowed;
- Instructor: Langford, Jean M
- Description: Student may contact the instructor or department for information.

**Anth 8810 Topics in Sociocultural Anthropology**
- 3 credit(s), max credits 9, 3 completions allowed;
- Instructor: Demerath, Peter
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Wells, Peter S
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Raheja, Gloria Goodwin
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Gudeman, Stephen Frederick
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Tappen, Martha
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Lipset, David M
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Langford, Jean M
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Taussig, Karen-Sue
- Description: Student may contact the instructor or department for information.

**Anth 8991 Independent Study**
- 1-18 credit(s), max credits 18, 1 completion allowed;
- Instructor: Tostevin, Gilbert B
- Description: Student may contact the instructor or department for information.
Anth 8991 Independent Study
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 8991 Independent Study
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.

Anth 8991 Independent Study
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Valentine, David
Description: Student may contact the instructor or department for information.

Anth 8991 Independent Study
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

Anth 8991 Independent Study
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Instructor: Song, Hoon
Description: Student may contact the instructor or department for information.

Anth 8991 Independent Study
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Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

Anth 8991 Independent Study
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Description: Student may contact the instructor or department for information.

Anth 8991 Independent Study
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Instructor: Hayes, Katherine F. H.
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Wells, Peter S
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 18, 1 completion allowed;
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Anth 8993 Directed Study
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Description: Student may contact the instructor or department for information.

Apparel Design  240 McNeal Hall

ADes 2196 Work Experience in Apparel Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: LaBat,Karen Louise
Description: Student may contact the instructor or department for information.
ADes 2196 Work Experience in Apparel Design
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Bye, Elizabeth K  
Description: Student may contact the instructor or department for information.

ADes 2196 Work Experience in Apparel Design
S-N only, 1-4 credit(s), max credits 8;  
Instructor: DeLong, Marilyn R  
Description: Student may contact the instructor or department for information.

ADes 2196 Work Experience in Apparel Design
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Dunne, Lucy Elizabeth  
Description: Student may contact the instructor or department for information.

ADes 2214 Softlines Analysis
A-F only, 3 credit(s);  
Instructor: Gahring, Sherri Ann  
Description: Student may contact the instructor or department for information.

ADes 2221 Apparel Design Studio I
A-F only, 4 credit(s);  
Instructor: STAFF  
Description: Introduction to theories and methods used to solve problems in designing clothing for a variety of user groups. Developing an understanding of the relationship of the 2-dimensional pattern shape to the 3-dimensional body. Introduction to basic flat pattern, draping and fitting principles. The objectives of the course are: To understand the basic relationship of the 2-dimensional plane to the 3-dimensional body in developing pattern shapes; To understand and utilize flat pattern manipulation to vary pattern style while maintaining size in the design of clothing; To examine, evaluate, and utilize pattern development techniques as appropriate for selected clothing designs; To learn the basic process of apparel design ideation through the use of a variety of illustration techniques; To learn and implement the basic process of apparel pre-production form design concept through finished sample. This class is designed for pre-clothing design majors who have completed the necessary prerequisites: DHA 1201, 1311, 1221, 1312. The class is designed for studio learning opportunities with supporting lecture and demonstrations. Project work requires an average of 15 hours outside of class.  
Style: 25% Lecture. Studio  
Grading: 50% special projects, 50% problem solving.

ADes 3223 Apparel Design Studio III
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: This course is designed for clothing design majors as part of the clothing design studio sequence. The study of tailored and non-tailored clothing structures is covered. Experimentation with a variety of materials and structures using innovative methods is explored and implemented with a series of garments.  
Style: 15% Lecture. Studio work  
Grading: 80% special projects, 10% in-class presentation, 10% laboratory evaluation.

ADes 3224 Apparel Design Studio IV
A-F only, 3 credit(s);  
Instructor: Dunne, Lucy Elizabeth  
Description: This class uses an engineering-type design process to analyze and meet the functional needs of specific user groups. We design clothing that protects users from impact, from thermal and weather conditions, and to facilitate and/or expand body function and movement. A theoretical understanding of human anatomy and anthropometrics is applied in facilitating design for a variety of body types, work environments, and activities. Class projects are often conducted with an industry partner, and project work introduces advanced patterning techniques for function and mobility. Text is "Clothing: The Portable Environment", by Watkins. Prerequisite is Clothing Design Studio III.  
Style: 40% Lecture, 60% Studio.  
Grading: 70% special projects, 5% class participation, 25% other evaluation.

ADes 3225 Apparel Design Research
A-F only, 1 credit(s);
Instructor: Carlson, Anna M
Description: Student may contact the instructor or department for information.

**ADes 3228 Portfolio Development**
A-F only, 2 credit(s);
Instructor: Sowers, Chad Michael
Description: Student may contact the instructor or department for information.

**ADes 4121 History of Costume**
A-F only, 4 credit(s);
Instructor: DeLong, Marilyn R
Description: Survey of clothing and appearances in Western culture from pre-history to present day. Examination of how lines, shapes, color, texture, mass, and body proportions and movements, are assembled within a social context including time, culture, and event. Research approaches and methods in the study and interpretation of dress are included. Teaching method includes lecture, discussion and laboratory with sample slides, videos, use of actual artifacts in the historic costume collection of the Goldstein. Target audience is upper level undergraduate students.
Style: 30% Lecture, 30% Discussion, 30% Laboratory.
Grading: 15% mid exam, 15% final exam, 10% reports/papers, 30% special projects, 10% in-class presentation, 10% class participation, 10% laboratory evaluation.
Exam Format: Multiple choice and some essay.

**ADes 4160H Honors Capstone Project**
A-F only, 2 credit(s), max credits 4;
Instructor: LaBat, Karen Louise
Description: Student may contact the instructor or department for information.

**ADes 4160H Honors Capstone Project**
A-F only, 2 credit(s), max credits 4;
Instructor: Bye, Elizabeth K
Description: Student may contact the instructor or department for information.

**ADes 4160H Honors Capstone Project**
A-F only, 2 credit(s), max credits 4;
Instructor: DeLong, Marilyn R
Description: Student may contact the instructor or department for information.

**ADes 4160H Honors Capstone Project**
A-F only, 2 credit(s), max credits 4;
Instructor: Dunne, Lucy Elizabeth
Description: Student may contact the instructor or department for information.

**ADes 4193 Directed Study in Apparel Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: LaBat, Karen Louise
Description: Student may contact the instructor or department for information.

**ADes 4193 Directed Study in Apparel Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Carlson, Anna M
Description: Student may contact the instructor or department for information.

**ADes 4193 Directed Study in Apparel Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Bye, Elizabeth K
Description: Student may contact the instructor or department for information.

**ADes 4193 Directed Study in Apparel Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: DeLong, Marilyn R  
Description: Student may contact the instructor or department for information.

**ADes 4193 Directed Study in Apparel Design**  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Dunne, Lucy Elizabeth  
Description: Student may contact the instructor or department for information.

**ADes 4196 Internship in Apparel Design**  
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted and approved in advance by adviser and internship supervisor, written consent of faculty supervisor, instructor consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: GDES 4196;  
Instructor: STAFF  
Description:

**ADes 4215 Product Development: Softlines**  
A-F only, 4 credit(s);  
Instructor: LaBat, Karen Louise  
Description: Follow the product development process to develop a product or product line for a Minnesota company. Work in teams of design and merchandising students to identify the product opportunity within guidelines presented by the company, research background information to develop the product, conduct ideation sessions, select a product direction based on your research, develop and evaluate a prototype—present the results to the sponsoring company for their evaluation and feedback. Project this year with Target Corporation. Must be Apparel Design or Retail Merchandising senior with sufficient background to participate in this fast-paced project.  
Style: 10% Lecture, 5% Discussion, 5% Laboratory, 45% Small Group Activities, 5% Student Presentation, 5% Demonstration, 5% Field Trips, 15% Studio, 5% Guest Speakers.  
Grading: Grade based on work on the project for the company. A quality of effort is determined through evaluation of presentations and project results. Portion of grade determined through peer evaluation and evaluation by project sponsor.

### Apparel Studies 240 McNeal Hall

**ApSt 5121 History of Costume**  
A-F only, 4 credit(s);  
Instructor: DeLong, Marilyn R  
Description: Student may contact the instructor or department for information.

**ApSt 5124 Consumers of Design**  
A-F only, 3 credit(s);  
Instructor: Wu, Juanjuan  
Description: Student may contact the instructor or department for information.

**ApSt 5193 Directed Study in Apparel Studies**  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: STAFF  
Description: Directed study in design, housing and apparel. The topics, course content and readings are developed under the guidance of the supervising faculty member. Typically reserved for graduate students.  
Style: Working with supervising faculty  
Grading: 100% reports/papers. Or may be related to a project.

**ApSt 8192 Readings in Apparel Studies**  
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;  
Instructor: LaBat, Karen Louise  
Description: Student may contact the instructor or department for information.

**ApSt 8192 Readings in Apparel Studies**  
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;  
Instructor: Bye, Elizabeth K
Description: Student may contact the instructor or department for information.

ApSt 8192 Readings in Apparel Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Johnson PhD,Kim KP
Description: Student may contact the instructor or department for information.

ApSt 8192 Readings in Apparel Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: DeLong,Marilyn R
Description: Student may contact the instructor or department for information.

ApSt 8192 Readings in Apparel Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Wu,Juanjuan
Description: Student may contact the instructor or department for information.

ApSt 8192 Readings in Apparel Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Kim,Hye-Young
Description: Student may contact the instructor or department for information.

ApSt 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: LaBat,Karen Louise
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ApSt 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Dunne, Lucy Elizabeth
Description: Student may contact the instructor or department for information.

ApSt 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: LaBat, Karen Louise
Description: Student may contact the instructor or department for information.

ApSt 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Bye, Elizabeth K
Description: Student may contact the instructor or department for information.

ApSt 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Johnson PhD, Kim KP
Description: Student may contact the instructor or department for information.

ApSt 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: DeLong, Marilyn R
Description: Student may contact the instructor or department for information.

ApSt 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Wu, Juanjuan
Description: Student may contact the instructor or department for information.

Applied Business 20 Ruttan Hall

ABus 3051 Career Skills in the Professional Environment
2 credit(s);
Instructor: Bonderson, Lori
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Career planning and job search processes appropriate to business/professional careers in corporate culture. Exploring career options: career centers, company research and networking. Resume and cover letter writing. Job interview preparation. Organizational culture and job satisfaction. Business etiquette.
Style: Online
Grading: 28% special projects. - Self-Introduction (12%) - Cover Letter (10%) - Resume (10%) - Networking Assignment (10%) - Career Center Visit (10%) - Company Research (10%) - Interview Preparation (10%)

ABus 3301 Introduction to Quality Management
A-F only, 3 credit(s);
Instructor: Martens, Scott L
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit
ABus 4022 Management in Organizations
A-F only, 3 credit(s);
Instructor: Haarklaau, Evon A
Description: This fully online section is offered though Online and Distance learning, College of the Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course brings together key elements from the practical (on the job), the theoretical (in the classroom), and the personal (self-assessment) to facilitate a better understanding of management as a profession. By the conclusion of this course, you will have learned to: --compare and contrast theoretical and practical thinking on professional management, and apply this knowledge to current practice; --describe and apply the characteristics of a strong manager in a high-performance organization; --explain and illustrate how planning, organizing, leading, and controlling are accomplished in a specific industry or organization; and --assess your own aptitude, interest, and knowledge for entering the management profession.
Style: 100% Web Based.
Grading: 20% mid exam, 20% final exam, 10% special projects, 10% class participation. 11 discussion questions (10%) -4 group assignments (10%) -self-introduction (0%) -interview (10%)

ABus 4023W Communicating for Results
A-F only, 3 credit(s);
Instructor: Lowry, Ann E.
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Aspects of communication essential for being persuasive and influential. Organizing and presenting ideas effectively, strategies for audience analysis, choosing communication methods, making appropriate use of informal influence methods, and handling dissent. Processes for intercultural communication.
Style: 100% Web Based.
Grading: 8 "question of the week" discussion postings and responses (4%) -2 applied management research papers with executive summaries (32%) -A personal assessment and reflection paper (16%) -3 online quizzes (48%)

ABus 4041 Dynamics of Leadership
A-F only, 3 credit(s);
Instructor: Kaiser, David
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, your learning about leadership will occur in two ways: --learning about and understanding leadership strategies, values, characteristics, and styles (the context) --analyzing your own perspectives and beliefs about leadership (your interpretation of the context) This course will give you the knowledge and understanding of the qualities and skills necessary to become a leader within various contexts. It will assist you in working in various organizational environments and understanding the impact of globalization and diversity on achieving organizational directives.
Style: 100% Web Based.
Grading: 10% mid exam, 30% final exam, 15% special projects. -self-introduction (1%) -12 discussions (24%) -1 self-selected learning assignment (20%)

ABus 4101 Accounting and Finance for Managers
A-F only, 3 credit(s);
Instructor: Vickman, Thomas M
Description: This fully online course is offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. You will look at your career from a new perspective, and increase your contribution to the bottom line, whatever your role. Accounting is the language of business, and finance is not very far behind. Learn to talk the talk and make effective financial contributions. You will learn a variety of basic scenarios using accounting and finance models and the knowledge and tools for applying them to a particular business sector: retail, manufacturing, government, hospitality, non-profit, medical, construction. Some examples: An IT department head in a medium-size business prepares department budgets and justifies capital expenditures. A language specialist in the U.S. home office of an international company justifies program budgets and ongoing expenditures. A consulting psychologist must know how the numbers come together and what they mean: How much should we bill an hour? What is the minimum number of hours we must bill to break even? How do we project our cash needs? You will learn how to *Distinguish between various management cost terms and concepts. *Identify and understand quality costs and
quality programs. *Analyze costing activities to help improve an organization's work flow. *Understand how fixed and variable costs behave. *Calculate the effects on profitability of changes in selling prices, costs, sales mix, and volume. *Prepare various types of budgets. *Calculate standard cost variances and determine what they mean. *Apply decision techniques to determine whether to retain or discontinue a product; make, lease, or buy a part; accept or refuse an order; and expand, shut down, or eliminate a facility or product line. *Apply the concept of the time value of money to determine present and future value.

**Style:** 100% Web Based.

**Grading:** 30% special projects, 10% quizzes, self-introduction and test submission (2%), 9 online discussions (18%), 10 problem sets (40%),

**ABus 4104 Management and Human Resource Practices**
- **A-F only, 3 credit(s);**
- **Instructor:** Benraouane, Sid A.
- **Description:** Introduces students to a broad overview of human resource practices in organizations as well as basic responsibilities of front line managers. Emphasis is on providing day-to-day leadership including organizing work, motivating employees, delegating, coordinating and achieving results. Human resource practices carried out at the front line include selection induction and training of new employees, employee appraisal, handling grievances and discipline.

**ABus 4151 Innovation for Leaders and Organizations**
- **A-F only, 3 credit(s);**
- **Instructor:** Flanders, Gordon R
- **Description:** Innovation as a cornerstone of a knowledge economy. History and value of the innovation process, and importance to individuals and organizations. Strategies to foster personal and collaborative innovation. Responsibilities in personal innovation skill-building and leading innovation in organizations.

**ABus 4515 Strategy and Management for a Sustainable Future**
- **A-F only, 3 credit(s);**
- **Instructor:** Hickle, Garth Thomas
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Explore the meaning and importance of sustainability in business. Characteristics of sustainable environments and their relationship to organizations. Potential economic and strategic enterprise value. Management and leadership to foster and support sustainability. Relationship of sustainable business practices to marketplace trends and realities.
- **Style:** Online
- **Grading:** -14 discussions (25%) -5 short reports or exercises (55%) -Sustainability report (20%)

**ABus 4701 Introduction to Marketing**
- **A-F only, 3 credit(s);**
- **Instructor:** Aggarwal, Praveen
- **Description:** This is a fully online section offered through Online and Distance Education (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The course begins with the 4 Ps of marketing and the marketing concept and takes you through the fascinating worlds of consumer behavior, market research, the marketing mix, strategic marketing, and many others. The course will introduce you to the terminology of marketing and demonstrate how marketing relates to other functional areas within an organization. The course will try to expose you to the breadth, rather than depth in any one particular area, of marketing. A discussion of the international scope of marketing and ethics in business will also be integrated into the course at every stage.
- **Style:** 100% Web Based.
- **Grading:** 20% final exam, 40% quizzes, -self-introduction (1%) -5 research exercises (10%) -4 segments of a marketing plan (9%) -final marketing plan (20%)
- **Exam Format:** Supervised, in-person (not online), comprehensive final exam

**Applied Economics 231 Ruttan Hall**

**ApEc 1101 Principles of Microeconomics**
- **4 credit(s);**Credit will not be granted if credit has been received for: ECON 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
- **Instructor:** Liu, Donald J.
- **Description:** Economics is the study of choices made under conditions of scarcity and is divided into two major subject matter areas: micro and macro economics. This course, Principles of Microeconomics, is concerned mainly with the economic decisions of individual consumers and producers and how they interact under various market and regulatory environments. The major emphasis in the course
will be on economic concepts and their applications to current economic issues and day-to-day business operations.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 25% mid exam, 25% final exam, 15% quizzes, 25% other evaluation. Second midterm; 10% Homework assignments

**Exam Format:** Multiple choice, short answer problem solving, graphical analysis

### ApEc 1102 Principles of Macroeconomics

3 credit(s); 1101 or Econ 1101 no credit will be granted if credit has been received for: Econ 1102 or Econ 1105. Credit will not be granted if credit has been received for: ECON 1102;

**Instructor:** Parliament, Claudia A

**Description:** Economics, the study of choices made under conditions of scarcity, is divided into two major areas: micro and macro economics. This course, Principles of Macroeconomics, is concerned with the behavior of entire economies. The course will focus on the aggregate concepts of economic growth, gross domestic product, unemployment, and inflation. The course will also cover the role of the Federal Reserve Bank and the banking system in creating the money supply and influencing interest rates. Budget deficits and the national debt will be discussed. The strengths and weaknesses of using fiscal and/or monetary policy to influence economic growth and stability will be examined. Time permitting, exchange rates and trade deficits will be covered. The course will emphasize the application of macroeconomic concepts to current economic issues.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 30% mid exam, 25% final exam, 15% reports/papers, 15% quizzes, 15% problem solving.

**Exam Format:** multiple choice, short answer, graphs

### ApEc 1102H Honors: Principles of Macroeconomics

A-F only, 4 credit(s); 1101 or 1101H or ECON 1101 or ECON 1101H, honors Credit will not be granted if credit has been received for: APEC 1102;

**Instructor:** Ritter, Joe

**Description:**

### ApEc 3001 Applied Microeconomics: Consumers, Producers, and Markets

4 credit(s); [ECON 1101 or ECON 1101H or ECON 1101H], [MATH 1142 or MATH 1271]] or instr consent ; intended for undergrads in [Ag/Food Bus Mgmt, Appl Econ] Credit will not be granted if credit has been received for: ECON 3101;

**Instructor:** Johnson, Nancy Leigh

**Description:** Student may contact the instructor or department for information.

### ApEc 3002 Applied Microeconomics: Managerial Economics

4 credit(s);

**Instructor:** King, Robert P

**Description:** This course focuses on the application of microeconomic theory to managerial problems. Lectures, readings, problem sets, lab sessions, case studies, and discussions integrate theory and applications. Topics include: an introduction to regression analysis, demand analysis and demand function estimation, cost function estimation, resource allocation decisions, linear programming, market structure, pricing policy, risk analysis, and capital budgeting. This course is the second in a sequence that begins with ApEc 3001, "Consumers, Producers, and Markets". The primary audience for this course is undergraduate students majoring in Agricultural Business Management, Agricultural Industries and Marketing and Applied Economics.

**Style:** 40% Lecture, 10% Discussion, 50% Laboratory.

**Grading:** 30% mid exam, 20% final exam, 10% quizzes, 25% laboratory evaluation, 15% problem solving. There are two midterm exams. Each counts for 15% of the final grade.

**Exam Format:** Problems, short answer, short essay

### ApEc 3006 Applied Macroeconomics: Government and the Economy

3 credit(s); [ECON 1102 or Econ 1102], [3001 or Econ 3101] or instr consent Credit will not be granted if credit has been received for: ECON 3102;

**Instructor:** Smith, Rodney B

**Description:** This course is concerned mainly with aggregate economic activity and economic growth. Major emphasis is on factors determining national income, employment, interest rates, and the price level. These factors include aggregate consumption, business investment, imports and exports, government spending and taxation, the money market, and the labor market. The impact of savings and technical progress on economic growth is examined using a simple model of economic growth.

**Style:** 80% Lecture, 20% Laboratory. In class discussion.

**Grading:** 60% mid exam, 40% final exam.

**Exam Format:** combination of true/false explain, multiple choice, and short essay

### ApEc 3007 Applied Macroeconomics: Policy, Trade, and Development
3 credit(s); Meets CLE req of Global Perspectives  
Instructor: Runge, Carlisle Ford  
Description: This is an undergraduate course in trade and economic development addressed in four main parts. Part I will lay out what we know about international trade and its role in the process of economic development: how trade has grown over recent centuries, the particular role of trade in agriculture, and concerns over globalization and the welfare of developing countries. Part II will consider what economists theorize about international trade—how we know about trade and development. We will consider traditional theories of trade and the roles of comparative advantage, resource endowments, and factor mobility as well as more contemporary aspects involving economies of scale and imperfect competition. Part III of the course will discuss the trade policy instruments and institutions that make trade and development happen: the private financial sector, the International Monetary Fund, World Bank, World Trade Organization, and World Intellectual Property Organization. Part IV will consider how the international movement of capital, technical change, and location affect trade and development.  
Style: 80% Lecture, 20% Discussion.  
Grading: 30% mid exam, 40% final exam, 30% reports/papers.  
Exam Format: Multiple choice, short essay and numerical questions

ApEc 3061 General Survey of Development in Africa  
3 credit(s); 1101 or ECON 1101 Credit will not be granted if credit has been received for: AFRO 3433; Meets CLE req of Global Perspectives  
Instructor: Okediji, Tade O  
Description: Student may contact the instructor or department for information.

ApEc 3451 Food and Agricultural Sales  
3 credit(s);  
Instructor: Nefstead, Ward Elliot  
Description: Professional selling of agricultural and food products. Building and refining sales abilities, identifying and qualifying prospects, delivering effective sales presentations and closing the sale, utilizing principles of market research including market segmentation methods. The class will involve explorations of careers in sales via guest speakers and other audiovisual aids. Students will develop and deliver a professional sales presentation.  
Style: 80% Lecture, 20% Discussion.  
Grading: 15% mid exam, 20% final exam, 50% special projects, 15% laboratory evaluation.  
Exam Format: Essay

ApEc 3611W Environmental and Natural Resource Economics  
3 credit(s); Meets CLE req of Environment; meets CLE req of Writing Intensive  
Instructor: Homans, Frances Reed  
Description: This is a course on the use of economic tools in the analysis of policies for use and protection of natural resources and the environment. The focus will be on how we can use basic economic models to analyze problems of resource use and the potential effects of public policies, to help sharpen our thinking about how choices are made, by individuals and society, concerning natural resources and the environment. We will look at both environmental economics (which focuses on externalities) and natural resource economics (which looks at resource use over time). You will be asked, during the course, to set up and solve economic models that capture important aspects of the behavior and policies that we will consider throughout the semester. The objectives of this course are (1) to introduce the theory relating to these topic areas and (2) to show with applications how the theory can be used to solve real-world problems. I expect that a student successfully completing this course will understand the basic issues involved with use and protection of natural resources and the environment, and be able to analyze problems that reflect real-life situations encountered in contemporary society.  
Style: 45% Lecture, 15% Discussion, 25% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.  
Grading: 25% mid exam, 25% final exam, 20% reports/papers, 10% quizzes, 10% journal, 10% class participation.

ApEc 3811 Principles of Farm Management  
3 credit(s);  
Instructor: Mold, Doris Elaine  
Description: Student may contact the instructor or department for information.

ApEc 3821 Retail Center Management  
3 credit(s);  
Instructor: Nefstead, Ward Elliot  
Description: Management of garden centers, grocery stores and other retail units selling perishable agricultural products. This course will involve accounting and management aspects of related retail business. Part of the class with focus on ecommerce applications. Group exercises and management cases/simulations will be used as well as assigned projects off campus.
ApEc 3991 Independent Study in Applied Economics
1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: STAFF
Description: Independent study and supervised reading and research on subjects and problems not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

ApEc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Professional experience in agribusiness firms or government agencies gained through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

ApEc 4481 Futures and Options Markets
3 credit(s); [3001 or Econ 3101], [AnSc 2211 or OMS 1550 or Stat 3011], 60 cr or instr consent
Credit will not be granted if credit has been received for: APEC 5481;
Instructor: Usset, Edward Charles
Description: In "Futures and Options Markets" we examine the economics and purpose of futures markets and prices on organized commodity markets. Our primary focus is on hedging, or the commercial use of agricultural futures and options markets. Market speculation is also discussed. Time is also spent examining hedging and speculative aspects of spread trading. Other topics considered include carrying charges, basis, ownership structure of exchanges, the development of new contracts, electronic trading and market regulation.
Style: 85% Lecture, 10% Discussion, 5% Student Presentation.
Grading: 45% mid exam, 25% final exam, 25% written homework, 5% attendance.

ApEc 4501 Financial Modeling
A-F only, 3 credit(s);
Instructor: Pederson, Glenn Darwin
Description: The objective of the course is to give students experience in designing and implementing solutions to financial and management problems with the use of the advanced features of the Microsoft Excel spreadsheet software and its VBA programming language. The course will emphasize the development of computer-based tools, rather than the use of existing tools or templates. In this way students will gain valuable practical experience in how to interpret and implement concepts and theories that are found in the fields of economics, finance and management. This is a full-semester, 3-credit course that incorporates a combination of short introductory lectures, cases, and computer labs. The course will meet twice per week in the computer lab.
Style: 10% Lecture, 90% Laboratory.
Grading: 10% in-class presentation, 90% laboratory evaluation.

ApEc 4821W Business Economics and Strategy
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Boland, Michael Aloysius
Description: The textbook is International Agribusiness Strategy: A Book in Honor of Professor Ray Goldberg authored by myself and Ernesto Gallo which you will receive for no charge. Course Objectives and Student Learning Outcomes: This course integrates economic, management, and accounting principles. Emphasis is placed on the knowledge, critical thinking, communication, and life skills learning outcomes. This course makes great use of active student learning techniques. Specific Learner Outcomes: At the end of the semester, students will be able to: A. Complete an industry analysis using Porter’s Five Forces Model; B. Complete a firm analysis; C. Use economic concepts to explain strategic relationships among accounting concepts; D. Use the case study approach to explain strategic management concepts; and E. Help teach you skills in time management and group activities. All of these concepts are applied to firms and industries in the food economy. We will look at case studies on Blue Diamond Almond Growers, Sunkist, Mountain States Lamb, Coors, Cargill, CHS, Kroger, Dole Foods, and their firms.
Style: 10% Lecture, 50% Discussion, 35% Small Group Activities, 5% Student Presentation.
Grading: Final presentation is 20%, exams are 40%, in class group work is 20%, and quizzes / homework are 20%. These are approximations as of 3-November 2010
Exam Format: you will be given all the questions in advance orally. It is a take home exam done in class on a case study. The questions are generally the same for each exam.

ApEc 5032 Economic Data Analysis for Managerial and Policy Decisions
ApEc 5152 Applied Macroeconomics: Income and Employment
3 credit(s);
Instructor: Roe,Terry Lee
Description: The course begins with a review of the fundamentals of micro economics of the consumer and firm. These fundamentals are used to develop, explain and apply a static general equilibrium trade model of an economy. Selected economy wide policies are discussed such as the basics of financial crises. The next section introduces the Solow model and growth accounting. The last section draws upon the static and the Solow model and growth accounting to develop a multi-sector growth model. This framework is used to explain savings, sources of growth, change in economy structure, and long-run equilibrium concepts.
Style: 80% Lecture, 20% Discussion.
Grading: 45% mid exam, 45% final exam, 10% problem solving.
Exam Format: Essay

ApEc 5321 Regional Economic Analysis
3 credit(s);
Instructor: Mykerezi,Elton
Description:
Style: 70% Lecture, 25% Discussion, 5% Student Presentation.
Grading: 25% mid exam, 35% final exam, 30% reports/papers, 10% in-class presentation.
Exam Format: I prepare between 10 and 15 essay-type questions. These questions are provided to the students one week before the exam. For the in class exam 3 are selected randomly.

ApEc 5481 Futures and Options Markets
3 credit(s);grad student Credit will not be granted if credit has been received for: APEC 4481;
Instructor: Usset,Edward Charles
Description: In "Futures and Options Markets" we examine the economics and purpose of futures markets and prices on organized commodity markets. Our primary focus is on hedging, or the commercial use of agricultural futures and options markets. Market speculation is also discussed. Time is also spent examining hedging and speculative aspects of spread trading. Other topics considered include carrying charges, basis, ownership structure of exchanges, the development of new contracts, electronic trading and market regulation.
Style: 85% Lecture, 10% Discussion, 5% Student Presentation.
Grading: 45% mid exam, 25% final exam, 25% written homework, 5% attendance.

ApEc 5711 U.S. Agricultural and Environmental Policy
3 credit(s);
Instructor: Runge,Carlisle Ford
Description: This course provides an overview of global challenges to the survival and sustainability of the environment. The introductory first part of the course introduces the magnitude of these challenges in physical, ecological and human terms. The second part offers a set of economic tools relevant to analysis of these issues: the discount rate, property rights, basic game theory. The third part applies these concepts to a variety of international environmental problems.
Style: 70% Lecture, 30% Discussion.
Grading: 30% final exam, 40% other evaluation. exams, 30% assignments
Exam Format: Multiple choice and essay; take-home essay for final

ApEc 5721 Economics of Science and Technology Policy
3 credit(s);
Instructor: Smith,Pamela Jane
Description: Student may contact the instructor or department for information.

ApEc 5731 Economic Growth and International Development
3 credit(s);
Instructor: Smith, Rodney B  
Description: Student may contact the instructor or department for information.

**ApEc 5811 Cooperative Organization**

3 credit(s);  
Instructor: Boland, Michael Aloysius  
Description: In the first half of the semester, we will look at specific cooperatives and their role in various industries across the world. I have written more than 80 case studies on food firms, many of which are cooperatives. The ones I anticipate using in the class include dried fruit (Sun-Maid Raisins), prunes (SunSweet), dairy products (Land O'Lakes, Cass-Clay), coffee (Coopex in Brazil), citrus (Sunkist), dairy products (Colun in Chile), almonds (Blue Diamond), apple juice (Treetop), peaches (California Cling Peach Growers association), cranberries (Ocean Spray), rural utilities (rural electric cooperative), lamb (Mountain States Lamb Cooperative), sugar (American Crystal Sugar), ag inputs (CHS, Inc.), and grape (Welch's). In many cases, we will have a representative from the cooperative visiting with us by speaker phone or other technology. I anticipate that we will also collaborate with a similar class at Montana State, North Dakota State, and University of Idaho on a series of case studies. Topical Content: Week 1: Introduction to Cooperatives and the Class Focus on principles and application of principles Week 2: Principles of Cooperatives Week 3: Equity management and cooperative finance Week 4: What led to first cooperative and Rochdale Pioneers and similar activities in USA Week 5: History of Group Action Efforts in the USA leading up to Capper-Volstead Act of 1922 Week 6: Exam over Principles and how they have been applied Move to a discussion about how different public policies have helped cops in these industries flourish Week 7: Cooperatives in the Tree Fruit and Tree Nut industries in the USA Week 8: Cooperatives in the ag Input Supply industries in the USA Week 9: Cooperatives in the utility and credit industries in the USA Move to an application of principles and policies abroad Week 10: Cooperatives overseas: Latin American and European and Oceania experiences Week 11: Cooperatives overseas: African and Asian experiences Integrative discussion Weeks 12-15: student reports  
Style: 20% Lecture, 50% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.  
Grading: I expect to have two exams, one report, and in-class discussion.  
Exam Format: Writing exam (no multiple choice or true / false questions)

**ApEc 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management**

1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: STAFF  
Description: Special topics or individual work.  
Style: Varies/indivauals approach  
Grading: 100% other evaluation. Varies

**ApEc 5991 Special Topics and Independent Study in Applied Economics**

1-4 credit(s), max credits 12, 12 completions allowed;  
Instructor: STAFF  
Description: Special classes, independent study, and supervised reading and research on subjects not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

**ApEc 8003 Applied Microeconomic Analysis of Game Theory and Information**

A-F only, 2 credit(s);  
Instructor: Polasky, Stephen  
Description: Student may contact the instructor or department for information.

**ApEc 8003 Applied Microeconomic Analysis of Game Theory and Information**

A-F only, 2 credit(s);  
Instructor: Polasky, Stephen  
Description: Student may contact the instructor or department for information.

**ApEc 8004 Applied Microeconomic Analysis of Social Choice and Welfare**

A-F only, 2 credit(s);  
Instructor: Coggins, Jay Steven  
Description: Student may contact the instructor or department for information.

**ApEc 8004 Applied Microeconomic Analysis of Social Choice and Welfare**

A-F only, 2 credit(s);  
Instructor: Coggins, Jay Steven  
Description: Student may contact the instructor or department for information.
3 credit(s);
Instructor: Runge, Carlisle Ford
Description: Student may contact the instructor or department for information.

ApEc 8206 Dynamic Optimization: Applications in Economics and Management
3 credit(s);
Instructor: Homans, Frances Reed
Description: Student may contact the instructor or department for information.

ApEc 8212 Econometric Analysis II
4 credit(s);
Instructor: Glewwe, Paul W
Description: Student may contact the instructor or department for information.

ApEc 8341 Applied Public Finance
A-F only, 3 credit(s);
Instructor: Kalambokidis, Laura TJ
Description: Student may contact the instructor or department for information.

ApEc 8403 Consumer Theory and Demand Analysis
A-F only, 3 credit(s);
Instructor: Beatty, Timothy KM
Description: Student may contact the instructor or department for information.

ApEc 8501 Labor Economics I
A-F only, 2 credit(s);
Instructor: Ritter, Joe
Description: Student may contact the instructor or department for information.

ApEc 8502 Labor Economics II
A-F only, 2 credit(s);
Instructor: Davis, Elizabeth E
Description:
Style: 50% Lecture, 20% Discussion, 30% Student Presentation.

ApEc 8701 International Economic Development, Growth, and Trade
3 credit(s);
Instructor: Roe, Terry Lee
Description: Student may contact the instructor or department for information.

ApEc 8801 Applied Production Theory
A-F only, 3 credit(s);
Instructor: Smith, Rodney B
Description: Student may contact the instructor or department for information.

ApEc 8901 Graduate Seminar: M.S. Program
S-N only, 1 credit(s);
Instructor: Apland, Jeffrey
Description: Student may contact the instructor or department for information.

ApEc 8902 Graduate Seminar: Ph.D. Program
S-N only, 1 credit(s);
Instructor: Pederson, Glenn Darwin
Description: Student may contact the instructor or department for information.

Applied Plant Sciences 411 Borlaug Hall
APSc 8123 Research Ethics in the Plant and Environmental Sciences
S-N only, 0.5 credit(s); Grad student Credit will not be granted if credit has been received for: PLPA 8123;  
Instructor: Smith, Alan G  
Description: Student may contact the instructor or department for information.

Applied Professional Studies 20 Ruttan Hall

APS 5201 Career and Job Search Preparation for Graduate Students
S-N only, 1 credit(s);  
Instructor: Kubak, Maggie  
Description: Student may contact the instructor or department for information.

APS 6993 Directed Studies
OPT No Aud, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Labuza PhD, Ted Peter  
Description: Student may contact the instructor or department for information.

APS 6994 Directed Research
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Bielinsky, Anja K  
Description: Student may contact the instructor or department for information.

APS 8002 Final Project Seminar/Capstone
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Schottel, Janet L  
Description: Student may contact the instructor or department for information.

APS 8002 Final Project Seminar/Capstone
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Cuesta, Carlo M  
Description: Student may contact the instructor or department for information.

APS 8110 Graduate Seminar Series
S-N only, 1 credit(s), max credits 10, 10 completions allowed;  
Instructor: Schottel, Janet L  
Description: Student may contact the instructor or department for information.

Arabic 220 Folwell Hall

Arab 1102 Beginning Arabic II
5 credit(s); 1101 or equiv or instr consent Credit will not be granted if credit has been received for: ARAB 4102;  
Instructor: Khalek, Hisham A  
Description: Description: Beginning 1102 is the second in a sequence of Arabic courses designed to teach reading, writing, listening and speaking formal Arabic, also known as Modern Standard Arabic (MSA). The class continues to build upon and reinforce what was learned in 1101 with strong emphasis on learning basic communicative interactions. The course presents theme based topics aimed at delivering practical and functional material. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is: Marhaba Part One by Hisham Khalek.  
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities. Culture.  
Grading: 20% mid exam, 25% final exam, 15% quizzes, 15% written homework, 10% class participation, 15% laboratory evaluation.  
20% homework.  
Exam Format: Multiple choice and fill in the blank.

Arab 1102 Beginning Arabic II
5 credit(s); 1101 or equiv or instr consent Credit will not be granted if credit has been received for: ARAB 4102;  
Instructor: Ben Zahra, Saloua  
Description: Student may contact the instructor or department for information.
Arab 1102 Beginning Arabic II
5 credit(s); 1101 or equiv or instr consent
Credit will not be granted if credit has been received for: ARAB 4102;
Instructor: Mohammed,Sidow Abdishariff
Description: Student may contact the instructor or department for information.

Arab 3102 Intermediate Arabic II
5 credit(s);
Instructor: Ben Zahra,Saloua
Description: Student may contact the instructor or department for information.

Arab 3102 Intermediate Arabic II
5 credit(s);
Instructor: Elmeski,Mohammed
Description: Student may contact the instructor or department for information.

Arab 3290 Arabic Language Teaching Tutorial
S-N only, 1 credit(s), max credits 2;
Instructor: Khalek,Hisham A
Description: The class trains advanced level students who have received an ?A? in Intermediate Arabic 3102, or who are native speakers of Arabic to tutor students of Arabic as a second language. Tutors will also lead weekly conversational sessions.

Arab 4102 Beginning Arabic II
3 credit(s); [4101 or equiv], grad student
Credit will not be granted if credit has been received for: ARAB 1102;
Instructor: Khalek,Hisham A
Description: Beginning 1102 is the second in a sequence of Arabic courses designed to teach reading, writing, listening and speaking formal Arabic, also known as Modern Standard Arabic (MSA). The class continues to build upon and reinforce what was learned in 1101 with strong emphasis on learning basic communicative interactions. The course presents theme based topics aimed at delivering practical and functional material. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is: Marhaba Part One by Hisham Khalek.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities. Culture.
Grading: 20% mid exam, 25% final exam, 15% quizzes, 15% written homework, 10% class participation, 15% laboratory evaluation.
Exam Format: Multiple choice and fill in the blank.

Arab 4102 Beginning Arabic II
3 credit(s); [4101 or equiv], grad student
Credit will not be granted if credit has been received for: ARAB 1102;
Instructor: Ben Zahra,Saloua
Description: Arabic 1102 is the second in a sequence of courses aimed at familiarizing students with reading, speaking, listening, and writing Modern Standard Arabic. The class focuses on learning five skills in language acquisition. Reading elementary level Arabic, writing simple sentences, speaking basic and compound sentences, listening and discerning introductory Arabic, and furthermore, learning basic grammar and its applicability in writing and speaking. Supplement to class instructions include practicing interactive computer drills and exercises. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is Al-Kitaab, Part One. By Brustad, Al-Batal, and Al-Tonsi, accompanied by a DVD.
Style: 40% Lecture, 40% Discussion. Culture.
Grading: 20% mid exam, 20% final exam, 30% quizzes, 10% class participation, 20% other evaluation. 20% homework.
Exam Format: Multiple choice and fill in the blank.

Arab 4102 Beginning Arabic II
3 credit(s); [4101 or equiv], grad student
Credit will not be granted if credit has been received for: ARAB 1102;
Instructor: Mohammed,Sidow Abdishariff
Description: Beginning 1102 is the second in a sequence of Arabic courses designed to teach reading, writing, listening and speaking formal Arabic, also known as Modern Standard Arabic (MSA). The class continues to build upon and reinforce what was learned in 1101 with strong emphasis on learning basic communicative interactions. The course presents theme based topics aimed at delivering practical and functional material. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is a packet entitled Assalamu Alaykum by Hisham Khalek.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities. Culture.
Grading: 20% mid exam, 25% final exam, 15% quizzes, 15% written homework, 10% class participation, 15% laboratory evaluation.

Arab 4102 Beginning Arabic II
3 credit(s); [4101 or equiv], grad student
Credit will not be granted if credit has been received for: ARAB 1102;
Instructor: Mohammed,Sidow Abdishariff
Description: Description: Beginning 1102 is the second in a sequence of Arabic courses designed to teach reading, writing, listening and speaking formal Arabic, also known as Modern Standard Arabic (MSA). The class continues to build upon and reinforce what was learned in 1101 with strong emphasis on learning basic communicative interactions. The course presents theme based topics aimed at delivering practical and functional material. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is a packet entitled Assalamu Alaykum by Hisham Khalek.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities. Culture.
Grading: 20% mid exam, 25% final exam, 15% quizzes, 15% written homework, 10% class participation, 15% laboratory evaluation.
20% homework.
Exam Format: Multiple choice and fill in the blank.

Arab 4122 Intermediate Arabic II
3 credit(s);
Instructor: Ben Zahra, Saloua
Description: Student may contact the instructor or department for information.

Arab 4122 Intermediate Arabic II
3 credit(s);
Instructor: Elmeski, Mohammed
Description: Student may contact the instructor or department for information.

Arab 5102 Advanced Arabic II
3 credit(s), max credits 4, 1 completion allowed;
Instructor: Khalek, Hisham A
Description: Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply to some extent dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. Students are also expected to deliver a weekly oral news journal. The target audience includes both undergraduate and graduate students. The text is Al-Kitaab, Part three, by Brustad, Al-Batal, and Al-Tonsi, aided by a DVD.
Style: 20% Lecture, 40% Discussion, 10% Laboratory, 20% Small Group Activities.
Grading: 10% mid exam, 15% final exam, 20% reports/papers, 20% quizzes, 15% written homework, 10% in-class presentation, 10% laboratory evaluation.
Exam Format: Content-based inference. Writing

Architecture  110 Rapson Hall

Arch 1281 Design Fundamentals I
A-F only, 4 credit(s);
Instructor: Swackhamer, Marc T
Description: Student may contact the instructor or department for information.

Arch 2281 Design Fundamentals II
A-F only, 4 credit(s);
Instructor: Jarvi, Adam Thomas
Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop
A-F only, 1-6 credit(s), max credits 15, 6 completions allowed;
Instructor: STAFF
Description: Please refer to BDA website for class descriptions and instructor information. See link below.

Arch 3282 Undergraduate Architecture Studio II
A-F only, 6 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Arch 3351 AutoCAD I
3 credit(s); Arch major or BED major or instr consent Credit will not be granted if credit has been received for: ARCH 5351;
Instructor: Anderson, Kristine
Description: Basic concepts, tools, and techniques of computer-aided drawing with current AutoCAD Release. Strategies and techniques for producing dimensioned and annotated drawings suitable for plotting, and an introduction to 3-D drawing capabilities. Use of dimension variables, attributes, blocks, and symbols
Arch 3412 Architectural History Since 1750
A-F only, 3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Solomonson, Katherine Mary
Description: History of Architecture of Since 1750 investigates buildings, landscapes, and cities during three centuries of dynamic change. Central to the course are questions concerning the interplay between the built environment, architectural theory, and shifting cultural, social, political, and economic conditions. Although the course focuses on structures and sites located in the United States and Europe, it also explores cross-cultural interactions across five continents. Students will develop a knowledge of significant concepts, structures, and sites; a working vocabulary of architectural terminology; the ability to analyze architecture through written work and discussion; and a framework for continued learning. This course is geared toward students in all fields as well as toward students specializing in architecture. Although it is the second part of a two-semester survey, there are no prerequisites and students who have no previous background in architecture are welcome.
Style: 66% Lecture, 33% Discussion.
Grading: 25% mid exam, 30% final exam, 25% reports/papers, 20% quizzes.

Arch 3412H Honors: Architectural History Since 1750
A-F only, 3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Solomonson, Katherine Mary
Description: History of Architecture of Since 1750 investigates buildings, landscapes, and cities during three centuries of dynamic change. Central to the course are questions concerning the interplay between the built environment, architectural theory, and shifting cultural, social, political, and economic conditions. Although the course focuses on structures and sites located in the United States and Europe, it also explores cross-cultural interactions across five continents. Students will develop a knowledge of significant concepts, structures, and sites; a working vocabulary of architectural terminology; the ability to analyze architecture through written work and discussion; and a framework for continued learning. This course is geared toward students in all fields as well as toward students specializing in architecture. Although it is the second part of a two-semester survey, there are no prerequisites and students who have no previous background in architecture are welcome.
Style: 66% Lecture, 33% Discussion.
Grading: 25% mid exam, 30% final exam, 25% reports/papers, 20% quizzes.

Arch 3611 Design in the Digital Age
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ARCH 5611;
Instructor: Dozier, James
Description: Student may contact the instructor or department for information.

Arch 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6;
Instructor: Marcus, Adam C.
Description: Student may contact the instructor or department for information.

Arch 4150 Topics in Architecture: Modern Office Bldg in America: 19th & 20th Century
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: Miller, Nancy A
Description: Student may contact the instructor or department for information.

Arch 4150 Topics in Architecture
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: McQuade, Martha Wilha
Description: Student may contact the instructor or department for information.

Arch 4150 Topics in Architecture: Northside Net-Zero Seminar
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: Alm, Lucas Lloyd
Description: The Northside Net-Zero Seminar is a semester-long inquiry into the nature and feasibility of affordable zero-energy homes. Students will learn about collaborative sustainable design through readings, community interaction, precedent studies, programming, and systems research. Using this knowledge, they will set the tone of the project by developing a schematic design for the net-zero Habitat for Humanity home. They will work with the Studio Module during the second half of the semester by providing timely research reports, design feedback, technical expertise and written specifications. This course will expose architecture students to the cutting-edge of home design, provide opportunities to engage the larger design and non-profit community, and provide an invaluable learning experience. Note: a parallel module, Arch5550 will provide design support but is independent from this course. They are not pre-req or co-req to each other.
Arch 4150 Topics in Architecture
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: Reichert,Molly Elizabeth
Description: Student may contact the instructor or department for information.

Arch 4150 Topics in Architecture: Planning and Design of the University
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: Haggans,Michael
Description: Student may contact the instructor or department for information.

Arch 4194H Thesis/Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Solomnon,Katherine Mary
Description: This seminar is for honors students who are working on their honors theses. It provides a framework that supports students’ individualized work as well as the opportunity to present it and receive feedback from faculty and other students.

Arch 4284 Undergraduate Architecture Studio IV
A-F only, 6 credit(s);
Instructor: Jara,Cynthia
Description: Student may contact the instructor or department for information.

Arch 4361 3-D Computer Architectural Modeling and Design
A-F only, 3 credit(s);3351, Arch major
Credit will not be granted if credit has been received for: ARCH 5361;
Instructor: Dozier,James
Description: This class explores the use of 3-D computer modeling as a tool for representation in both abstract and realistic ways. Students will gain a good basic working knowledge of computer modeling software through assignments that include the creation and arrangement of objects, setting up lighting, developing surface materials, and creating still renderings and animations. The class also explores ways in which computer visualization can be used throughout the design process for: design exploration, feedback during the development of design ideas, and realistic representation of fully formed designs.

Arch 4423 Gothic Architecture
A-F only, 3 credit(s);3411 or instr consent
Credit will not be granted if credit has been received for: ARCH 5423;
Instructor: Satkowski,Leon
Description: Student may contact the instructor or department for information.

Arch 4434 Contemporary Architecture
A-F only, 3 credit(s);3412 or instr consent
Credit will not be granted if credit has been received for: ARCH 5434;
Instructor: Miller,Nancy A
Description: Student may contact the instructor or department for information.

Arch 4521 Environmental Technology I
A-F only, 3 credit(s);
Instructor: Smith,Patrick Ashley
Description: Student may contact the instructor or department for information.

Arch 4561 Architecture and Ecology
A-F only, 3 credit(s);Credit will not be granted if credit has been received for: ARCH 5501;
Instructor: Handeen,Daniel A
Description: Student may contact the instructor or department for information.

Arch 4672 Historic Building Conservation
A-F only, 3 credit(s);
Instructor: Grover,Todd Andreas
Arch 4672 Historic Building Conservation
A-F only, 3 credit(s);
Instructor: Donofrio, Gregory
Introduction of new environmental systems in historic buildings. Conservation of historic interiors. Research on historic building materials/techniques, using primary/secondary resources. Documentation of a specific historic site through large-format photography and measured drawings

Arch 5110 Architecture as Catalyst
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Guzowski, Mary M
Description: Student may contact the instructor or department for information.

Arch 5110 Architecture as Catalyst
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Swackhamer, Marc T
Description: Student may contact the instructor or department for information.

Arch 5110 Architecture as Catalyst
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Comazzi, John Joseph
Description: Student may contact the instructor or department for information.

Arch 5110 Architecture as Catalyst
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Comazzi, John Joseph
Description: Student may contact the instructor or department for information.

Arch 5110 Architecture as Catalyst
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Dunne, Lucy Elizabeth
Description: Student may contact the instructor or department for information.

Arch 5110 Architecture as Catalyst
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Brownell, Blaine Erickson
Description: Student may contact the instructor or department for information.

Arch 5110 Architecture as Catalyst
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Marcus, Adam C.
Description: Student may contact the instructor or department for information.

Arch 5301 Conceptual Drawing
A-F only, 3 credit(s);
Instructor: Piotrowski, Andrzej
Description: Drawing as a way of analyzing, exploring, and generating design ideas. Projection systems, diagramming, mapping. Different modes of visual perception. Nonverbal structures.

Arch 5350 Topics in Architectural Representation
A-F only, 4 credit(s), max credits 4, 1 completion allowed;
Instructor: Anderson, Lee Bruce
Description: Student may contact the instructor or department for information.

Arch 5350 Topics in Architectural Representation
A-F only, 3 credit(s), max credits 4, 1 completion allowed;
Instructor: Reichert, Molly Elizabeth
Description: Student may contact the instructor or department for information.

Arch 5361 3-D Computer Architectural Modeling and Design
A-F only, 3 credit(s); M Arch major Credit will not be granted if credit has been received for: ARCH 4361;
Instructor: Dozier, James
**Arch 5361 3-D Computer Architectural Modeling and Design**
A-F only, 3 credit(s); M Arch major Credit will not be granted if credit has been received for: ARCH 4361;  
Instructor: Dozier, James  
Description: The class explores the use of 3D computer modeling as a tool for representation in both abstract and realistic ways. Participants will gain a good working knowledge of computer modeling software through assignments that include the creation, manipulation and arrangement of three-dimensional forms during the design of abstract environments, use of lighting as a design element, and development of surface materials as an integral part of a fully formed design. In addition the class explores ways in which computer visualization can be used throughout the design process - for design exploration, for feedback during the development of design ideas, and for realistic representation of fully formed designs. Assignments include still renderings and animations, along with research and writing components. The major assignment in this course entails creation of a detailed building model and animation which explores and presents a significant work of architecture.

**Arch 5410 Topics in Architectural History: Modern Office Bldg in America: 19th & 20th Century**
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Miller, Nancy A  
Description: Student may contact the instructor or department for information.

**Arch 5423 Gothic Architecture**
A-F only, 3 credit(s); MS Arch or M Arch major or instr consent Credit will not be granted if credit has been received for: ARCH 4423;  
Instructor: Satkowski, Leon  
Description: Student may contact the instructor or department for information.

**Arch 5434 Contemporary Architecture**
A-F only, 3 credit(s); MS Arch or M Arch major or instr consent Credit will not be granted if credit has been received for: ARCH 4434;  
Instructor: Miller, Nancy A  
Description: Student may contact the instructor or department for information.

**Arch 5446 Architecture Since World War II: Postwar Experimentation: Aesthetics and Politics of Architecture**
A-F only, 3 credit(s);  
Instructor: Bhatt, Ritu  
Description: Student may contact the instructor or department for information.

**Arch 5452 Architecture: Design, Form, Order, and Meaning**
A-F only, 4 credit(s);  
Instructor: Dittmar, Gunter A  
Description: Student may contact the instructor or department for information.

**Arch 5516 Technology Two: Luminous and Thermal Design**
A-F only, 6 credit(s);  
Instructor: Abraham, Loren E  
Description: Student may contact the instructor or department for information.

**Arch 5550 Topics in Technology: Northside Net-Zero Module**
A-F only, 4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Alm, Lucas Lloyd  
Description: The Northside Net-Zero Studio Module is a 7-week intensive studio resolving the technical, constructional, and energy requirements of an affordable zero-energy home. Students will begin by refining the schematic design delivered by the Seminar section, work through wall, floor, and roof systems, create dynamic energy models, and detail all aspects of the design. This work will culminate in a construction document drawing set delivered to Habitat Twin Cities at the end of the semester. Note: a parallel seminar, Arch4150/5650 will provide research support but is independent from this course. They are not pre-req or co-req to each other.

**Arch 5550 Topics in Technology: Northside Net-Zero Seminar**
A-F only, 3 credit(s), max credits 12, 3 completions allowed;  
Instructor: Alm, Lucas Lloyd
Description: The Northside Net-Zero Seminar is a semester-long inquiry into the nature and feasibility of affordable zero-energy homes. Students will learn about collaborative sustainable design through readings, community interaction, precedent studies, programming, and systems research. Using this knowledge, they will set the tone of the project by developing a schematic design for the net-zero Habitat for Humanity home. They will work with the Studio Module during the second half of the semester by providing timely research reports, design feedback, technical expertise and written specifications. This course will expose architecture students to the cutting-edge of home design, provide opportunities to engage the larger design and non-profit community, and provide an invaluable learning experience. Note: a parallel module, Arch5550 will provide design support but is independent from this course. They are not pre-req or co-req to each other.

Arch 5550 Topics in Technology
A-F only, 4 credit(s), max credits 12, 3 completions allowed;
Instructor: Reichert,Molly Elizabeth
Description: Student may contact the instructor or department for information.

Arch 5550 Topics in Technology: Healthcare Design Studio
A-F only, 4 credit(s), max credits 12, 3 completions allowed;
Instructor: Vaughn, Timothy
Description: Student may contact the instructor or department for information.

Arch 5611 Design in the Digital Age
A-F only, 3 credit(s); Grad student or upper level undergrad student Credit will not be granted if credit has been received for: ARCH 3611;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Arch 5611 Building Stories
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Cook, John Thomas
Description: Student may contact the instructor or department for information.

Arch 5611 Building Stories
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Cheng, Renee
Description: Student may contact the instructor or department for information.

Arch 5670 Topics in Historic Preservation
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Mack, Robert Callan
Description: ARCH 5670 ? Preservation and Sustainability Spring 2012 First Module January 17 ? March 2, 2012 Tuesday/Thursday 11:15am - 2:00pm Instructors: Bob Mack, FAIA (mackx001@umn.edu) and Jim Lutz, AIA (lutzx120@umn.edu) The Greenest Building is the One Already Built This aphorism has been used to tout historic preservation for the past 35 years or more. But how does historic preservation fit within the broader context of ?sustainability?? Or how do sustainability and preservation fit within a neighborhood context? This course will examine ?sustainability? in all its aspects but with a particular emphasis on its intersection with ? preservation?. How can historic buildings and neighborhoods be made ?greener? while preserving the qualities that give them cultural significance? The course consists of lecture sessions and fieldwork on real buildings and neighborhoods. Topics include identification of historic properties, consideration of constraints on modification, examination of potential energy-saving treatments, consideration of the full range of options for ?greening? buildings and neighborhoods, and discussion of the resolution of conflicts between the two. Final projects present recommendations for ?greening? of each while meeting preservation standards. Students who successfully complete this course will: o Demonstrate an understanding of the fundamental principles of preservation and sustainability. o Be able to explain how preservation and sustainability share common goals and objectives. o Identify lessons drawn from precedent studies and site visits. o Articulate the major concepts introduced in the readings and discuss how they can inform the design process. o Apply techniques to ?green? existing buildings and neighborhoods. Investigations will be guided by LEED-ND (Neighborhood Development) and LEED-EB:O&M (Existing Building: Operations and Maintenance). For additional information, including the syllabus and class schedule, consult the on-line course guide or contact the instructors.
Style: 40% Lecture, 20% Discussion, 10% Student Presentation, 10% Field Trips, 20% Guest Speakers.
Grading: 30% reports/papers, 60% in-class presentation, 10% class participation.

Arch 5672 Historic Building Conservation
3 credit(s);
Instructor: Grover, Todd Andreas  
Description: Student may contact the instructor or department for information.

Arch 5673 Historic Building Research and Documentation  
3 credit(s);  
Instructor: Grover, Todd Andreas  
Description: Student may contact the instructor or department for information.

Arch 5711 Theory and Principles of Urban Design  
A-F only, 3 credit(s);  
Instructor: San Martin, IGNACIO  
Description: Student may contact the instructor or department for information.

Arch 5721 Case Studies in Urban Design  
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: LA 5721;  
Instructor: San Martin, IGNACIO  
Description: Student may contact the instructor or department for information.

Arch 5750 Topics in Urban Design  
A-F only, 4 credit(s), max credits 16, 4 completions allowed;  
Instructor: Conway, William F  
Description: Student may contact the instructor or department for information.

Arch 5750 Topics in Urban Design: Planning and Design of the University  
A-F only, 3 credit(s), max credits 16, 4 completions allowed;  
Instructor: Haggans, Michael  
Description: Student may contact the instructor or department for information.

Arch 8254 Technical Applications in Design  
A-F only, 4 credit(s), max credits 8;  
Instructor: Pechaty, Victor  
Description: Student may contact the instructor or department for information.

Arch 8254 Technical Applications in Design  
A-F only, 4 credit(s), max credits 8;  
Instructor: Grage, Michael N  
Description: Student may contact the instructor or department for information.

Arch 8254 Technical Applications in Design  
A-F only, 4 credit(s), max credits 8;  
Instructor: Lutz, James Martin  
Description: ARCH 8254 Technical Applications in Design: Assembling the Sustainable Building Jim Lutz AIA? Studio Instructor MWF 1:30-5:30 PM Spring Semester First Module 4 Credits Follow the sun. Observe the wind. Watch the flow of water. Use simple materials. Touch the earth lightly. -- Glenn Murcutt PROJECT This studio will look at the design of a new medium-size mixed-use commercial building through the lens of sustainable design. The focus will be on producing a comprehensive, fully integrated design solution. STRUCTURE Structural issues relating to sustainability such as design for disassembly, the use of alternatives to conventional construction materials and methods, and the optimization of the structural system will be considered. SITE The project will be located on an urban site. Its development will consider a range of considerations from paving to strategies for the reduction of the urban heat island effect. Site related matters as they pertain to maximizing passive design opportunities will be studied. WATER Systems for reducing stormwater run-off, such as the use of a green roof, bioswales, and rainwater catchment, will be considered. Methods to reduce water consumption through water-efficient fixtures and greywater re-use will also be incorporated into the design. IEQ Indoor Environmental Quality issues such as air quality, acoustics, lighting and temperature control will be addressed as fundamental considerations in the holistic concept of the building. ENERGY Energy efficiency will be addressed through the thoughtful design of the mechanical and electrical systems, including lighting, ventilation, heating, and cooling. The integration of alternative systems such as photovoltaics, solar thermal and ground source mechanical systems will also be investigated. ENVELOPE The design of a durable and aesthetically considered cladding system appropriate to both the climate and physical context of the building will be a major focus as will be the choice of appropriate roofing and glazing systems. MATERIALS The selection, specification, and careful detailing of locally sourced, long-lasting, and rapidly renewable materials as an fundamental part of sustainable design will be an
essential part of the design process.

Arch 8254 Technical Applications in Design
A-F only, 4 credit(s), max credits 8;
Instructor: Tozer, William Richard Eric
Description: Student may contact the instructor or department for information.

Arch 8299 Master's Final Project
S-N only, 10 credit(s);
Instructor: Roe, Sharon Louise
Description: Student may contact the instructor or department for information.

Arch 8563 Energy and Indoor Environmental Quality Issues in Sustainable Design
A-F only, 3 credit(s);
Instructor: Johnson, Jay
Description: This course focuses on energy and indoor environmental quality (IEQ) issues which are key to a sustainable approach to architecture. Students will benefit from advanced knowledge, methods and analysis that can be applied in building design, analysis, and construction. Based on an understanding ecological principles, user needs, and the dynamics of energy and environmental quality in buildings, students will research (and move well beyond) current practice and design in order to understand how architects and the building industry can satisfy the needs of a new world in which buildings are at least extremely energy-efficient and, at most, energy producers. Research projects, critical review of literature, case studies, analysis tools and methodologies, and building visits will provide hands-on opportunities to investigate design issues and determine outcomes, capitalizing on the diverse experience and background of students and instructors. Students are encouraged to follow their unique interests in a key research project, and class discussion and sharing of information are important. The instructor, along with a number of guest speakers, is a long-time practitioner in the sustainability arena, and the course will feature real-world examples - issues, methods, and analysis, and opportunities. 
Style: 25% Lecture, 17% Discussion, 17% Small Group Activities, 9% Student Presentation, 6% Field Trips, 25% Guest Speakers.
Grading: 10% reports/papers, 40% special projects, 5% attendance, 10% in-class presentation, 5% class participation, 30% problem solving. Specific breakdown to be provided with class schedule
Exam Format: Presentations and reports

Arch 8565 Materials Performance in Sustainable Building
A-F only, 3 credit(s);
Instructor: Brownell, Blaine Erickson
Description:

Art Regis Center for Art

ArtS 1001 Concepts in Visual Art
4 credit(s);
Instructor: STAFF
Description: Concepts of visual art-making in contemporary and historical contexts. The media, environment, and concerns of the practicing artist. Creative process, visual expression, criteria. Aesthetic foundation for beginning studio courses. Visiting artists, museum and gallery visits, creative presentations. Required of all art majors.

ArtS 1101 Drawing
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2101; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

ArtS 1102 Painting
4 credit(s); Note: Students without stated prerequisites will not be allowed to continue in this course. Credit will not be granted if credit has been received for: ARTS 2102;
Instructor: STAFF
Description: Introduction to painting with attention to understanding and applying the fundamental principles of spatial organization and color interaction.

ArtS 1301 Sculpture
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2301; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: An introduction to sculptural practice examining materials, methods, concepts, and history with emphasis on the correlation between concepts and materials. Work in clay, plaster, metal, and wood.

ArtS 1501 Printmaking: Intaglio and Lithography
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2501; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: 1501-005 Introduction to Printmaking: Intaglio and Lithography. This is an introductory course that explores the concepts and techniques of intaglio and litho processes. Students acquire skill and understanding into the aesthetics of of the print, the role of the multiple and the nature of graphics as it relates to personal expression. Familiarization to strategies and concepts of printmaking through historical and contemporary usage is addressed. Emphasis on understanding the interrelationship of process, materials and ideas. This course is designed for undergraduate students across disciplines. It introduces techniques artists employ in the development of visual statements. Hands-on involvement in the production of artwork.
Grading: 15% mid exam, 10% reports/papers, 25% class participation, 50% other evaluation. creative engagement
Exam Format: short answer, multiple choice

ArtS 1502 Printmaking: Relief, Screen, and Digital Processes
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2502; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Introduction to techniques of relief (linoleum and woodcut), screenprint and digital printmaking. Historical approaches and use through contemporary materials, concepts and practices. Emphasis on the interrelationship of process, materials and ideas.

ArtS 1601 Experimental and Media Arts
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2601; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: This course is intended for the beginning level or non-experienced student interested in exploring new tools, technologies and processes in electronic and digital art. The class includes assignments focused on digital imaging making, digital video, digital sound, digital animation, interactive processes and basic programming languages. Students will explore the developing aesthetic and theoretical domains presented with the integration of new technologies into creative art practice.
Grading: 10% in-class presentation, 20% class participation, 70% other evaluation. Production and critical evaluation of student art projects

ArtS 1601 Experimental and Media Arts
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2601; Meets CLE req of Arts/Humanities
Instructor: Mullins-Schrof, GiGi
Description: Student may contact the instructor or department for information.

ArtS 1701 Photography
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2701; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Course presents conceptual, technical, and historical aspects of photography within the fine arts context. Emphasis on the creative process through hands-on experience in use of camera, film development, enlarging, and printing. Silver processes. Student needs a 35mm, single lens reflex film camera.
Grading: 15% mid exam, 30% final exam, 20% in-class presentation, 25% laboratory evaluation, 10% problem solving.
Exam Format: performance

ArtS 1702 Digital Photography
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2702; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Introduction to conceptual, technical and historical aspects of photography as a creative medium using digital technology. Digital image capture, related software, digital output and studio procedures. Historical issues, contemporary practice.

ArtS 1801 Ceramics
4 credit(s); Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

ArtS 1801 Ceramics
4 credit(s); Meets CLE req of Arts/Humanities
Instructor: Lane, Thomas J
Description: Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

ArtS 1905 Freshman Seminar: Digital Dialogues
A-F only, 4 credit(s);
Instructor: Willow, Diane
Description: Digital Dialogues You will have access to the Department of Art's new eStudio to explore how to turn images into objects, objects into movies, and sounds into stories. This seminar takes a playful approach to a series of individual and collaborative projects, that present new ways of thinking about and making art. Begin with yourself and your sense of curiosity, add a series of playful explorations and you will find yourself thinking with all of your senses. Mix, re-mix, collage, and curate the images, videos, sounds, and stuff of your everyday world. The course will introduce you to new media and materials that inspire you to make creative connections between work with your hands and the use of digital technology. Our emphasis is not on your technical expertise, but on you and the ideas that interest you. In the process we will explore the intersection of art and emerging digital technologies to better understand how contemporary artists use digital media as tools and as sites for creative cultural practice.

ArtS 3101 Intermediate Drawing
4 credit(s);
Instructor: Lyon, Joyce
Description: Objectives: to continue the exploration of the visual and expressive possibilities of drawing begun in ArtS 1101 with the goal of further developing skills and understanding as well as a more personal relationship to drawing. The class will deal with various conceptual approaches to drawing as well as its expressive potential. A major focus will be on the creative process of developing image and ideas through a series of works. A variety of materials will be used, including black and white (charcoal, ink) and color media (pastel, oil pastel). There will be definite assignments and deadlines - important to keep development and adrenaline on track - but also a segment of the class will be run on a workshop basis which implies both greater independence and greater responsibility. Open to majors and non-majors who have fulfilled the prerequisites (which will be strictly checked): ArtS 1001 and 1101. Also requires curiosity, readiness for risk taking, active efforts to assimilate new ideas, and passionate hard work.
Style: 20% Lecture, 60% Laboratory. Class discussion/critique
Grading: 100% other evaluation. 40% classwork, 40% homework, 10% paper, 10% sketchbook

ArtS 3102 Intermediate Painting
4 credit(s);
Instructor: Peterson, Lamar
Description: Student may contact the instructor or department for information.
ArtS 3107 Drawing Using Digital Media as an Essential Tool
4 credit(s);
Instructor: Schwartzman, Robin Nicole
Description: Student may contact the instructor or department for information.

ArtS 3112 Life Drawing II
4 credit(s);
Instructor: Bussey, Margaret Barten
Description: Student may contact the instructor or department for information.

ArtS 3302 Sculpture: Spatial Problems
4 credit(s);
Instructor: Rose, Thomas Albert
Description: This class is developed as collaboration? The project is called Sacred Space, Contested Terrain. The intent is to conduct studio research that will explore ideas of sacred space -- what makes physical space, architectural space, artistic space -- sacred and at the same time, contested? What are some possibilities for the intersection of art, architecture and intellect in the exploration of these ideas? The project involves 3 departments at the University of Minnesota: Art, Architecture and Religious Studies. Our intent is to have students from these 3 departments work together in conversation, reading, thinking, making, and critique. In the Architecture department, students will participate by enrolling in Ozayr Saloojee's class ARCH 8299 GD 3 Capstone. In the Religious Studies department, students will participate by enrolling in Jeanne Kilde's class RELS 3001W-5001 Theory and Method in the Study of Religion. In the Art Department, students have 2 ways to participate: One way for you to participate is to enroll in Tom Rose's class ARTS 3302/5320 Sculpture: Spatial Problems MW 9:05A-12:05P. The Sacred Space, Contested Terrain project will be one part of this class, which is also linked to the theme of "Transitions" and the department's partnership with the Beijing Film Academy. Readings, discussions and site visits will be part of the course. Students may develop work in any medium of their choosing; including photography, video, and constructed or fabricated material. As this is a studio course and not an art history course these concepts will be studied in relation to the work being developed by the student. The intention of this class is to introduce students to self directed project work and to focus on individual project development. The general topic is how spatial conditions may be used to determine the structures, media, and methods employed by each student. Sculpture is a spatial art, and like architecture, develops connections to place. Students are encouraged to work in media outside of their experience and to explore new themes in their work. The structure of the class is organized around discussion and critique of work developed individually and in studio. The format is open and casual with students able to work independently. No specific material or media is stressed.
Style: 25% Discussion, 60% Studio, 15% Guest Speakers. class is very informal and non structured, students must be able to work independently.
Grading: 60% special projects, 10% reflection paper, 20% class participation, 10% problem solving. projects are developed and critiqued weekly
Exam Format: class critiques

ArtS 3303 Sculpture: Metalcasting
4 credit(s);
Instructor: STAFF
Description: Make cast metal sculpture in the new state-of-the-art University of Minnesota Sculpture Foundry in the new Regis Center for Art. Metalcasting of Sculpture is an intensive course where you will be asked to think creatively with cast aluminum, bronze, and iron. Prerequisites: ArtS 1301 Basic Sculpture and ArtS 1101W Concepts in Visual Arts. Required Text: "Hot Metal--A Complete Guide to the Metalcasting of Sculpture," Potratz. Available at bookstore or on reserve in Wilson Library. Slide lectures, demonstrations, critiques, discussion, and studio work. Course fee covers most materials, but you may need to spend more depending on the size of your sculpture. Safety equipment required. Three assignments resulting in three cast metal sculptures, quiz on text, 2-3 page paper, visiting artists, mid-term and final critiques. Sand molding, ceramic shell molding, and other molding processes used to make creative work. Required lab for Fall evening course. Spring course requires participation in the Annual Minnesota Iron Pour. Expect to spend at least 6 hours per week outside of class working on your sculpture.
Style: 5% Lecture, 10% Discussion. Demonstrations, critique, studio work in the foundry
Grading: 20% reports/papers, 10% quizzes, 60% other evaluation. Creative work in Cast Metal
Exam Format: Individual and group critique

ArtS 3306 Performance Art and Installation
4 credit(s);
Instructor: Murphy, Clive Thomas
Description: Student may contact the instructor or department for information.
ArtS 3307 Contemporary and Traditional Approaches to Figurative Sculpture
4 credit(s);
Instructor: Marquette, Rollin Gregory
Description: Student may contact the instructor or department for information.

ArtS 3416H Honors Thesis: Supporting Paper
A-F only, 1 credit(s);
Instructor: Cribbs, Cindy
Description: Student may contact the instructor or department for information.

ArtS 3444 Major Project
S-N only, 1 credit(s);
Instructor: STAFF
Description: The major project in Art is intended to be a "capstone" experience for the senior majoring in Art. It is a required course for graduation with a major in art. All BA students majoring in art will participate in a group exhibition in the Regis Center Public Spaces scheduled near the end of the graduating semester. The student can include work in any format, from previous or current courses or independent studies, that they consider representative of their best work. The minimum experience (1 credit) involves participation in a series of meetings with the DUS at pre-announced times. At these meetings, students develop professional skills (preparation of resume, artist's statement, exhibition protocols, etc). Students also attend a variety of departmental presentations, visiting artist lectures, exhibitions. A second option is for students who want to self-design a project (1-3 credits) with an individual, regular faculty member. Through the self-designed project, students are encouraged to clarify their own visual concepts. For the individually designed experience, students must complete the Major Project Proposal Contract available from the Art Advising Office, E223 Regis Center.

ArtS 3496 Internship in the Arts
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: The internship requirement for students in the BFA Art program may be satisfied through field work at local, regional or national arts organizations or with professional artists. BFA candidates gain experience in activities or in the administration of art or art-based organizations. Student and host organization or artists file a mutual contract approved by the student's BFA Faculty Mentor prior to registration; student and host provide written evaluation of the internship experience at the end of the specified experience.

ArtS 3499 Internship at Katherine E. Nash Gallery
S-N only, 3 credit(s);
Instructor: Oransky, Howard Lee
Description: Description of the Internship Welcome to the Internship Experience at the Katherine E. Nash Gallery. The internship is in three parts: Katherine E. Nash Gallery Installation/De-installation This internship includes an orientation to gallery work, installation, and de-installation of 3 exhibitions throughout the semester. An average of 20 hours should be spent per exhibition doing hands-on work. You should plan on working a total of 80-100 hours during the internship. Check the schedule for required hours. Managerial and assorted additional tasks: assisting in shipping and receiving needs, assisting in public relations, staffing receptions & gallery preparation needs. o We all work together as a team to transform the Nash gallery. o You are always, every time, no matter how small, encouraged to ask questions. o We will talk and work together to determine the best method and practices for installing each unique and individual piece of artwork. o Upon completion of the course you will be on your way to running your own gallery in the future! Regis Center for Art Public Spaces The internship includes assisting with the installation and de-installation of at least one exhibition scheduled for Regis public spaces. Research Project The internship includes an independent field research project in which you will compare the Katherine E. Nash Gallery with four art exhibition spaces and their approaches to presenting art.
Style: 15% Demonstration, 5% Field Trips, 80% Service Learning. Orientation Friday, January 27, 2012 9:00 am ? 12:00 pm Meet in the Department of Art Office in the Regis Center at 9:00 am

ArtS 3510 Intermediate Printmaking: Traditional and Contemporary Approaches
4 credit(s), max credits 8;
Instructor: Winkler, Joshua Kenneth
Description: Student may contact the instructor or department for information.

ArtS 3602 Narrative Digital Video
4 credit(s);
Instructor: Lukkas, Lynn Tjerman
Description: This course will focus on experimental forms of video art, including experimental non-narrative video, video installation, and video combined with live art works. Students will have the opportunity to explore the aesthetic and conceptual intersections between Film and Art while producing original works that explore contemporary digital technologies alongside super 8 filmmaking.
Presentations and screenings of experimental film and video art work from 1900 to the present will be included.

ArtS 3604 Animation  
4 credit(s);  
Instructor: Paul, Steve  
Description: Student may contact the instructor or department for information.

ArtS 3609 Art for the People/Art on Wheels  
4 credit(s);  
Instructor: Schmid, Jenny  
Description: Student may contact the instructor or department for information.

ArtS 3702 Photography: The Extended Image  
4 credit(s);  
Instructor: Millikan, Jeffrey B  
Description: Student may contact the instructor or department for information.

Arts 3703 Photography: Digital Imaging  
4 credit(s);  
Instructor: Newhall, Justin Robb  
Description: Arts 3703 is an intermediate class on working digitally with photographic images in an art based context. In it, students will further their exploration of the photographic medium, honing both conceptual and technical skills and developing a vocabulary for discussing photographic imagery. Course content includes projects, critiques, and lectures based on straight, constructed and appropriated methods of image making and their relation to contemporary art practices. The class is also an introduction to hybridized image making using 4x5 and or Holga cameras for initial capture and then digitizing the resulting negatives. Technical lectures and demonstrations include: digital camera and capture basics, high resolution film scanning, color management, editing and compositing images in Adobe Photoshop, and making high-quality output on inkjet printers. LEARNING OUTCOMES Students should thoroughly understand the makeup of a digital photograph, how to edit and manage color effectively, and how to print their images with a high degree of control through Adobe Photoshop. As with most art classes, students will continue to hone their skills technically, conceptually, and verbally. Discussions, slide shows, and gallery visits will inform the student about historic and contemporary practices, further broadening their knowledge about the medium of photography. METHOD OF ASSESSMENT Students will be assessed on their ability to meet the technical and conceptual parameters laid out for each assignment, active participation in class discussions and critiques, and the in quality creative ideas. All students need a Digital SLR (new or used) for the class. Any entry level Digital SLR will suffice.  
Style: 30% Lecture, 10% Discussion, 30% Demonstration, 30% Studio.

ArtS 3801 Ceramics: Wheel Throwing  
4 credit(s), max credits 8;  
Instructor: Pharis, Mark W  
Description: Student may contact the instructor or department for information.

ArtS 3802 Ceramics: Handbuilding  
4 credit(s), max credits 8;  
Instructor: Lane, Thomas J  
Description: Student may contact the instructor or department for information.

ArtS 5107 Advanced Drawing Using Digital Media  
4 credit(s);  
Instructor: Schwartzman, Robin Nicole  
Description: Student may contact the instructor or department for information.

ArtS 5110 Advanced Drawing  
4 credit(s), max credits 12, 4 completions allowed;  
Instructor: Lyon, Joyce  
Description: Student may contact the instructor or department for information.
ArtS 5120 Advanced Painting
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Baeumler, Christine Arle
Description: Student may contact the instructor or department for information.

ArtS 5200 Advanced Sculpture: Spatial Problems
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Rose, Thomas Albert
Description: This class is developed as collaboration? The project is called Sacred Space, Contested Terrain. The intent is to conduct studio research that will explore ideas of sacred space -- what makes physical space, architectural space, artistic space -- sacred and at the same time, contested? What are some possibilities for the intersection of art, architecture and intellect in the exploration of these ideas? The project involves 3 departments at the University of Minnesota: Art, Architecture and Religious Studies. Our intent is to have students from these 3 departments work together in conversation, reading, thinking, making, and critique. In the Architecture department, students will participate by enrolling in Ozayr Saloojee's class ARCH 8299 GD 3 Capstone. In the Religious Studies department, students will participate by enrolling in Jeanne Kilde's class RELS 3001W-5001 Theory and Method in the Study of Religion. In the Art Department, students have 2 ways to participate: One way for you to participate is to enroll in Tom Rose's class ARTS 3302/5320 Sculpture: Spatial Problems MW 9:05A-12:05P. The Sacred Space, Contested Terrain project will be one part of this class, which is also linked to the theme of "Transitions" and the department's partnership with the Beijing Film Academy. Readings, discussions and site visits will be part of the course. Students may develop work in any medium of their choosing; including photography, video, and constructed or fabricated material. As this is a studio course and not an art history course these concepts will be studied in relation to the work being developed by the student. The intention of this class is to introduce students to self directed project work and to focus on individual project development. The general topic is how spatial conditions may be used to determine the structures, media, and methods employed by each student. Sculpture is a spatial art, and like architecture, develops connections to place. Students are encouraged to work in media outside of their experience and to explore new themes in their work. The structure of the class is organized around discussion and critique of work developed individually and in studio. The format is open and casual with students able to work independently. No specific material or media is stressed.
Style: 25% Discussion, 60% Studio, 15% Guest Speakers. class is very informal and non structured, students must be able to work independently.
Grading: 60% special projects, 10% reflection paper, 20% class participation, 10% problem solving. projects are developed and critiqued weekly
Exam Format: class critiques

ArtS 5300 Advanced Sculpture: Metal Casting
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Linden, Paul
Description: Student may contact the instructor or department for information.

ArtS 5300 Advanced Performance Art and Installation
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Murphy, Clive Thomas
Description: Student may contact the instructor or department for information.

ArtS 5370 Contemporary and Traditional Approaches to Figurative Sculpture
4 credit(s), max credits 12, 3 completions allowed;
Instructor: Marquette, Rollin Gregory
Description: Student may contact the instructor or department for information.

ArtS 5400 Seminar: Concepts and Practices in Art
3 credit(s), max credits 6;
Instructor: Larson, Chris
Description: Student may contact the instructor or department for information.

ArtS 5444 Bachelor of Fine Arts Exhibition
S-N only, 1 credit(s);
Instructor: Larson, Chris
Description: Student may contact the instructor or department for information.
ArtS 5490 Workshop in Art: BFA Studio Critique
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Larson, Chris
Description: Student may contact the instructor or department for information.

ArtS 5490 Workshop in Art: Super-8 Guerilla Filmmaking
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Hoolihan, Sam Daniel
Description: Student may contact the instructor or department for information.

ArtS 5490 Workshop in Art: Issue: Image and Text
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Estep, Jan
Description: *Workshop Arts 5490:001, Issue: Image and Text. This workshop will produce a visual art publication, a group artist book, revolving around a specific editorial theme. The theme will be chosen by group consensus during the early part of the course. For example, the group might decide to focus on the environment or health/food/the body or world politics or?? . The published creative work will be made specifically with the theme in mind; the original work can be done in any media (photo, drawing, painting, prints, sculpture, video, ceramics, graphic design, etc) and will be documented and reproduced for the book. *The goal is to connect your studio practice to broad social issues, and to create a collaborative publication that reflects the myriad ways art helps us understand the world. *The course has five sections: Research, Design, Create, Print, and Distribute. Once we research various artist publications and select a theme, students will create and critique individual projects responding to the theme. These will then be digitally reproduced (scanned, photographed) and assembled in InDesign. The group will also design the layout. Printing and binding will be done by a professional digital printing company off-site. *Open to intermediate to advanced-level undergrads and grads. Students should have an adequate mastery over their chosen medium to be able to direct their creative process to the editorial theme. Familiarity with digital and photographic media is helpful but not necessary (e.g. ability to document your work, to use Photoshop and InDesign). We will share skills among students in the class. *A course fee of $100 will help cover off-site printing costs of the final publication. Students will receive copies of the final publication.

Style: This is a process-heavy course, working collaboratively in the classroom on design, and with some time used for group discussion and group critique. Studio work on individual projects outside classtime is expected.

ArtS 5510 Advanced Printmaking
4 credit(s), max credits 12, 3 completions allowed;
Instructor: Schmid, Jenny
Description: This class offers students the opportunity to develop their work by exploring advanced techniques including photo-lithography, mono-printing, polyester plates and the use of color in multiple layers. Students will be introduced to contemporary printmakers and conceptual issues through several slide lectures: Intensive critiques will also be integral to the functioning of this class. Students are expected to be self-motivated and have a committed studio practice in order to develop an advanced body of work.

ArtS 5620 Narrative Digital Video
4 credit(s), max credits 12, 3 completions allowed;
Instructor: Lukkas, Lynn Tjernan
Description: This course will focus on experimental forms of video art, including experimental non-narrative video, video installation, and video combined with live art works. Students will have the opportunity to explore the aesthetic and conceptual intersections between Film and Art while producing original works that explore contemporary digital technologies alongside super 8 filmmaking. Presentations and screenings of experimental film and video art work from 1900 to the present will be included.

ArtS 5640 Advanced Animation
4 credit(s), max credits 12, 3 completions allowed;
Instructor: Paul, Steve
Description: Student may contact the instructor or department for information.

ArtS 5670 Interdisciplinary Media Collaborations
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Willow, Diane
Description: ARTS 5670 contact Diane Willow willow@umn.edu This course is open to students across disciplines. If you have a question re: prerequisites feel free to email Prof. Diane Willow with your questions. <p> Special Theme :: bodies :: transgenic body > plant body > human body > micro body > non-human animal body <p> This spring Interdisciplinary Media Collaborations will expand to include work in the visual artists, dance, music, and theatre that is informed by science or created in collaboration with...
Interdisciplinary collaborative teams will explore creative expression at the intersection of the arts, design, and biology. <p>Semester-long, student initiated collaborations will be at the heart of this experience. Weekly guest presentations, studio workshops, lab sessions, field trips, and interdisciplinary readings provide inspiration, artistic and scientific techniques, and models of creative process and collaboration to support divergent, student-centered explorations.</p> Special guests include: Neil Olzsewski - Transgenic Art Artist/Philosopher: Jan Estep - Thinking Portraits .... additional guests to be confirmed</p>

**Style:** 5% Film/Video, 15% Discussion, 15% Laboratory, 15% Small Group Activities, 15% Student Presentation, 5% Field Trips, 15% Studio, 15% Guest Speakers. the professor's teaching style cultivates a community of participatory learners

**Grading:** 40% special projects, 20% in-class presentation, 40% class participation. participation includes: attendance, articulate posts to the course blog and active engagement with all facets of the in class experience and out of class project work.

**Exam Format:** active participation, weekly blog posts, a series of collaborative projects - including a semester-long collaboration, active sketches, project prototypes and/actions constitute the work that is evaluated.

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**ArtS 5690 Art for the People/Art on Wheels: Advanced Projects**

*4 credit(s), max credits 12, 3 completions allowed;*  
**Instructor:** Schmid, Jenny  
**Description:** Student may contact the instructor or department for information.

**ArtS 5710 Advanced Photography**

*4 credit(s), max credits 12, 3 completions allowed;*  
**Instructor:** Shambroom, Paul Dennis  
**Description:** The core of this course is the development of a fully-formed body of work in a refined presentation format. The broader goal, however, is for students to embrace their art-making as a way to engage their inner selves and the world at large! All types of photographic (or mixed) media are encouraged. The common goal for each student this semester is to conceive of and complete one brilliant, astounding extended project, and use it to learn (and teach the rest of us) something about yourself and the world. You will write a short artist statement to accompany your final project, with help on working drafts throughout the semester. Technical topics will be covered as needed, demos determined by the class may include advanced lighting, Photoshop techniques, large format camera use, advanced silver printing, social networks, etc. Students will begin by identifying areas of passion and curiosity that lend themselves to exploration through an extended project. We will start by looking at previous work, then draw from aspects of your artistic, intellectual and emotional lives. This class relies heavily on student interaction in crits, brainstorming sessions and discussions. You will all be helping each other conceive of and guide your projects. There will be three work-in-progress crits in addition to the final crit. We will have a working artist or curator from the community to help conduct one of the crits. Each student will select a shared reading for the class, prepare questions and lead a discussion. The reading can be fiction or non-fiction, anything that informs your work and sensibilities. These will NOT be art theory or history readings, rather readings that are engaged with the non-art world outside school and museums.

**ArtS 5810 Advanced Ceramics**

*4 credit(s), max credits 12, 4 completions allowed;*  
**Instructor:** Yamada, Tetsuya  
**Description:** Student may contact the instructor or department for information.

**ArtS 5990 Independent Study in Art**

*1-4 credit(s), max credits 12, 4 completions allowed;*  
**Instructor:** Pharis, Mark W  
**Description:** Student may contact the instructor or department for information.

**ArtS 5990 Independent Study in Art**

*1-4 credit(s), max credits 12, 4 completions allowed;*  
**Instructor:** Lyon, Joyce  
**Description:** Student may contact the instructor or department for information.

**ArtS 5990 Independent Study in Art**

*1-4 credit(s), max credits 12, 4 completions allowed;*  
**Instructor:** Lukkas, Lynn Tjeman  
**Description:** Student may contact the instructor or department for information.

**ArtS 5990 Independent Study in Art**

*1-4 credit(s), max credits 12, 4 completions allowed;*  
**Instructor:** Larson, Chris
ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Baeumler, Christine Arle
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Morgan, Clarence E.
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Rose, Thomas Albert
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Lane, Thomas J
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Krepps, Jerald A
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Kuhr, Alexis
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Estep, Jan
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Yamada, Tetsuya
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Willow, Diane
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Schmid, Jenny
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Oransky, Howard Lee
Description: Student may contact the instructor or department for information.
ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Shambroom, Paul Dennis
Description: Student may contact the instructor or department for information.

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Peterson, Lamar
Description: Student may contact the instructor or department for information.

ArtS 8100 Drawing and Painting: Theory and Practice
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Lyon, Joyce
Description: Student may contact the instructor or department for information.

ArtS 8100 Drawing and Painting: Theory and Practice
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Baeumler, Christine Arle
Description: Student may contact the instructor or department for information.

ArtS 8100 Drawing and Painting: Theory and Practice
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Morgan, Clarence E.
Description: Student may contact the instructor or department for information.

ArtS 8100 Drawing and Painting: Theory and Practice
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Kuhr, Alexis
Description: Student may contact the instructor or department for information.

ArtS 8401 Studio and Pedagogy: Philosophy and Practice
3 credit(s), max credits 6;
Instructor: Baeumler, Christine Arle
Description: Student may contact the instructor or department for information.

ArtS 8401 Studio and Pedagogy: Philosophy and Practice
3 credit(s), max credits 6;
Instructor: Morgan, Clarence E.
Description: Student may contact the instructor or department for information.

ArtS 8500 Printmaking: Theory and Practice
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Schmid, Jenny
Description: Student may contact the instructor or department for information.

ArtS 8600 Time and Interactivity: Theory and Practice
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Lukkas, Lynn Tjerman
Description: Student may contact the instructor or department for information.

ArtS 8600 Time and Interactivity: Theory and Practice
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Willow, Diane
Description: ARTS 8600 will meet with ARTS 5670 during Spring 2011. This seminar will construct a collaborative research situation in which we explore ephemeral, mobile, and responsive ways of engaging with public space. With the eStudio* as our catalyst, we will experiment with a broad range of materials, fabrication modalities, and technologies that emphasize a conceptually and physically light approach to public presence. Included in our palette of possibilities are: inflatables, floatables, membrane structures, responsive surfaces, second skins, transformable volumes, soft circuits, mobile environments, and wearable architecture. A series of guest artists,
architects, scientists, designers, engineers, and curators will enliven our discussions and expand the ways that we imagine and realize interdisciplinary collaborations. This seminar is open to new and combined forms of media, making, theorizing, and imagineering. It is designed to attract people with a broad range of interests, disciplinary perspectives, and prior knowledge. Prerequisites include a lively sense of curiosity, an interest in exploring new materials, technologies and ways of thinking, an experimental approach to participatory engagement with public space and an enjoyment of collaborative learning processes. Weekly seminars emphasize the process of conceptualizing and prototyping ephemeral, mobile and responsive insertions into and enhancements of public spaces. An eclectic set of readings, student-generated presentations, and guest presenters introduce new concepts, perspectives, and techniques through lectures and studio workshops. This project-based seminar will include individual and collaborative research, public fieldwork, articulate blog documentation, active concept sketches, experimental processes, and public installations of project prototypes. Contact: Diane Willow willow (@umn (dot) edu *eStudio | W206 Regis Center for Art The eStudio is a catalyst for digital dialogues that explore creative processes connecting tangible materials in hand and digital modes of fabrication with programmable machines. The eStudio is designed to create an inclusive and participatory environment that invites a reimagining of the permeable boundaries shaped by digital design and fabrication technologies, emerging materials and sustainable practices, experimental modes of making and tacit knowledge. The physical space provides a clean room required by the machines and a conceptual and cooperative learning place intended to enhance the experience of artists engaged in this creative research.

**Style:** 15% Discussion, 15% Small Group Activities, 15% Student Presentation, 5% Field Trips, 30% Studio, 20% Guest Speakers. the professor's teaching style cultivates a community of participatory learners

**Grading:** 40% special projects, 20% in-class presentation, 40% class participation. participation includes attendance, articulate posts to the course blog and active engagement with all facets of the seminar experience.

**Exam Format:** a series of research projects, active sketches, project prototypes and public installations/responses/actions constitute the work that is evaluated.

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**ArtS 8700 Photography: Theory and Practice**
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Estep,Jan

*Description:* Contemporary issues in the production of photographic images. Generally restricted to graduate students in the Department of Art MFA program. Please contact instructor for permission to register for this course.

**ArtS 8700 Photography: Theory and Practice**
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Shambroom,Paul Dennis

*Description:* Student may contact the instructor or department for information.

**ArtS 8800 Ceramics: Theory and Practice**
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Yamada,Tetsuya

*Description:* Student may contact the instructor or department for information.

**ArtS 8990 M.F.A. Creative Thesis**
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Pharis,Mark W

*Description:* Student may contact the instructor or department for information.

**ArtS 8990 M.F.A. Creative Thesis**
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Lyon,Joyce

*Description:* Student may contact the instructor or department for information.

**ArtS 8990 M.F.A. Creative Thesis**
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Lukkas,Lynn Tjerman

*Description:* Student may contact the instructor or department for information.

**ArtS 8990 M.F.A. Creative Thesis**
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Larson,Chris

*Description:* Student may contact the instructor or department for information.
ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Baeumler, Christine Arle
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Feinberg, David L
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Morgan, Clarence E.
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Katsiaficas, Diane
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Henkel, James V
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Rose, Thomas Albert
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Lane, Thomas J
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Gray, Lynn Arlyn
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Potratz, Wayne E
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Krepps, Jerald A
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Kuhr, Alexis
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Estep, Jan
Description: Independent study directed toward the graduate MFA thesis project. Generally restricted to graduate students in the Department of Art's MFA program in their third and final year of study. Please contact instructor for permission to register for this course.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Yamada, Tetsuya
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Willow, Diane
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Stanislav, Andrea
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Schmid, Jenny
Description: Student may contact the instructor or department for information.

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Momeni, Ali
Description: Student may contact the instructor or department for information.

Art History 338 Heller Hall

ArtH 1001 Introduction to Art History: Prehistoric to Contemporary
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Eliason, Lois Munemitsu
Description: Student may contact the instructor or department for information.

ArtH 1002W Why Art Matters
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Warren, Erica Louise
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Introduction to history of topics that investigate power/importance of art both globablly and in its diverse forms, from architecture and painting to video and prints. Sacred space, propaganda, the museum, art/gender, art/authority, tourism.
Style: 100% Web Based.
Grading: 50% reports/papers, 15% special projects, 20% quizzes. -14 online discussions (15%)

ArtH 1002W Why Art Matters
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Swanson, Susan Wight
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Introduction to history of topics that investigate power/importance of art both globablly and in its diverse forms, from architecture and painting to video and prints. Sacred space, propaganda, the museum, art/gender, art/authority, tourism.
Style: 100% Web Based.
Grading: 50% reports/papers, 15% special projects, 20% quizzes. -14 online discussions (15%)

ArtH 3009 Medieval Art
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Medieval Art This course focuses on Medieval art in Western Europe, from around 1000 to the mid-14th century, a new
world of magnificent churches, sculptures of monsters and saints, precisely illustrated books, magnificent gold and stone statues,
stained glass windows, and ivory carvings. Works from France, Spain, Germany, Italy, and England will be examined in their historical
context, with particular attention paid to cross cultural relations, the development of completely new forms of art, and techniques and
the processes of realization.

ArtH 3009 Medieval Art
3 credit(s);Meets CLE req of Arts/Humanities
Instructor: Bartoli, Roberta
Description: Medieval Art This course focuses on Medieval art in Western Europe, from around 1000 to the mid-14th century, a new
world of magnificent churches, sculptures of monsters and saints, precisely illustrated books, magnificent gold and stone statues,
stained glass windows, and ivory carvings. Works from France, Spain, Germany, Italy, and England will be examined in their historical
context, with particular attention paid to cross cultural relations, the development of completely new forms of art, and techniques and
the processes of realization.

ArtH 3014V Art of India
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: ARTH 3014W; Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Asher, Frederick M
Description: This course, almost identical to ArtH 3014W, invites you to participate in an something I would describe more as an
Honors Experiment than an Honors Opportunity. I will lecture live ? and engage live ? with the ten Honors students registered for this
course at the University of Minnesota. At the same time, ten students from National University Singapore (NUS) will participate in the
class by means of the superb teleconferencing facilities at both our universities. Thus the NUS students will be as much a part of this
class as the students at University of Minnesota. There is one difference. At Minnesota, the course will run from 6:30-7:45 in the evening until
Daylight Savings Time begins. Since Singapore, just about on the equator, doesn?t have DST, we?ll start meeting from 7:30-8:45 after
Daylight Savings Time begins so that the NUS students will continue to start the class at 8:30 in the morning. For a course that meets the
Global Perspectives theme LE requirement, I see the joint meeting with students half a world away as yet another global dimension
to this course, one in which I intentionally set India?s visual production ? that is, art very broadly conceived ? in a global perspective.

ArtH 3014W Art of India
4 credit(s); Credit will not be granted if credit has been received for: ALL 3014W; Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Asher, Frederick M
Description: When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners
often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region:
the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on
ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the
world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary.
The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of
the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the
ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and
one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material
discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.
Style: 80% Lecture, 20% Discussion.
Grading: 25% mid exam, 25% final exam, 40% reports/papers, 10% class participation.
Exam Format: Brief essay

ArtH 3017 Islamic Culture
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives
Instructor: Asher, Catherine B
Description: This course will emphasis the visual and literary culture of the Islamic world from the inception of Islam to the present
day. It will be global in content considering architecture, painting, luxury arts, film, religious and secular literature including both poetry
and prose. Analysis of original visual and literary sources will be the basis for understanding diverse cultural developments. We will
read selections from the Quran, early Arab poetry, the works of the mystic poet Rumi, manuals on how kings should behave and
contemporary literature from the Muslim world including the option of reading current Noble prize winners. Art and architecture to be
examined include the Dome of the Rock, the Taj Mahal and sumptuous paintings as well as luxury arts of ivory, porcelain and more.
Style: 60% Lecture, 15% Film/Video, 15% Discussion, 10% Small Group Activities. If the class is not large there will be more
opportunity for class discussion and group activities.
Grading: 30% final exam, 30% reports/papers, 30% quizzes, 10% in-class presentation.

ArtH 3182 Egypt and Western Asia: Art and Archaeology of Ancient Egypt and Western Asia
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives
Instructor: Canepa PhD, Matthew P.
Description: This course explores the fascinating world of pyramids, ziggurats and the world’s first cities from the dawn of civilization to the end of the ancient world. It will provide students with foundational knowledge in the art, architecture and archaeology of Egypt, Anatolia, Mesopotamia, Iran and Central Asia from the Neolithic through Late Antiquity (ca. 12,000 B.C.E. - 650 C.E.). Instead of stopping at the invasions of Alexander, the traditional endpoint in most surveys of ancient Egypt and Western Asia, this course provides students a view of the intriguing world of Hellenistic Asia and the rise of the last Iranian dynasties before Islam. Students will gain an understanding of the relationship between the visual material and the social, intellectual, political and religious contexts in which it developed and functioned. In this regard, students will also gain an understanding of the evolution of, and exchanges and differences among, the visual cultures of these time periods and regions.
Grading: 50% mid exam, 30% final exam, 15% reports/papers, 5% attendance. Two midterms (25% each); one final (30%). Two short (4 page) papers closely describing a work of art in a local collection like the MIA.
Exam Format: Vocabulary, short answer; majority essay.

ArtH 3311 Baroque Art in Seventeenth Century Europe
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Ostrow, Steven F
Description: This course examines the dominant trends and figures of the Italian, French, Spanish, Flemish, and Dutch Baroque period. We will explore the works of major masters including Caravaggio, Bernini, Poussin, Velazquez, Rembrandt, and Rubens, as well as such issues as the development of illusionistic ceiling decoration, the theoretical basis of Baroque art, the politics of early modern art in Europe, and art’s subservience to the Church and the royal court.
Style: 80% Lecture, 20% Discussion.
Grading: 35% mid exam, 35% final exam, 20% reports/papers, 10% attendance.
Exam Format: Slide identifications and comparisons; short essays

ArtH 3401 Art Now
A-F only, 3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Civic Life and Ethics
Instructor: Blocker, Jane M
Description: This course will analyze visual representations in the fine arts and popular media, in the context of contemporary social issues. Topics covered include obscenity and gender, censorship, art and democracy, technology, art and commerce, the representation of race, the museum, propaganda, and the social role of the artist. A major goal for this course will be to understand the contemporary world through the analysis of dominant cultural values as they are manifested in art. It will be web enhanced but URL not available yet.
Style: 70% Lecture, 30% Discussion.
Grading: 50% reports/papers, 20% quizzes, 30% class participation.
Exam Format: essay

ArtH 3422 Off the Wall: History of Graphic Arts in Europe and America in the Modern Age
4 credit(s);
Instructor: Weisberg, Gabriel
Description: An examination of all the pertinent graphic arts movements from the end of the eighteenth century to 1980. Special emphasis is placed on the social context of each tendency, the political ramifications of a given artist’s stance, and the ways in which the graphic arts reflected and responded to societal implications. The course examines caricature, political satire, the emergence of new print techniques (e.g. color lithography), the value of the poster as an advertising medium and design issues in the 20th century. Audience: all interested undergraduates from all humanities disciplines. Textbooks: Linda C. Hults, “The Print in the Western World An Introductory History,” Madison, WI: University of Wisconsin Press, 1996 and Robert Goldstein, “Censorship in Political Caricature in Nineteenth Century France, Kent State University Press, 1989.
Style: 90% Lecture, 10% Discussion.
Grading: 25% mid exam, 45% final exam, 30% reports/papers.
Exam Format: Slide exam

ArtH 3600 The Renaissance
3 credit(s); Credit will not be granted if credit has been received for: CLA 3600;
Instructor: Noakes, Susan J
Description: Relationships among the visual arts, literature, science, philosophy, and politics in Europe, especially Italy and France, from about 1300-1600. Works of artists, writers, and intellectuals (e.g., Michelangelo Buonarrotti, Niccolo Machiavelli, Francois
Rabelais, Michel de Montaigne), different artistic and literary forms (e.g., portrait, sonnet, essay), and broad thematic issues, including the individual, antiquity, the state, and discovery. Team taught.

**ArtH 3600 The Renaissance**
- 3 credit(s); Credit will not be granted if credit has been received for: CLA 3600;
- Instructor: Shank, JB
- **Description:** Relationships among the visual arts, literature, science, philosophy, and politics in Europe, especially Italy and France, from about 1300-1600. Works of artists, writers, and intellectuals (e.g., Michelangelo Buonarotti, Niccolo Machiavelli, Francois Rabelais, Michel de Montaigne), different artistic and literary forms (e.g., portrait, sonnet, essay), and broad thematic issues, including the individual, antiquity, the state, and discovery. Team taught.

**ArtH 3921W Art of the Film**
- 4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
- Instructor: Silberman, Robert B
- **Description:** This course provides an introduction to the history and aesthetics of film. Special attention is paid to major film directors, genres, and styles; to the relation between film and other arts (literature, theater, photography, painting, music); and to the relation between film and society. Among the films shown are "The Birth of a Nation," "Metropolis," "Citizen Kane," "Rashomon," and "Bonnie and Clyde." The course is appropriate for non-major undergraduates as well as Art History and Cinema Studies majors. This course follows a lecture/discussion format. There are required discussion sections. Most films are screened in class but there will be additional films that students will be required to watch outside of class on DVD. The term paper is 6-8 pages long; it is not a research paper. There will also be several brief (one-page) writing assignments. Textbook: Bordwell and Thompson, Film History.
- **Style:** 50% Lecture, 30% Film/Video, 20% Discussion.
- **Grading:** 25% mid exam, 35% final exam, 40% reports/papers. Attendance (for lectures and discussion sections) and participation (in discussion sections) may affect the final grade.
- **Exam Format:** Short answer (terminology and concepts; lecture and reading information), film clip ID (brief analysis), essay.

**ArtH 3975 Directed Museum Experience**
- 1-2 credit(s), max credits 2, 1 completion allowed;
- Instructor: STAFF
- **Description:** The student is responsible for obtaining an internship in an art institution or museum which must be approved by the Director of Undergraduate Studies in Art History. For 2 credits the internship must be for at least 10 hours per week. S/N registration only. Open to majors and non-majors. Speak with the ArtH DUGS for more information.
- **Style:** On-site internship.
- **Grading:** Grade (S-N) recommended by intern supervisor.

**ArtH 3993 Directed Study**
- A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
- Instructor: Asher, Catherine B
- **Description:** Student may contact the instructor or department for information.

**ArtH 3993 Directed Study**
- A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
- Instructor: Weisberg, Gabriel
- **Description:** Student may contact the instructor or department for information.

**ArtH 3993 Directed Study**
- A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
- Instructor: Asher, Frederick M
- **Description:** Student may contact the instructor or department for information.

**ArtH 3993 Directed Study**
- A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
- Instructor: Silberman, Robert B
- **Description:** Student may contact the instructor or department for information.

**ArtH 3993 Directed Study**
- A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
- Instructor: Blocker, Jane M
ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Gaudio, Michael
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Ostrow, Steven F
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Marshall PhD, Jennifer Jane
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Catherine B
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Weisberg, Gabriel
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Frederick M
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Silberman, Robert B
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Blocker, Jane M
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Gaudio, Michael
Description: Student may contact the instructor or department for information.
ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Ostrow, Steven F
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Marshall PhD, Jennifer Jane
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Canepa PhD, Matthew P.
Description: Student may contact the instructor or department for information.

ArtH 5324 15th-Century Painting
3 credit(s);
Instructor: STAFF
Description: Fifteenth-Century Painting in Europe In this course painting in Europe during the 15th century, and especially in Burgundy, the Netherlands, and Italy, will be studied in an historical perspective, which considers trade and cultural exchange, patronage, fashion, and the impact of the Near East. It is a mixed artistic scenario, informed by the discovery of perspective, the demand for new forms of luxury goods, profound religious faith, and courtly elegance. Primary emphasis is placed on art objects and their techniques, in order to learn how to distinguish the different style of each country as a pictorial ?language.?

ArtH 5324 15th-Century Painting
3 credit(s);
Instructor: Bartoli, Roberta
Description:

ArtH 5422 Off the Wall: History of Graphic Arts in Europe and America in the Modern Age
4 credit(s);
Instructor: Weisberg, Gabriel
Description: ARTH 5422 is the same general course as 3422. Graduate students can enroll under this number with permission of the professor; the same applies for advanced undergraduate students. The only difference in requirements for the course is a research paper in addition to the exams.
Style: 90% Lecture, 10% Discussion.
Grading: 25% mid exam, 45% final exam, 30% reports/papers.
Exam Format: slide exam

ArtH 5454 Design Reform in the Era of Art Nouveau
3 credit(s);
Instructor: Weisberg, Gabriel
Description: The design reform era (1885-1930) is examined in France, Belgium, England, Germany, Austria, Scotland and the United States. Innovations in architecture, graphic arts, the applied arts (furniture, jewelry, fabrics) are studied. The major promoters and pioneers of modern design are discussed in this slide lecture class. Critical issues of design reform are examined; texts are integrated with a discussion of the principal monuments. Course texts include: Jeremy Howard, Art Nouveau, International and National Styles in Europe (1996) and Debora L. Silverman, Art Nouveau in Fin de Siecle France, Politics, Psychology and Style (1989). The target audience includes all students interested in visual culture, the history of thematic art history and humanities majors, art history majors. Slide reviews strengthen learning, a research paper, worked out through discussions with the professor, is essential. Original thematic content encouraged.
Style: 80% Lecture, 20% Discussion.
Grading: 30% mid exam, 40% final exam, 30% reports/papers.
Exam Format: Slide exams and essays
ArtH 5546 American Architecture: 1840 to 1914
3 credit(s);
Instructor: Archer, John
Description: As the title suggests, this course covers American architecture in the period from 1840 to the First World War. A variety of perspectives and methodologies are introduced and employed (biographical and stylistic analysis, gender studies, etc.), while the course remains centered on the premise that architecture is a social instrument, articulating political structures, economic relations, and ideologies. The course approaches American architecture by examining the entire built environment rather than just facades. This requires attention to more than names, dates, and styles: we will examine interior plans and furnishings, landscapes and parks, city planning, the rise of suburbia, ideological concerns in a 'moral' household environment, gender differences, political power, class stratification, accumulation of capital, the aestheticization of nature, leisure and popular amusements, and other related considerations.
Style: 95% Lecture, 5% Discussion.
Grading: 25% mid exam, 30% final exam, 45% reports/papers.
Exam Format: Essay

ArtH 5785 Art of Islamic Iran
3 credit(s);
Instructor: Asher, Catherine B
Description: This course will consider the development of Iranian art and architecture from the introduction of Islam in the 7th century to the present. Muslim rulers brought new customs, which meld with older Iranian traditions producing a culture unique in the Islamic world. Throughout this course we will question which art forms are universally Islamic and which are unique to the region. We will probe which ideas and their visual manifestation seem to be inherently Iranian, asking which ones transcend dynastic, linguistic, geographic and religious differences and which forms and ideas are consistent throughout these periods of political and ideological change. Among the works we will consider are paintings from the Book of Kings, the Iranian national epic, the magnificent city of Isfahan, the palace of the Pahlavi Shahs, the tomb of Khomeini and contemporary Iranian films such as Color of Paradise, Taste of Cherry and Children of Paradise. This class will be a combination of lecture and discussion. Undergraduates will write a 8 - 10 page research paper; graduate students should see the instructor for requirements.
Style: 75% Lecture, 25% Discussion.
Grading: 30% reports/papers, 10% class participation, 60% other evaluation. Take home essay (20% each)
Exam Format: essay

ArtH 5802 Pre-Columbian Art of the Andes
3 credit(s);
Instructor: Afanador-Pujol, Angelica J
Description: This upper-division course is designed to provide students with a greater knowledge of the art and architecture of the Inkas and their ancestors in the Andes of South America from the time of their first appearance in the archaeological record until the Spanish invasion in the sixteenth century. We will study their prolific artistic production starting with textiles, gold works, and earthworks in the deserts of coastal Peru and ending with their exquisite stone architecture in the Andes mountains.
Grading: 20% mid exam, 25% final exam, 25% reports/papers, 10% special projects, 10% in-class presentation, 10% class participation.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Catherine B
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Weisberg, Gabriel
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Frederick M
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Silberman, Robert B
Description: Student may contact the instructor or department for information.
**ArtH 5993 Directed Study**  
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Blocker, Jane M  
Description: Student may contact the instructor or department for information.

**ArtH 5993 Directed Study**  
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Gaudio, Michael  
Description: Student may contact the instructor or department for information.

**ArtH 5993 Directed Study**  
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Ostrow, Steven F  
Description: Student may contact the instructor or department for information.

**ArtH 5993 Directed Study**  
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Afanador-Pujol, Angelica J  
Description: Student may contact the instructor or department for information.

**ArtH 5993 Directed Study**  
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Marshall PhD, Jennifer Jane  
Description: Student may contact the instructor or department for information.

**ArtH 5993 Directed Study**  
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Canepa PhD, Matthew P.  
Description: Student may contact the instructor or department for information.

**ArtH 8440 Seminar: Contemporary Art**  
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Blocker, Jane M  
Description: Student may contact the instructor or department for information.

**ArtH 8500 Issues in Latin American Art: Colonial Cultures and Identities**  
3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Chambers, Sarah C  
Description: The encounters and subsequent struggles and negotiations for power among Europeans, Native Peoples, and Africans in Latin America after 1492 led to the formation of rich and hybrid colonial cultures. These cultures left imprints in both texts (administrative documents, chronicles, sermons, etc.) and varied material artifacts (codices, paintings, architecture, etc.). This seminar will explore the scholarship on colonial cultures and identities in Latin America from multiple vantage points and disciplinary methods (especially, but not exclusively, art history and history). Participants will discuss a common set of readings from these various perspectives, but students may design a final project that meets degree objectives in either Art History, History, or Early Modern Studies (and are advised to register under the appropriate designation).

**Arts and Cultural Leadership**  
20 Ruttan Hall

**ACL 5230 Ethical and Legal Issues in Arts Policy and Law**  
A-F only, 3 credit(s);  
Instructor: Corley, Kathleen  
Description: Ethical and Legal Issues in Arts Policy and Law Leadership calls on an individual to be able to stand with confidence on moral and legal grounds in the day to day operations and conduct of a business. By combining theory and practice, this course will explore the basis for human conduct and the source of moral and ethical behavior; examine standards, rules and laws that legislate conduct; and distinguish those situations when seeking legal guidance/advice is the only responsible option. Arts and cultural management issues arising from intellectual, real and personnel property rights; employment; earned-income ventures; and the myriad of issues that come with contributed income - conflict of interest, self-inurnment, and exemption from federal and state income tax - will
Asian American Studies

AAS 1201 Racial Formation and Transformation in the United States
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Onishi, Yuichiro
Description: What does it take to discuss race seriously? An exploration of this question demands a counter-narrative, for our contemporary moment is such that a growing public opinion (1) casts America as a "raceless" nation, (2) interprets antiracism as "reverse racism," and (3) embraces "diversity" to maintain the racial status quo. Talking about race is not easy to be sure; it engenders a host of unsettling emotions ranging from guilt and shame to anger. Yet not talking about race as a social fact in American life and culture forecloses possibilities to understand how racial differences are constructed through domination over time and ultimately to reach across myriad boundaries of social difference to strive toward a shared sense of community and belonging. Together, we will participate in racial struggles, albeit at times painful and challenging, to address and grapple with ethico-political imperatives to pursue social justice and make the notion of diversity anew.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities.
Grading: 80% written homework, 20% class participation.

AAS 3251W Sociological Perspectives on Race, Class, and Gender
A-F only, 3 credit(s); Soc majors/minors must register A-F Credit will not be granted if credit has been received for: AFRO 3251W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Swartz, Teresa Toguchi
Description: This course will explore the ways in which race, class and gender organize and impact social life for individuals and society as a whole. We will begin with a brief introduction to the general conceptual challenges that race, class and gender pose for typical, commonsense understandings of American society. We will then examine class, gender and race on their own terms and as they intersect with one another, attending to the ways they are constructed, experienced, and connected with social stratification and inequalities in power, status and privilege. We will also focus on the ways in which race, class and gender serve as important sites for the construction of meaning and identity. We will explore how race, class, and gender shape and are shaped by social institutions, including schools, popular culture, family, work and social policies. We will conclude by asking how the U.S. will be shaped by race, class and gender as we move into the 21st century, and by considering solutions to the problem of social inequality. The class will focus primarily on the United States. This class is writing intensive and student will choose to write a paper based on a community service learning experience or complete a research paper or position paper on a topic relevant to the class. This course may be applied to the Asian American Studies minor.
Style: 45% Lecture, 15% Film/Video, 40% Discussion.
Grading: 30% mid exam, 50% reports/papers, 20% class participation.

AAS 3251W Sociological Perspectives on Race, Class, and Gender
A-F only, 3 credit(s); Soc majors/minors must register A-F Credit will not be granted if credit has been received for: AFRO 3251W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Logan, Enid
Description: In this course, we examine race, class and gender as bases of identity, stratification, and inequality. We explore the social construction of our core concepts in the contemporary U.S., asking how they shape each of our lives, life-chances, and daily interactions. We will divide our time between lecture, small and large group discussion, and viewing segments of documentary films. This is a writing-intensive course, and students will be expected to do a good deal of formal and informal writing. Active participation in discussion and engagement with the ideas is a must. In this class, you will connect the concepts drawn from the materials to your own life experiences and thoughts about the world, and learn from the experiences and thoughts of others. In the first weeks of the class, we examine the social construction of Race, Class, Gender and Sexuality in American society. We then move to look at the workings of these concepts in different interpersonal and institutional settings. These include the Labor Force, Schools, the Family, the Criminal Justice System, understanding Violence, and the politics of Language. In the last week of the class we discuss individual and corporate approaches to overcoming injustice.
Style: 30% Lecture, 20% Film/Video, 50% Discussion.
Grading: 55% reports/papers, 10% quizzes, 15% in-class presentation, 20% class participation.
Exam Format: TF and essay

AAS 3409W Asian American Women's Cultural Production
3 credit(s); Credit will not be granted if credit has been received for: GWSS 3409W; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Karem Albrecht, Charlotte
Description: This course investigates the cultural production of Asian American women within the larger context of America as a "gate-
keeping" nation-state and empire. We will seek to understand the connections between cultural form, expression, and production and
the social formations of race, ethnicity, nationalism, class, gender, religion, and sexuality. Focusing on post-1965 immigration, this
course examines Asian American identities and racial formations in a time of increasing globalization and xenophobia. Through a
variety of texts, both academic and creative, we will try to grasp how even the seemingly most personal relationships expressed in
cultural production are rooted in and shaped by historical and social circumstances. We focus on how systems of oppression (like
globalization, colonialism, heterosexism, and racism) produce inequalities and differences as well as resistance to these oppressions.
The course is geared towards placing cultural texts in their historical and political contexts and identifying how these creative
productions imagine Asian America. By strengthening knowledge of cultural analysis and interdisciplinary knowledge production, this
course will encourage students to examine what writers and filmmakers convey through their works and develop their critical thinking
through analysis of the ramifications and influence of these texts on US culture, history, and politics.

AAS 3862 American Immigration History
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HIST 3862;
Instructor: Lee,Erika
Description: The idea that the United States is a "nation of immigrants" is one of the fundamental premises of American history and
popular culture. Yet Americans have always had a complicated relationship to actual immigrants and refugees in our communities. This
course will examine the comparative history of immigration to and immigrants in America. We will begin in the colonial era when
servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who
sought both refuge and economic opportunity. Immigration increased during the 'century of immigration' from 1830-1930 which
witnessed the arrival of Europeans, Asians, and Latin Americans who worked in the country's factories and farms and helped turn the
United States into a global economic power. Since World War Two, new immigrants and refugees have arrived from Asia, Latin
America, and Africa. They have come at a time of increasing immigration regulation, and more recently, during a time when Americans
have engaged in a new and divisive debate over immigration. Following the historical outline of the course, we will examine both the
experiences of immigrants in their homelands and in the United States and explore such topics as immigrant labor, families,
immigration and gender, race, class, religion, and sexuality, immigration law, acculturation, changing American national identity, and
the importance of immigration to the making of modern America. In comparing the past with the present, we will explicitly consider how
America's past experiences with immigration inform contemporary social conflicts over diversity and social justice. Reading
assignments will include primary sources, autobiographies, and historical scholarship. We will also use the internet and films to
complement lectures and class discussions. This course has been submitted to the University's LE committee and we anticipate
approval for both Historical Perspectives and Diversity and Social Justice Liberal Education requirement themes beginning Spring
2012.
Style: 50% Lecture, 10% Film/Video, 30% Discussion.
Grading: 60% reports/papers, 20% special projects, 20% class participation.

AAS 3875W Comparative Race and Ethnicity in U.S. History
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Onishi,Yuichiro
Description: This writing-intensive course will critique the unitary conception of the American nation. The scope of this course is wide,
and the approach to the comparative study of race and ethnicity is ambitious. Throughout this semester, this course will analyze a set
of complexities, contradictions, and alternative possibilities in American historical experience by making a critical inroad into worlds that
American Indians, African Americans, Asian Americans, Latinos, whites, and European Americans made and remade over time and
space. The aim of this course is to make a conscious effort to move through the politics of race, ethnicity, class, gender, and sexuality
and develop deeper understandings of processes by which diverse human actors strengthened, challenged, and transformed the
structures of power in the American past.
Style: 50% Lecture, 50% Discussion.
Grading: 80% reports/papers, 20% class participation.

AAS 3920 Topics in Asian American Studies: Refugees From the Secret War
3 credit(s), max credits 8;
Instructor: Lee,Mai Na M.
Description: This course examines the history of Hmong Americans during the last 35 years since American withdrawal from Vietnam
and Communist victory in 1975. As the US rebuilds relations with Vietnam and the Lao PDR, Hmong Americans focused on socio-
economic, political, and religious integration. The older generation of exiled leaders centered on transnational politics and retaking Laos
while the younger generation concentrated on integration, civil rights, and political activism in the US. Generational gaps, gender
changes, economic challenges, and linguistic and cultural survival become central issues. Grading is based on two midterms,
discussions/class assignments, a critical paper, one newspaper report, one research paper & presentation, and a final exam.
Style: 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.

AAS 4232 American Drama by Writers of Color
**A-F only, 3 credit(s);**

**Instructor:** Lee, Josephine D

**Description:** This course will concentrate on selected works by African American, Latino, American Indian, and Asian American playwrights. Our central question will be how racial and ethnic differences are integral to shaping different visions of "American theater." We will also examine larger issues such as the history of minority and ethnic theaters, the politics of casting, and the mainstreaming of the playwright of color.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 75% reports/papers, 25% class participation.

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**Asian Languages and Literatures 220 Folwell Hall**

**ALL 1910W Freshman Seminar: Ideas of Culture in East Asian Studies**

A-F only, 3 credit(s), max credits 6; Meets CLE req of Writing Intensive

**Instructor:** Workman, Travis James

**Description:** Student may contact the instructor or department for information.

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**ALL 3014W Art of India**

4 credit(s); Credit will not be granted if credit has been received for: ARTH 3014W; Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives; meets CLE req of Writing Intensive

**Instructor:** Asher, Frederick M

**Description:** When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 25% mid exam, 25% final exam, 40% reports/papers, 10% class participation.

**Exam Format:** Brief essay

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**ALL 3232W "Short" Poetry in China and Japan**

3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Rouzer, Paul F

**Description:** This course examines the short poetic forms of China and Japan: Chinese quatrains and octets, and Japanese tanka and haiku (authors include Wang Wei, Du Fu, Su Dongpo, Basho, Masaoka Shiki, and Yosano Akiko). Students will read translations by modern poets and scholars and will explore texts in their original languages (with provided English glosses). A critical consideration of the methods of translation will play an important part in class discussions. Students will write a reaction paper (3 pp.) about once every two weeks. These may include: 1) a discussion of a poem or set of poems they have read; 2) their own English versions of the verse forms covered, combined with an analysis of what elements of East Asian verse they are using; and 3) a translation of a Chinese or Japanese poem (with the help of the professor). No knowledge of Chinese or Japanese is necessary.

**Style:** 25% Lecture, 75% Discussion.

**Grading:** 70% reports/papers, 30% class participation.

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**ALL 3265W The Fantastic in East Asia: Ghosts, Foxes, and the Alien**

3 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive

**Instructor:** Crandol, Michael E

**Description:** An investigation into aspects of the weird, the strange, and the fantastic in premodern and modern narrative in East Asia. In comparison to Western conceptions of the Fantastic and the Supernatural, we will look at what the "strange" might mean in a culture that does not share the same cultural and religious assumptions as the West. For example, what defines the human and the non-human? What role do gender presumptions play in constructing a fantastic Other? What impact do the cosmology and the soteriology of Buddhism have in this world? Also, how does this perspective affect the ways the Fantastic manifests itself in contemporary Chinese and Japanese pop culture?

**Style:** 50% Lecture, 25% Film/Video, 25% Discussion.

**Grading:** 70% reports/papers, 30% class participation.
ALL 3337 Chinese Literature and Popular Culture Today
A-F only, 3 credit(s);
Instructor: McGrath, Jason
Description: This course is an introductory survey of contemporary Chinese literature and popular culture. The primary focus will be on mainland China since the end of the Mao era, but attention will also be paid to Taiwan and Hong Kong. During this period mainland China made the transition from Maoism to the era of 'opening and reform,' leading to an explosion of creativity in the arts beginning in the 1980s and an increasingly commercialized and globalized culture since the early 1990s. The culture industry has been subjected to market forces for the first time in decades, and foreign cultural products have entered China to compete with domestic culture. Taiwan during these same periods made the transition from martial law to democracy and developed into one of the most thriving economies and cultural scenes in the region, while Hong Kong was returned from the United Kingdom to China and maintained its status as one of the world's most cosmopolitan cities. This course explores the dynamism of Chinese culture of the last quarter century through works of literature as well as film, fine art, and popular music.
Style: 60% Lecture, 35% Discussion, 5% Student Presentation.
Grading: 20% mid exam, 35% final exam, 20% reports/papers, 10% quizzes, 10% attendance, 5% in-class presentation.

ALL 3371 History of Chinese Cities and Urban Life
A-F only, 3 credit(s);
Instructor: Wang, Liping
Description: This course aims for students to have a better understanding of present-day China, especially its rapid urban expansion, by exploring history of Chinese cities and urban life. It begins by discussing the question why pre-modern China, an agrarian society, had some of the largest cities in the world. We will study the planning and building of traditional Chinese cities, and the urban life they housed. The course will then focus on Chinese urban experience in the late 19th and the 20th century, when cities became the focal point of modernization. We will analyze the reasons why it was during this period that Shanghai and Hong Kong emerged from obscurity to great metropolises, while many older cities declined. The class will then examine the role of cities given by the Chinese Communist Party, a party well known for its victory based on peasant support. We will look at the ways cities are shaped in PRC, and how their material shapes in turn framed lives in them.

ALL 3436 Postwar Japanese Literature in Translation
3 credit(s);
Instructor: Cahill, Devon A
Description: Student may contact the instructor or department for information.

ALL 3441W Japanese Theater
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Isaka, Maki
Description: Japanese theater has been enriched with its diverse traditions. For example, the premodern period (through the late nineteenth century) saw the completion of the famous trio: Noh (medieval all male theater of dancing and chanting), Kabuki (all male theater with the spirit of kabuku ["queer, weird, crazy," etc.]), and Bunraku (another all male theater of puppetry and narration that competed with kabuki for popularity). In turn, the twentieth century saw the birth of the all-female Takarazuka revue, modern Japanese theater, Butoh, and so forth. We will first explore the premodern trio in various contexts: acting, training, script, society, or what have you. By doing so, we will also learn how theater practitioners have contributed to the formation of some "philosophical" concepts of importance in Japan: body, gender, knowledge creation and transmission, etc. We will also pay attention to their theatrical and theoretical continuity and discontinuity in modern times (the late nineteenth century onward), when studying Takarazuka, Butoh, and the like. This course also fulfills the Liberal Education requirements of "Arts/Humanities" and "Writing Intensive." Writing, revising, and class workshops about writing will be an integral part of the class. This course is open to anyone with an interest. No previous knowledge of Japanese studies or theater studies is required. No reading knowledge of Japanese is required; all of the readings will be available in English. Audio-visual materials will be used whenever available and appropriate.

ALL 3456 Japanese Film
3 credit(s); Meets CLE req of Global Perspectives
Instructor: Marran, Christine L
Description: This course introduces students to key issues in postwar Japanese cinema, focusing on formal, cultural and ideological dimensions in the films of Ozu, Kurosawa, Mizoguchi, Oshima, and other major filmmakers. We will acquire the critical tools to talk about film while acquainting ourselves with the historical movements within Japanese film history. The texts specifically on Japanese cinema and history will provide the basis for cultural specificity in our analysis. Film grammar references will aid our discussions and analysis of formal and stylistic elements.
Style: 50% Lecture, 25% Film/Video, 25% Discussion.
Grading: 20% mid exam, 40% final exam, 20% special projects, 20% written homework.
ALL 3556 Korean Film
3 credit(s);
Instructor: Workman, Travis James
Description: Student may contact the instructor or department for information.

ALL 3676 Culture and Society of India
3 credit(s); Credit will not be granted if credit has been received for: ANTH 3023; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

ALL 3920 Topics in Asian Culture: Thinking Gender in Japanese Literature and Theater
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Isaka, Maki
Description: Student may contact the instructor or department for information.

ALL 3920 Topics in Asian Culture: Samurai, Geisha, and How They Became Japanese
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Mizuno, Hiromi
Description: Student may contact the instructor or department for information.

ALL 3920 Topics in Asian Culture: Hong Kong Cinema: Filming the (Post)colonial City
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Chan, Ka Yee
Description: This course begins with the establishment of the People's Republic of China and the Cultural Revolution that generated a series of migrations to the former British colony Hong Kong since the 1950s. We will look at how the local, the regional, and the transnational contest the idea of the nation, and how the turnover in 1997, as well as the current flow of capital ("hot money" from mainland China back to the former colonies), generates new and unprecedented tensions and collaborations between the postsocialist nation and the postcolonial city. In addition to weekly film screening, this course will introduce students to topics such as film terminology, various cinematic conventions, language and power, education policy, urban planning, real-estate investment, and Cantonese pop music. We will also look at how the Hollywood film industry recruits Hong Kong talents.
Grading: 60% reports/papers, 10% quizzes, 30% class participation.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Isaka, Maki
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Marran, Christine L
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: McGrath, Jason
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Rouzer, Paul F
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation
Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Workman, Travis James
Description: Student may contact the instructor or department for information.

ALL 4900W Major Project
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Sanft, Charles T
Description: Student may contact the instructor or department for information.

ALL 5212 Introductory Classical Chinese
3 credit(s);
Instructor: Rouzer, Paul F
Description: Student may contact the instructor or department for information.

ALL 5920 Topics in Asian Culture: Advanced Sculpture: Spatial Problems
4 credit(s), max credits 16, 4 completions allowed;
Instructor: Rose, Thomas Albert
Description: Student may contact the instructor or department for information.

ALL 5920 Topics in Asian Culture: Chinese New Media and Intermediality
3 credit(s), max credits 16, 4 completions allowed;
Instructor: McGrath, Jason
Description: The social and cultural experience of modernity has long been characterized by successive waves of new visual media, from the periodicals of printing presses to the various forms of moving-image technologies, from silent cinema to computer-generated animation. In each case, however, the 'newness' of new media has been mitigated by processes such as the remediation of older media through newer ones (and newer media through older ones) and the broader tendency of new media to reflect pre-existing cultural and narrative forms within any particular social and historical context. In addition, intermediality may occur between two or more types of new media at a specific historical juncture?for example, between early sound cinema and pop music, or between underground comics and digital cinema. This course explores new media and intermediality from specific moments in the history of modern China. The new photographic practices and illustrated periodicals of the late Qing Dynasty serve as examples of how new forms of visual culture became both reflexive and constitutive of modernity. Silent cinema of the Republican era both drew upon and defined itself against existing Chinese dramatic forms, particularly opera. In the 1930s, the arrival of sound in cinema provided a space for phonographic modernity to be expressed through film. In the People's Republic, the productive interplay between traditional art forms and cinema entered a new era, culminating in the cinematic adaptations of the 'model plays' of the Cultural Revolution. Finally, recent years have seen the explosive growth of internet culture, gaming communities, computer animation, and digital cinema. This course will devote sections to earlier examples of 'old' new media and intermediality before turning in the second half of the course to the new media of contemporary China and the intermedial relationships among computer graphics, internet culture, special-effects blockbuster cinema, and underground DV filmmaking.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Isaka, Maki
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Marran, Christine L
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.
ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: McGrath, Jason
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Rouzer, Paul F
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Workman, Travis James
Description: Student may contact the instructor or department for information.

ALL 8920 Topics in Asian culture: ALCM Seminar
S-N only, 1 credit(s), max credits 9, 3 completions allowed;
Instructor: Waltner, Ann Beth
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Isaka, Maki
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Marran, Christine L
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: McGrath, Jason
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Rouzer, Paul F
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Workman, Travis James
Description: Student may contact the instructor or department for information.

Astronomy 356 Tate Laboratory of Physics

Ast 1001 Exploring the Universe
4 credit(s); Credit will not be granted if credit has been received for: AST 1011H; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Humphreys, Roberta M
Description: This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe
and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extra-terrestrial life. Although largely descriptive, the course will occasionally require the use of junior high level math. This course is intended for non-science majors; no science background is necessary. IT students should take Ast 1011H.

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.

**Grading:** 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.

**Exam Format:** Multiple choice + essay or short answer.

### Ast 1001 Exploring the Universe

3 credit(s); Credit will not be granted if credit has been received for: AST 1011H; Meets CLE req of Environment; meets CLE req of Physical Sciences

**Instructor:** Woodrow, Charles E

**Description:** This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extra-terrestrial life. Although largely descriptive, the course will occasionally require the use of junior high level math. Lectures are two days per week (75 minutes/class meeting); on a third day each week two hours are spent in small groups working on a lab project. This course is intended for non-science majors; no science background is necessary. IT students should take Ast 1011H.

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.

**Grading:** 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.

**Exam Format:** A combination of multiple choice, short answer, essay.

## Ast 1005 Descriptive Astronomy

3 credit(s); non-science major Credit will not be granted if credit has been received for: AST 1001;
Ast 1011H Exploring the Universe, Honors  
A-F only, 4 credit(s); High school trigonometry, [high school physics or chemistry] Credit will not be granted if credit has been received for: AST 1001; Meets CLE req of Environment; meets CLE req of Physical Sciences  
Instructor: Woodward, Paul R  
Description: This is the honors version (more mathematical) of AST 1001, which is our introductory course in Astronomy and Astrophysics. This course is a scientific exploration of the human place in the universe. We study the origin and history of the universe and the formation of the Earth and the solar system. We compare how the study of the heavens has influence human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extraterrestrial life. Although largely descriptive, the course will occasionally require the use of junior high level mathematics. This course has both a lecture AND lab component.  
Style: 50% Lecture, 40% Laboratory.  
Grading: 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.  
Exam Format: A possible combination of multiple-choice, short-answer and/or essay questions.

Ast 1905 Freshman Seminar: Cosmic Catastrophes  
2 credit(s);  
Instructor: Rudnick, Lawrence  
Description: Cosmic Catastrophes: Bored with life's everyday perils? Let's explore some bigger ones instead - planetary-sized nightmares, genuine dangers out there in the universe. Everyone has heard of asteroid impacts, but do you know how many awful things they can do? How hard is it to fend off an approaching comet? On a galactic scale, how often do planets like ours get fried by GRBs? How much should the insurance company charge for supernova coverage? In this course we'll investigate both real and imagined catastrophes that threaten our existence. AVAILABLE for 2 CREDITS ONLY.  
Style: 75% Discussion, 25% Student Presentation.  
Grading: 40% reports/papers, 20% special projects, 20% in-class presentation, 20% class participation.

Ast 1905 Freshman Seminar: Nothing  
2 credit(s);  
Instructor: Rudnick, Lawrence  
Description: Nothing: Is nothing too wonderful to be true, as the great 18th century physicist Michael Faraday pondered? Following the Bard, in this seminar we will make much ado about "nothing." From the birth of the Universe ex nihilo, to the philosophies that find meaning in nothing, to the tangled history of zero over the centuries, to our beginnings as seen by theologies when even nothing was not. In our journey through the teeming vacuum, "nothing" is sacred, and will be both ventured and gained. Caution is advised, however, in telling people that you've signed up for "nothing"! AVAILABLE for 2 CREDITS ONLY.  
Style: 50% Discussion, 25% Student Presentation, 25% Guest Speakers.  
Grading: 40% reports/papers, 20% special projects, 20% in-class presentation, 20% class participation.

Ast 2001 Introduction to Astrophysics  
4 credit(s);  
Instructor: Gehrz, Robert Douglas  
Description: This is an introductory course for astronomy and astrophysics majors. You will be introduced to a broad range of topics in modern astrophysics, with an emphasis on how we measure astrophysical quantities and how we learn what these observations tell us about the physics of the universe. By the end of this class you will have a much greater facility with elementary theoretical calculations and making the kind of order of magnitude estimates that often guide work of scientists and engineers. The ultimate objective of the course is to give you the basic tools that you will need to read the current literature on astrophysics with a basic level of understanding.  
Style: 50% Lecture, 20% Film/Video, 15% Discussion, 15% Demonstration.  
Grading: 40% mid exam, 30% final exam, 30% problem solving.  
Exam Format: Short answer and/or essay.

Ast 2990 Directed Studies  
1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: STAFF  
Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

Ast 4002 Astrophysics II  
A-F only, 4 credit(s);
Instructor: Williams, Liliya L R
Description: Galaxies, structure and evolution, active galaxies. Clusters of galaxies, introductory cosmology.
Style: 30% Lecture, 50% Discussion. Student-led presentations and homework discussions.
Grading: 20% reports/papers, 15% in-class presentation, 45% class participation, 20% problem solving.

Ast 4299H Senior Honors Astrophysics Research Seminar
1 credit(s), max credits 2, 1 completion allowed;
Instructor: STAFF
Description: An honors opportunity for upper division astronomy and astrophysics majors in the honors program. Based on our departmental research. Students are expected to attend weekly department seminars where current research is described. They will be asked to write short reports 2/3 of the talks during the semester.
Style: 100% Lecture.
Grading: 100% reports/papers.

Ast 4990 Directed Studies
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: STAFF
Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

Ast 4994W Directed Research
3-5 credit(s), max credits 5, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Independent research in observational or theoretical astrophysics. Senior Thesis for undergraduate astrophysics majors. Arrange with faculty member.

Ast 5012 The Interstellar Medium
4 credit(s);
Instructor: Davidson, Kris
Description: Student may contact the instructor or department for information.

Ast 8031 Astrophysical Fluid Dynamics
4 credit(s);
Instructor: Jones, Thomas Walter
Description: This course provides an introduction to the physics of fluid motions with special emphasis on issues that are important in astrophysics. We will examine ideal and non-ideal fluids, compressible and incompressible flows. Both ordinary and magnetized, electrically conducting fluids will be discussed. Some specific topics include: shocks, common fluid instabilities, the origins of turbulence, magnetic dynamos and magnetic reconnection.
Style: 80% Lecture, 20% Discussion.
Grading: 25% mid exam, 35% final exam, 40% problem solving.
Exam Format: Midterm is in-class representative problems. Final is take-home, comprehensive using representative problems.

Ast 8200 Astrophysics Seminar
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Williams, Liliya L R
Description: Student may contact the instructor or department for information.

Biochemistry 140 Gortner Lab of Biochemistry

BioC 1010 Human Health and Disease
3 credit(s);
Instructor: Laporte, David C
Description: BioC 1010 provides an introduction to the molecular basis of common human diseases. Beginning with a description of the human genome, the course introduces the fundamental concepts of cellular and molecular biology, biochemical reactions, and the biochemical underpinnings of health and disease. Topics to be presented include Inherited Diseases (cystic fibrosis, hemophilia, sickle cell anemia, muscular dystrophy), Metabolic Diseases (diabetes, cardiovascular disease, hypertension, asthma, alcoholism), and Aging (osteoporosis, menopause, Alzheimer's and other neurodegenerative diseases). Also included are the most common methods to diagnose, treat and prevent disease, including discussion of gene therapy, regenerative medicine (stem cells), and traditional drug-based interventions. Several class periods will be devoted to discussions of case studies (patients with particular diseases). We will
also discuss social impact of individual diseases. The goal of the course is to familiarize students with the molecular basis for different types of diseases and treatments. Student Learning Outcomes: Following successful completion of this course, each student should be capable of scholarly discussions of the following topics: the general principles of the biochemistry and the function of the various classes of biomolecules, chemical processes that occur in the human body, the molecular basis of diseases and their treatments, examples of the impact of biochemistry on today's society effectively communicate biochemical information in oral and written form. In addition, students should develop a sophisticated, portable biochemistry knowledge that they can use long after to course ends to: explain to their grandparents why their doctor recommends low dose aspirin explain to their parents how their cholesterol medication works evaluate information on a new artificial sweetener understand a new therapy for cystic fibrosis excel in upper level courses

Student Expectations: As a student in this course, you are expected to take an active role in your learning. You are expected to attend every class, and to arrive on time and not leave early. You should be prepared for each lecture by reading the assigned material. You should take good lecture notes and use them to make sure you understand all of the concepts covered in class. You should ask questions in lecture to help clarify concepts. You should participate actively in the discussion sessions. You should adhere to the University of Minnesota Student Conduct Code found at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Grading: 25% mid exam, 25% final exam, 25% reports/papers, 25% additional semester exams.

BioC 2011 Biochemistry for the Agricultural and Health Sciences
3 credit(s);
Instructor: Armitage, Ian MacLeod
Description: Purpose: To survey the fundamentals of chemistry and biochemistry as they apply to the organization, function and regulation of living systems, especially humans. Course Content: This course will review key elements of general chemistry and will introduce you to the disciplines of organic and biochemistry. Lectures in combination with readings in the textbooks will begin with components of general chemistry that are critical for an understanding of biochemistry. This will be followed by a review of organic chemistry principles and structures, again with a focus on material that is most important for an understanding of biochemistry. The last half of the course will be concerned with the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of chemical equilibria, enzyme catalysis, and bioenergetics; fundamental metabolic pathways; and the chemical nature of genetic information storage and transmission. The ultimate objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare you to comprehend the composition of living cells and their physiological processes at the molecular level.
Style: 100% Lecture.
Grading: There are 4 exams and each exam is 25% of grade, totaling 100%

BioC 2331 Chemical Mechanisms in Biology
A-F only, 3 credit(s);
Instructor: Nelsestuen, Gary L
Description: Students in this course will learn organic structure, properties and chemical mechanism as they apply to biological systems. This theoretical approach is specifically designed to prepare students for subsequent courses in biochemistry. It will empower students to understand and even predict metabolic conversions, biodegradation and other biology-specific aspects of chemistry.
Style: 100% Lecture.
Grading: 60% mid exam, 20% final exam, 20% quizzes.
Exam Format: Short answer, write structures, solve problems, short essays

BioC 3021 Biochemistry
3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit has been received for: BIOC 6021;
Instructor: Siliciano, Paul G
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.
Style: 100% Lecture.
Grading: 75% mid exam, 25% final exam.
Exam Format: Short answer, multiple choice, solve problems, short essays, write structures

BioC 3021 Biochemistry
3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit
has been received for: BIOC 6021;
Instructor: Hooper, Alan B
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.
Style: 100% Lecture.
Grading: 75% mid exam, 25% final exam.
Exam Format: Short answers, write structures, multiple choice, solve problems, short essays

BioC 3021 Biochemistry
3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit has been received for: BIOC 6021;
Instructor: Roon, Robert J
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.
Style: 100% Lecture.
Grading: 75% mid exam, 25% final exam.
Exam Format: Short answer, write structures, multiple choice, solve problems, short essays

BioC 3021 Biochemistry
3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit has been received for: BIOC 6021;
Instructor: Adolph, Kenneth W.
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.
Style: 100% Lecture.
Grading: 75% mid exam, 25% final exam.

BioC 3321 Biochemistry
A-F only, 3 credit(s);
Instructor: Prat-Resina, Xavier
Description: Student may contact the instructor or department for information.

BioC 3960 Research Topics in Biochemistry
S-N only, 1 credit(s), max credits 2;
Instructor: Laporte, David C
Description: The goal of Research Topics in Biochemistry is to expose students to a wide variety of cutting-edge research projects. The course will begin with a two-lecture introduction covering how to read scientific papers and the basic concepts of experimental design and analysis. Faculty from the BMBB Department will then give a series of presentations on cutting edge research. Each faculty member will give two presentations. The first will be a broad overview of a research area and the second will focus on a specific paper, dissecting all or part of it in detail.
Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.
BioC 4025 Laboratory in Biochemistry
2 credit(s);
Instructor: Lange, Alex John
Description: Theory and practice of modern biochemical techniques including buffers and pH, protein (lactate dehydrogenase) purification, protein electrophoresis, enzyme characterization using kinetics and immunochemical methods, recombinant DNA techniques.
Style: 40% Lecture, 60% Laboratory.
Grading: 33% mid exam, 34% final exam, 33% quizzes.
Exam Format: short answer and problems

BioC 4325 Laboratory in Mass Spectrometry
S-N only, 1 credit(s);
Instructor: Nelsestuen, Gary L
Description: Students in this course will learn the theory and practice of Mass Spectrometry including sample purification and preparation, types of Mass Spec experiments and their applications, and data collection and analysis. Students will learn how Mass Spec data is used in conjunction with other experimental data to solve problems in biochemistry.
Style: 40% Lecture, 40% Laboratory, 20% Student Presentation.
Grading: The course is offered only on an S/N basis. Students will work in groups and give a presentation about their results. Successful completion of the lab exercises and presentation will constitute satisfactory work in the course.

BioC 4331 Biochemistry I: Structure, Catalysis, and Metabolism in Biological Systems
4 credit(s);
Instructor: Wilmot, Carrie M
Description: "Biochemistry I: structure, catalysis, metabolism in biological systems." The first 14 lectures review basic chemical concepts and then discuss primary structure (amino acids and sequence), secondary structure (helices, sheet turns), tertiary structure (folding, three dimensional structure) and quaternary structure (subunits and their interactions) of proteins. The next 15 lectures deal with enzyme kinetics and mechanisms and binding interactions. The next 9 lectures discuss carbohydrates, lipid and membrane structures, transport processes. The final 19 lectures discuss metabolic pathways including, glycolysis, glycogen synthesis, the citric acid cycle, oxidative phosphorylation, amino acid and nitrogen metabolism, and lipid synthesis and metabolism. Thermodynamic considerations are emphasized for all pathways. Most students in the class are expected to be Biochemistry majors.
Style: 90% Lecture, 10% Discussion.
Grading: 45% mid exam, 25% final exam, 20% quizzes, 10% problem solving.
Exam Format: Combination of multiple choice, short answer and problem solving

BioC 4332 Biochemistry II: Molecular Mechanisms of Signal Transduction and Gene Expression
4 credit(s);
Instructor: Hendrickson, Eric A
Description: BioC 4332 covers fundamental molecular biology and signal transduction. The course begins with the molecules and processes by which cells store, replicate, repair and express genetic information in the form of DNA, RNA and proteins. The latter part of the course describes regulatory processes that involve control of gene expression and mechanisms of signal transduction. The emphasis in the course is on the biochemical basis of gene function and biological regulatory processes. This course is designed for upper division undergraduates in the biological sciences, as well as beginning graduate students in other biological programs.
Style: 90% Lecture, 10% Discussion.
Grading: 75% mid exam, 25% final exam.
Exam Format: Exams will have both short answer (multiple choice, fill-in-the-blank) questions (approx. 30-40%) and longer answer formats requiring you to explain and diagram concepts.

BioC 4521 Introduction to Physical Biochemistry
3 credit(s);
Instructor: Matsuo, Hiroshi
Description: The objective of this course is to introduce and develop the concepts of physical chemistry that are most important for biochemistry. Desired outcomes are for students to develop a basic understanding of how thermodynamics, kinetics, spectroscopy, and solution dynamics can be applied to biochemical problems, and to provide a background for those students who wish to pursue further study in physical biochemistry.
Style: 100% Lecture.
Grading: There are four exams, each worth 20%. In addition, 20% of the grade is determined by homework and class participation,
BioC 4793W Directed Studies: Writing Intensive
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Individual study on selected topics of problems. Emphasizes readings, use of scientific literature. Writing Intensive.

BioC 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Laboratory or field investigation of selected areas of research. Writing Intensive.

BioC 4960 Special Topics in Biochemistry
A-F only, 3 credit(s);
Instructor: Wackett, Lawrence Philip
Description: Humans are now faced with hard choices regarding carbon dioxide emissions, oil pollution, dwindling fossil fuel reserves, and supporting the growing population on earth. Biochemistry as the central discipline in dealing with these problems will be the focus of this course. Carbon dioxide is removed from the atmosphere primarily by enzymatic fixation by plants and bacteria. Can this be enhanced and used industrially to produce our fuels and chemicals? Can we harvest energy from the sun to make sufficient fuels, chemicals and food for the world's population? Can biology be used to create materials and energy resources with greater efficiency and less pollution? This course will describe fundamental biochemical processes relevant to these questions and offer ideas for biotechnological solutions to these pressing problems.

BioC 4993 Directed Studies
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: STAFF
Description: Individual study on selected topics or problems with emphasis on selected readings and use of scientific literature.

BioC 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: STAFF
Description: Laboratory or field investigation of selected areas of research.

BioC 5225 Graduate Laboratory in NMR Techniques
S-N only, 1 credit(s);
Instructor: Ostrowski, Beverly Gaul
Description: This course is intended for graduate students in biochemistry and related disciplines. Students will learn practical aspects of nuclear magnetic resonance (NMR) spectrometry and gain hands-on experience with 500, 600, and 700 MHz instruments. Topics covered include sample preparation and handling, contamination sources, tube and probe options, experiment selection, experimental procedures, software, and data processing. This course is a unique laboratory course for students interested in this technique.
Style: 50% Lecture, 50% Laboratory.

BioC 5352 Biotechnology and Bioengineering for Biochemists
A-F only, 3 credit(s); [3021 or 4331 or BIOL 3021 or or MICB 4111], [BIOL 3301 or MICB 3301] or instr consent Credit will not be granted if credit has been received for: MICB 5352;
Instructor: Schmidt-Dannert, Claudia
Description: This class will provide a comprehensive introduction to major topics in biotechnology research and development. Topics that will be discussed range from isolation, recombinant production and engineering of biotechnological relevant proteins (e.g. industrial enzymes, biocatalysts and therapeutic proteins) to small molecule biotechnology. The latter topics include the production of important primary (e.g. amino acids, organic acids) and secondary (e.g. antibiotics and other bioactive molecules) metabolites, as well as strategies of metabolic pathway engineering and diversification in the "Omics" area to achieve increased production levels and for drug discovery purposes. Several guest lecturers from local biotechnology/biomedical companies will link class contents to practical applications and provide insights into actual industrial research and development.
Grading: 25% mid exam, 25% final exam, 25% reports/papers, 25% quizzes.

BioC 5444 Muscle
3 credit(s); 3021 or BIOL 3021 or 4331 or BIOL 4331 or PHSL 3061 or instr consent Credit will not be granted if credit has been
received for: PHSL 5444;
Instructor: Thomas, David D
Description: Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction. Prerequisites: undergraduate courses in biochemistry or physiology.
Style: 80% Lecture, 15% Discussion, 5% Laboratory.
Grading: 25% mid exam, 40% final exam, 35% reports/papers.
Exam Format: essay, problem solving

BioC 5528 Spectroscopy and Kinetics
4 credit(s);
Instructor: Thomas, David D
Description: Principles and applications of kinetics and spectroscopy in the study of structure and dynamics of biological macromolecules, with a particular focus on enzymes
Style: 90% Lecture, 5% Discussion, 5% Demonstration.
Grading: 50% mid exam, 35% final exam, 15% written homework, problem sets
Exam Format: essay

BioC 5532 Macromolecular Crystallography II: Techniques and Applications
S-N only, 1 credit(s);
Instructor: Ohlendorf, Douglas Henry
Description: Determining the structure of macromolecules by diffraction. Using software in macromolecular crystallography.

BioC 5960 Special Topics in Biochemistry
A-F only, 3 credit(s);
Instructor: Wackett, Lawrence Philip
Description: Humans are now faced with hard choices regarding carbon dioxide emissions, oil pollution, dwindling fossil fuel reserves, and supporting the growing population on earth. Biochemistry as the central discipline in dealing with these problems will be the focus of this course. Carbon dioxide is removed from the atmosphere primarily by enzymatic fixation by plants and bacteria. Can this be enhanced and used industrially to produce our fuels and chemicals? Can we harvest energy from the sun to make sufficient fuels, chemicals and food for the world's population? Can biology be used to create materials and energy resources with greater efficiency and less pollution? This course will describe fundamental biochemical processes relevant to these questions and offer ideas for biotechnological solutions to these pressing problems.

BioC 6021 Biochemistry
3 credit(s); general biology, organic chemistry, instr consent; intended for MBS students
Credit will not be granted if credit has been received for: BIOC 3021;
Instructor: Siliciano, Paul G
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.
Style: 100% Lecture.
Grading: 75% mid exam, 25% final exam.
Exam Format: Short answer, multiple choice, solve problems, short essays, write structures

BioC 6021 Biochemistry
3 credit(s); general biology, organic chemistry, instr consent; intended for MBS students
Credit will not be granted if credit has been received for: BIOC 3021;
Instructor: Hooper, Alan B
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.
Style: 100% Lecture.
Grading: 75% mid exam, 25% final exam.
Exam Format: Short answer, multiple choice, solve problems, short essays, write structures

The course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Short answers, write structures, multiple choice, solve problems, short essays

### BioC 6021 Biochemistry

3 credit(s); general biology, organic chemistry, instr consent; intended for MBS students; Credit will not be granted if credit has been received for: BIOC 3021;

**Instructor:** Roon, Robert J

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Short answers, write structures, multiple choice, solve problems, short essays

### BioC 8084 Research and Literature Reports

S-N only, 1 credit(s), max credits 5, 5 completions allowed;

**Instructor:** Ohlendorf, Douglas Henry

**Description:** Student may contact DGS for information

### BioC 8184 Graduate Seminar

S-N only, 1 credit(s), max credits 5, 5 completions allowed;

**Instructor:** Lange, Alex John

**Description:** Student may contact DGS for information

### BioC 8216 Signal Transduction and Gene Expression

3 credit(s);

**Instructor:** Kim, Do-Hyung

**Description:** The BIOC8216/PHCL8216 is a graduate-level course focused on mechanisms of cellular signal transduction. This course emphasizes intensive discussion in class on focused, selected topics. This year, the theme of the course is "insulin signaling, metabolism, and ageing". Except some introductory class as well as some lectures given by invited speakers, the class will discuss topics focused on the theme above. The course will have a couple of class to discuss about the basic principles of signal transduction, briefly introducing several well-characterized cell signaling pathways and important, useful experimental approaches to study signal transduction. The first two weeks will be given for lectures on general introduction on signal transduction. After that, we will discuss
several specific topics on cell signaling based on literatures pertaining to the theme above. A general structure is that a lecture will be
given for one day for general introduction on a specific cell signaling topic, which will be followed by discussion based on literature that
will be assigned by each lecturer. Through employing this structure, the course will help expose students to basic, broad, and current
knowledge on cell signaling mechanisms and their impacts on human diseases, and to experimental approaches on cell signaling
studies. The course will require each student to submit a two-page concise proposal, and at the end of the course students will present
their proposal. We will not have exams, and the grade will be based on the proposal, presentation, and attendance. For further inquiry,
please email dhkim@umn.edu

BioC 8401 Ethics, Public Policy, and Careers in Molecular and Cellular Biology
S-N only, 1 credit(s), max credits 2;
Instructor: Nelsestuen,Gary L
Description: Ethics of scientific investigation from the viewpoint of western scientific enterprise. Relationship between science, culture,
and public policies. Careers in molecular/cellular biology. Nontraditional career tracks. Invited speakers, case studies, small-group
discussions, lectures.
Style: 30% Lecture, 40% Discussion, 30% Guest Speakers.
Grading: 50% attendance, 50% class participation. S/N only

Bioethics, Center for

BTHX 5000 Topics in Bioethics: Genetics and Reproduction: Law and Ethics
2 credit(s), max credits 8;
Instructor: Van Ness,Brian George
Description: Student may contact the instructor or department for information.

BTHX 5000 Topics in Bioethics: Pediatric Ethics
2 credit(s), max credits 8;
Instructor: Brunnquell,Donald Joseph
Description: Pediatric Bioethics will offer an interdisciplinary forum to explore the major issues of applied bioethics in the care of
children. The class will begin with a brief review of moral theory and the history, philosophy, and sociology of childhood which provide
the context for pediatric bioethics. It will move into topical discussion of major issues including who decides for the child, and child
development and how to account for emerging autonomy. We will then examine specific topics: * refusal of treatment by the child
and/or parents * pediatric research * perinatal/neonatal issues * end of life and decisions to withhold or withdraw treatment * organ
transplantation and donation for and by children * futile treatment and international protocols * concepts of normality and disability *
enhancement * child maltreatment and child welfare * public health issues such as children in pandemic emergencies ?* social justice
issues This course is intended to reach across the spectrum of professional disciplines working with children such as medicine,
nursing, psychology, social work, law, public health, and education, as well as include academic disciplines interested in children such
as child development, anthropology, and philosophy

BTHX 5000 Topics in Bioethics: Investigative Journalism & Bioethics
3 credit(s), max credits 8;
Instructor: Elliott Jr,Bruce Carleton
Description: This seminar will explore the links between investigative journalism, medicine and bioethics. Students will learn how to
write magazine articles, how to investigate medical stories, and how to write query letters to editors. The seminar will examine classic
and contemporary works of investigative health journalism, works of literary non-fiction related to medicine, and memoirs by doctors
and medical students. It will also examine citizen muckraking, non-profit investigative journalism, the public relations industry, the
decline of print journalism and the rise of digital media, and how these developments are shaping the relationship between bioethicists
and the press.
Grading: 80% reports/papers, 20% class participation. Students will work on a magazine-style paper involving a medical or bioethics
topic, which will count for 60% of the final grade. 20% of the final grade will come from a mock query letter (a "pitch.")

BTHX 5000 Topics in Bioethics: Animal Ethics
3 credit(s), max credits 8;
Instructor: Liaschenko,Joan
Description: Animal Ethics will examine the morality and ethics of human-animal interactions in various contexts. These include
cultural and historical views of animals; animals as companions; euthanasia of unwanted animals; use of animals in scientific research;
animal production related to food and sustainability; animal law; zoonotic diseases and global health; animals as entertainment; and
the use of animals in therapy. This course will examine underlying assumptions that ground views about animals. It will address issues
such as the moral status of animals, their cognitive capabilities, the human animal bond, and the use of human power in controlling
animals. Human relationships with animals are changing and this course offers a venue for exploring some of the moral and ethical
questions in these evolving relationships. * Course requirements will be adjusted as appropriate for 5000 or 8000 level registration

**BTHX 5610 Bioethics Research and Publication Seminar**
1 credit(s);
Instructor: Miles MD, Steven Haverstock
Description: This seminar is focused on helping you write for publication. You will learn the basics of how to develop a topic, conduct a literature search, select a suitable publication and how to prepare and submit a manuscript and respond to editorial suggestions. Students will be asked to write several short pieces, one for publication during the seminar.
Style: 100% Discussion.
Grading: 50% reports/papers, 50% in-class presentation.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: Miles MD, Steven Haverstock
Description: This is an advanced course for students who have an idea that they want to write for publication. Students are admitted on permission of the instructor after meeting and presenting their paper idea. Students are expected to write and submit the paper to a journal of their choice. The instructor will assist in topic development, literature review, drafting, journal choice and responding to editorial reviews. This is not a course in bioethics—students interested in bioethics studies should review course offerings from the Center for Bioethics.
Style: 100% Student Presentation.
Grading: 100% special projects.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: Brunnquell, Donald Joseph
Description: Student may contact the instructor or department for information.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: Elliott Jr, Bruce Carleton
Description: Student may contact the instructor or department for information.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: DeBruin PhD, Debra Ann
Description: Students propose area for study with faculty guidance, write proposal which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: Liaschenko, Joan
Description: Student may contact the instructor or department for information.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: Valapour, Maryam
Description: Student may contact the instructor or department for information.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: Marshall, Mary Faith
Description: Student may contact the instructor or department for information.

**BTHX 5900 Independent Study in Bioethics**
1-4 credit(s), max credits 8;
Instructor: Turner, Leigh
Description: Student may contact the instructor or department for information.
BTHX 8000 Advanced Topics in Bioethics: Animal Ethics
3 credit(s), max credits 8;
Instructor: Liaschenko, Joan
Description: Animal Ethics will examine the morality and ethics of human-animal interactions in various contexts. These include cultural and historical views of animals; animals as companions; euthanasia of unwanted animals; use of animals in scientific research; animal production related to food and sustainability; animal law; zoonotic diseases and global health; animals as entertainment; and the use of animals in therapy. This course will examine underlying assumptions that ground views about animals. It will address issues such as the moral status of animals, their cognitive capabilities, the human animal bond, and the use of human power in controlling animals. Human relationships with animals are changing and this course offers a venue for exploring some of the moral and ethical questions in these evolving relationships. * Course requirements will be adjusted as appropriate for 5000 or 8000 level registration

BTHX 8114 Ethical and legal Issues in Genetic Counseling
A-F only, 3 credit(s);
Instructor: LeRoy, Bonnie S
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Miles MD, Steven Haverstock
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Elliott Jr, Bruce Carleton
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: DeBruin PhD, Debra Ann
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Liaschenko, Joan
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Valapour, Maryam
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Marshall, Mary Faith
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Turner, Leigh
Description: Student may contact the instructor or department for information.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Miles MD, Steven Haverstock
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.
1-4 credit(s), max credits 8;
Instructor: Elliott Jr,Bruce Carleton
Description: Student may contact the instructor or department for information.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: DeBruin PhD,Debra Ann
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Liaschenko,Joan
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Valapour, Maryam
Description: Student may contact the instructor or department for information.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Marshall, Mary Faith
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Turner, Leigh
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

Bioinformatics
6-155 Jackson Hall

Binf 5490 Topics in Bioinformatics
1-6 credit(s), max credits 12, 6 completions allowed;
Instructor: Ellis, Lynda B
Description: An independent study project class offered by members of the Graduate Faculty in Bioinformatics. Projects, number of credits, and grading system are determined by mutual agreement between the faculty member and student. Not all faculty have time and appropriate projects in any given semester. Students should check faculty research interests on the BI faculty web page, and contact faculty they are interested in working with individually to check on the availability of instructor and projects, before registering for this class.
Style: As arranged
Grading: As arranged

Biology
123 Snyder Hall

Biol 1001 Introductory Biology: Evolutionary and Ecological Perspectives
4 credit(s); Credit will not be granted if credit has been received for: BIOL 1001H; Meets CLE req of Biological Sciences
Instructor: STAFF
Description: Biol 1001, INTRODUCTORY BIOLOGY: EVOLUTIONARY AND ECOLOGICAL PERSPECTIVES introduces the discipline of biological science by focusing on the fundamental concept underlying all of biology-biological evolution. The course examines the mechanisms of evolution, the genetics underlying the process of heredity and evolutionary change (both within populations and as new species arise), and the historical context and social implications of the theory of evolution. You will learn about the evolutionary history of life on Earth (including the evolution of humans), sexual selection, and the evolution of behavior. We will also explore how evolution affects your life. At the end of the course, these concepts are put into the context of population, community, and ecosystem ecology, and conservation biology.
Biol 1003 Evolution and Biology of Sex
4 credit(s); Credit will not be granted if credit has been received for: BIOL 1001; Meets CLE req of Biological Sciences
Instructor: Cotner, Sehoya H
Description: Biol 1003, THE EVOLUTION AND BIOLOGY OF SEX examines evolution of sexual reproduction, genetics and biology of sex determination, sexual selection, human reproduction, disease transmission, the biology of love, human behavior, overpopulation and resource depletion. In both lecture and laboratory, you will explore what sex can teach us about ourselves by using scientific reasoning, articulation of testable hypotheses, and scientific data analysis. At the end of the course, you will have a better understanding of how sex affects our lives and be prepared to continue to learn about this fascinating topic.
Style: 65% Lecture, 35% Laboratory.
Grading: 33% mid exam, 25% final exam, 15% reports/papers, 16% quizzes, 4% in-class presentation, 7% problem solving.
Exam Format: multiple choice lecture exams

Biol 1003 Evolution and Biology of Sex
4 credit(s); Credit will not be granted if credit has been received for: BIOL 1001; Meets CLE req of Biological Sciences
Instructor: Phillips, Jane Ann
Description: Biol 1003, THE EVOLUTION AND BIOLOGY OF SEX examines evolution of sexual reproduction, genetics and biology of sex determination, sexual selection, human reproduction, disease transmission, the biology of love, human behavior, overpopulation and resource depletion. In both lecture and laboratory, you will explore what sex can teach us about ourselves by using scientific reasoning, articulation of testable hypotheses, and scientific data analysis. At the end of the course, you will have a better understanding of how sex affects our lives and be prepared to continue to learn about this fascinating topic.
Style: 65% Lecture, 35% Laboratory. Lecture is interspersed with small group activities, depending on topic.
Grading: 33% mid exam, 25% final exam, 15% reports/papers, 16% quizzes, 4% in-class presentation, 7% problem solving.
Exam Format: multiple choice lecture exams

Biol 1009 General Biology
4 credit(s); high school chemistry; 1 term college chemistry recommended Credit will not be granted if credit has been received for: BIOL 1009H; Meets CLE req of Biological Sciences
Instructor: STAFF
Description: Biol 1009, General Biology, is a course for non-CBS majors seeking a broad survey of biology in a single semester. The course covers the major concepts and principles of contemporary biology and also provides the foundation needed to pursue further studies in the biological sciences. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. If you are in pre-health sciences or another science major outside of CBS, you may need Biol 1009 to fulfill expectations of professional or graduate schools in your future.
Style: 65% Lecture, 35% Laboratory.
Grading: 34% mid exam, 21% final exam, 10% reports/papers, 25% quizzes, 10% other evaluation. Unannounced lecture quizzes
Exam Format: multiple choice lecture exams

Biol 1009 General Biology
4 credit(s); high school chemistry; 1 term college chemistry recommended Credit will not be granted if credit has been received for: BIOL 1009H; Meets CLE req of Biological Sciences
Instructor: Brooker, Robert James
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. The course focuses on four fields of biology: cell biology, genetics, evolution, and ecology. The course is divided into 13 lessons. Three of these lessons (lessons 4, 8, and 13) are exams. The other 10 lessons focus on topics in biology. Each of these 10 lessons covers two or three chapters in your textbook. You will also view online lectures that cover these chapters. For each lesson, you will turn in a homework assignment online, which I will grade and return to you. You will also take a quiz to see if you have a good understanding of the material.
Style: Online with handwritten exams
Grading: 40% mid exam, 24% final exam, 10% quizzes, 10% written homework, 16% laboratory evaluation.
Exam Format: Supervised, in-person (not online) exams.

Biol 1009H Honors: General Biology
Biol 1093 Biology Colloquium: Directed Study

S-N only, 1 credit(s);
Instructor: Hanna, Kathryn L

Description: This is a unique class, organized and run by upper division students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. The class gives students the chance to interact with biology faculty and students with similar interests. The Biology Colloquium offers both large-group seminars, featuring prominent scientists discussing their research programs or other speakers discussing their careers in biology, internship opportunities or health care careers. Small-group tours take you to research facilities on and off campus, such as the Raptor Rehabilitation Center, Cancer Center, Experimental Surgery Services, or research and development laboratories at Ecolab, Inc. Socially, Colloquium students always find time for fun, too, whether on a field trip, studying together in the student lounge, or participating in the optional tours or weekend events. Students may begin the Colloquium class any semester (preferably early in their academic studies) and take it two times. The second semester allows you to conduct a project (see Biol 1093). This course is also the stepping stone to leadership responsibilities in the Biology Colloquium Program (see Biol 3600).

Style: 10% Discussion, 50% Field Trips, 40% Guest Speakers. Class time is split between large group sessions and tours to science facilities.

Grading: 50% attendance, 50% reflection paper. Class attendance is required.

Biol 1050 Our Global Environment: Science and Solutions

3 credit(s); Meets CLE req of Environment
Instructor: Wassenberg, Deena Marie

Description: What are environmentally sound food choices? Is global warming a conspiracy? Are pesticides turning male frogs into females? These and other questions are explored in Biology 1050. Our Global Environment: Science and Solutions. This course meets the CLE ENV theme, has no prerequisites and is appropriate for individuals with some high school science background. We will focus on approaching environmental problems as scientists. This course will approach a the topics of biodiversity, environmental toxicology, food choices and global climate change, concentrating on the skills of inquiry that can be applied to any scientific question. This means we will evaluate data and experimental design, we will propose experiments and we will learn to carefully consider sources of data. For more information contact Deena Wassenberg (deenaw@umn.edu)

Biol 1093 Biology Colloquium: Directed Study

S-N only, 1 credit(s);
Instructor: Hanna, Kathryn L

Description: An introduction to the major concepts and principles of modern biology. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. Includes lab. This course has no prerequisites. Course satisfies the CLE lab distribution requirement in biology in a single semester. Tutorial aid is available during certain hours each day.

Style: 65% Lecture, 35% Laboratory.

Grading: 34% mid exam, 21% final exam, 10% reports/papers, 25% quizzes, 10% other evaluation. Unannounced lecture quizzes

Exam Format: multiple choice lecture exams

Biol 1010 Human Biology: Concepts and Current Ethical Issues

A-F only, 4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Civic Life and Ethics
Instructor: Palmer PhD, Melissa L

Description: Biol 1010, HUMAN BIOLOGY, looks at the human body and current issues pertaining to this marvelous structure. We will examine structures from the smallest units of life to the whole organism, including learning modules on how different cells, organs and organ systems work. Along with learning the essential human structural form and function, we will also have weekly, lively discussions and debates on ethics, which considers many interesting topics on how we as humans impact our society and environment. Weekly debates include: Should we use human stem cells for therapy? Should we clone humans? What are the promises and perils of genetic testing? Voluntary breast removal to prevent cancer... Could you do it? Is overweight overstated? Who should make life and death decisions for you? The laboratory includes opportunities to learn more about anatomical features and measure different functions of the human body. In addition, in order to more effectively understand human biological processes, animal dissections are required. Special attention is placed upon mammalian anatomy through dissection of the fetal pig.

Style: 66% Lecture, 33% Laboratory. Lectures include active learning exercises in small groups, discussions and debates.

Grading: 22% mid exam, 22% final exam, 8% journal, 8% in-class presentation, 7% class participation, 33% laboratory evaluation.

Exam Format: Lecture exams are multiple choice.

Biol 1020 Biology Colloquium

S-N only, 1 credit(s), max credits 2;
Instructor: Hanna, Kathryn L

Description: This is a unique class, organized and run by upper division students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. The class gives students the chance to interact with biology faculty and students with similar interests. The Biology Colloquium offers both large-group seminars, featuring prominent scientists discussing their research programs or other speakers discussing their careers in biology, internship opportunities or health care careers. Small-group tours take you to research facilities on and off campus, such as the Raptor Rehabilitation Center, Cancer Center, Experimental Surgery Services, or research and development laboratories at Ecolab, Inc. Socially, Colloquium students always find time for fun, too, whether on a field trip, studying together in the student lounge, or participating in the optional tours or weekend events. Students may begin the Colloquium class any semester (preferably early in their academic studies) and take it two times. The second semester allows you to conduct a project (see Biol 1093). This course is also the stepping stone to leadership responsibilities in the Biology Colloquium Program (see Biol 3600).

Style: 10% Discussion, 50% Field Trips, 40% Guest Speakers. Class time is split between large group sessions and tours to science facilities.

Grading: 50% attendance, 50% reflection paper. Class attendance is required.
Description: This course allows students early in their studies to explore various biology disciplines through an independent project or beginning research experience under the supervision of a faculty sponsor. The Biology Colloquium Student Leaders will help you find the biology-related project that fits your interests and allows you to earn University credit as well as try out the world of research. To be eligible, students must have taken one previous Biology Colloquium class (Biol 1020) and also be concurrently enrolled in the Biology Colloquium (Biol 1020). Examples of previous projects include: work with anaerobic bacteria, helping with data analysis in the lion project, working on chemical carcinogenesis, fruit fly genetics, liver cell research, monarch butterfly research, and many, many other projects across the University.

Style: Independent project working at least 3 hours per week on project.

**Biol 1101W Heredity and Human Society**
- 3 credit(s);
- Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
- Instructor: Fan, David P

Description: This is an introductory course covering genetics and bioethics, meeting both the writing intensive and Civic Life and Ethics Theme of the University. The genetics is presented in lecture, focuses on humans, and is tested using multiple choice exams. The ethics component involves writing papers on ethical case studies, both to present interesting ethical problems and to resolve ethical issues. The material for the papers is presented by students to the class to get feedback useful for improving the papers, thereby fulfilling the feedback requirement of writing intensive courses.

Style: 66% Lecture, 34% Discussion.

Grading: 40% mid exam, 20% final exam, 40% reports/papers.

Exam Format: multiple choice

**Biol 1905 Freshman Seminar for the Biological Sciences: Marine Physiology and Underwater Naturalist Seminar**
- A-F only, 1 credit(s), max credits 6;
- Instructor: Palmer PhD, Melissa L

Description: Student may contact the instructor or department for information.

**Biol 1905 Freshman Seminar for the Biological Sciences: Genomics: Appl in Bio Med/Tech**
- A-F only, 1 credit(s), max credits 6;
- Instructor: Hackett Jr, Perry B

Description: DNA and Genomes are discussed in just about every modern context, from medical science and biotechnology to crime scene investigations, law, insurance policies, and ethics of retooling animal and plant genomes. We will consider interfaces between science, politics, religion and the press. The seminar will begin with some of the recent findings of science and medicine and then consider some ramifications that you will encounter in your daily lives as genomics plays a larger role as applications develop. Students and visitors will discuss a variety of topics including ethics of selection of humans by their genomes, genetic counseling, CSI in Minnesota, the use of DNA profiling in medicine and insurance, and the future of retooling plant and animal genomes to guide future evolution. We will try to develop personal strategies that will allow us to evaluate current and future controversies on similar topics.

**Biol 1905 Freshman Seminar for the Biological Sciences: Stick or Sick?**
- A-F only, 1 credit(s), max credits 6;
- Instructor: Baughn PhD, Linda

Description: Childhood vaccination is an effective method of preventing a multitude of infectious diseases. In this course, we will discuss the history of immunization, the current CDC childhood vaccination schedule and explore the diseases that vaccinations are intended to prevent. We will also review the basis of immunization by studying the adaptive immune system. Along with the presentation of scientific facts concerning vaccinations, we will also discuss topics related to the ethics of vaccinations, the MMR vaccine and autism controversy and the role of the media in educating the public about vaccinations. Linda Baughn is a research associate/assistant professor in the Department of Genetics, Cell Biology and Development. She received her PhD in immunology in 2004. Her interests include understanding normal B cell development and B cell malignancies, specially multiple myeloma.

**Biol 2001 Career Planning for Biologists**
- S-N only, 1 credit(s);
- Instructor: LeFay MS, Lisa

Description: This course leads you through the steps of career planning and decision making. You will assess your strengths, interests and values. You will learn how to research careers. You will learn about successful strategies for setting goals and making decisions. Not only will you learn about campus resources but you will attend and participate in campus activities.

Style: 100% Web Based.

**Biol 2001 Career Planning for Biologists**
- S-N only, 1 credit(s);
- Instructor: Mraz, Anna Catherine
Biol 2002 Foundations of Biology for Biological Sciences Majors, Part I

- **A-F only, 6 credits**; [CHEM 1021 or equiv, CBS major, honors student] or dept consent; calculus I or equiv recommended
- Credit will not be granted if credit has been received for: BIOL 2002H; Meets CLE req of Biological Sciences
- Instructor: Decker, Mark David
- **Description:** This course is intended for majors in the College of Biological Sciences. It is the first of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This course emphasizes evolution, organismal diversity, and genetics within the context of problem solving and application. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern biology. Student participation is encouraged.
- **Style:** 10% Lecture, 10% Discussion, 50% Laboratory, 30% Small Group Activities. This class is based on a team-based learning model.
- **Grading:** 13% mid exam, 12% final exam, 15% special projects, 20% quizzes, 5% class participation, 35% laboratory evaluation. Projects and 25% of quiz grades are based on team efforts.

Biol 2002H Foundations of Biology for Biological Sciences Majors, Part I

- **A-F only, 6 credits**; [CHEM 1021 or equiv, CBS major, honors student] or dept consent; calculus I or equiv recommended
- Credit will not be granted if credit has been received for: BIOL 2002; Meets CLE req of Biological Sciences
- Instructor: Decker, Mark David
- **Description:** This course is intended for majors in the College of Biological Sciences. It is the first of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This course emphasizes evolution, organismal diversity, and genetics within the context of problem solving and application. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern biology. Student participation is encouraged.
- **Style:** 10% Lecture, 10% Discussion, 50% Laboratory, 30% Small Group Activities. This class is based on a team-based learning model.
- **Grading:** 13% mid exam, 12% final exam, 15% special projects, 20% quizzes, 5% class participation, 35% laboratory evaluation. Projects and 25% of quiz grades are based on team efforts.

Biol 2003 Foundations of Biology for Biological Sciences Majors, Part II

- **A-F only, 3 credits**; [2002 or 2002H or CBS major], concurrent enrollment in Biol 2004 (must register for 2004 before 2003), [MATH 1271 or equiv] Credit will not be granted if credit has been received for: BIOL 2003H;
- Instructor: Brooker, Robert James
- **Description:** This course is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This course emphasizes ecology and biochemistry within the context of problem solving and application. This second semester emphasizes application of quantitative skills, concepts, and tools to biological problems through independent research. While students will meet regularly with instructors, they also will be responsible for scheduling their time in an open lab in order to complete their research project. At the end of this course, students will be qualified to enter a faculty research lab, internship, or other venue of active science.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II

- **A-F only, 3 credits**; [2002 or 2002H or CBS major], concurrent enrollment in Biol 2004 (must register for 2004 before 2003), [MATH 1271 or equiv] Credit will not be granted if credit has been received for: BIOL 2003H;
- Instructor: Somia, Nikunj V
- **Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

Biol 2004 Foundations of Biology for Biological Sciences Majors, Part II

- **A-F only, 3 credits**; [2002 or 2002H or CBS major], concurrent enrollment in Biol 2004 (must register for 2004 before 2003), [MATH 1271 or equiv] Credit will not be granted if credit has been received for: BIOL 2003H;
- Instructor: Wassenberg, Deena Marie
- **Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II

- **A-F only, 3 credits**; [2002 or 2002H], concurrent enrollment in Biol 2004H (must register for 2004H before 2003H), [MATH 1271 or equiv], honors Credit will not be granted if credit has been received for: BIOL 2003;
Instructor: Cotner, Sehoya H
Description: This course provides a framework for understanding the major groups of animals (phyla) on Plant Earth, ranging from unicellular protostzoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time to see how they solved the common problems of existence (e.g., feeding movement, respiration, reproduction) and how their solutions have given rise to increasing levels of structural complexity. Video clips and slides are liberally used to illustrate aspects of behavior, ecology, and relevance to human well-being. The laboratory is an integral part of the course; activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences and for pre-professional students in health sciences, agriculture, and natural resources. Lecture exams are based largely on lecture activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences; concepts, and tools to biological problems through independent research.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II
A-F only, 3 credit(s); [2002 or 2002H], concurrent enrollment in Biol 2004H (must register for 2004H before 2003H), [MATH 1271 or equiv], honors Credit will not be granted if credit has been received for: BIOL 2003; Instructor: Wassenberg, Deena Marie
Description: This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

Biol 2004 Foundations of Biology for Biological Sciences Majors, Part II Laboratory
A-F only, 3 credit(s); [2002 or 2002H or CBS major], concurrent enrollment in Biol 2003 (must register for 2004 before 2003H) Credit will not be granted if credit has been received for: BIOL 2004H; Instructor: Kirkpatrick, Catherine
Description: Biol 2004 is intended for majors in the College of Biological Sciences. It accompanies Biol 2003. This course emphasizes application of quantitative skills, concepts, and modern molecular tools to biological problems through independent research on real-world questions. Students will meet regularly with instructors, but they also will be responsible for scheduling their time in an open lab in order to complete their research project. Students should expect to spend 4-6 hours per week in the lab. At the end of this course, students will be qualified to enter a faculty research lab, internship, or other venue of active science.

Biol 2004H Foundations of Biology for Biological Sciences Majors, Part II Laboratory
A-F only, 3 credit(s); [2002 or 2002H], honors, concurrent enrollment in Biol 2003H (must register for 2004H before 2003H) Credit will not be granted if credit has been received for: BIOL 2004; Instructor: Kirkpatrick, Catherine
Description: Biol 2004H is intended for majors in the College of Biological Sciences. It accompanies Biol 2003H. This course emphasizes application of quantitative skills, concepts, and modern molecular tools to biological problems through independent research on real-world questions. Students will meet regularly with instructors, but they also will be responsible for scheduling their time in an open lab in order to complete their research project. Students should expect to spend 4-6 hours per week in the lab. At the end of this course, students will be qualified to enter a faculty research lab, internship, or other venue of active science.

Biol 2005 Animal Diversity Laboratory
2 credit(s); Credit will not be granted if credit has been received for: BIOL 2012; Instructor: STAFF
Description: This is a laboratory course and requires dissection and direct observation of animal diversity with emphasis upon morphology. The phylogenetic survey, from unicellular protists through the vertebrates, includes a wide array of organismal variation. Special attention is placed upon mammalian anatomy through dissection of the fetal pig. Students develop an understanding of the patterns and complexities of animal diversity through the experience of hands-on laboratory exercises.
Style: 5% Discussion, 95% Laboratory.
Grading: 55% mid exam, 37% final exam, 8% quizzes.
Exam Format: multiple choice/practical

Biol 2012 General Zoology
4 credit(s); One semester of college biology Credit will not be granted if credit has been received for: BIOL 2005; Instructor: Cotner, Sehoya H
Description: The course provides a framework for understanding the major groups of animals (phyla) on Plant Earth, ranging from unicellular protozoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time to see how they solved the common problems of existence (e.g., feeding movement, respiration, reproduction) and how their solutions have given rise to increasing levels of structural complexity. Video clips and slides are liberally used to illustrate aspects of behavior, ecology, and relevance to human well-being. The laboratory is an integral part of the course; activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences and for pre-professional students in health sciences, agriculture, and natural resources. Lecture exams are based largely on lecture

Exam Format: multiple choice/practical
content and review questions from the text.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 20% mid exam, 20% final exam, 10% reports/papers, 10% quizzes, 40% laboratory evaluation.

**Exam Format:** Lecture exams require short answers based on specific knowledge of concepts presented in lecture.

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**Biol 2022 General Botany**

- **A-F only, 3 credit(s);**
- **Instructor:** Biesboer, David D.
- **Description:** Scientific principles of plant biology including the evolution, organization, function, growth and development, and reproductive biology of plants and plant-like organisms. Includes lab.
- **Style:** 60% Lecture, 40% Laboratory.
- **Grading:** 100% other evaluation. see #2; 60% lecture/40% laboratory
- **Exam Format:** Multiple choice, short answer and essay.

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**Biol 2301 Leadership and Service**

- **S-N only, 2 credit(s);**
- **Instructor:** Stein, Meaghan
- **Description:** This course is designed for students in the CBS Dean's Scholars program to reflect on the importance of civic responsibility and service in leadership, understand how personal experiences influence perspectives on social issues, and learn techniques for effective group work. The course provides students with an opportunity to partner with a community organization for 20 hours during the semester, based on articulated service outcomes.

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**Biol 2311 Integrative Biology**

- **A-F only, 5 credit(s); Meets CLE req of Biological Sciences**
- **Instructor:** Metzger, Kelsey Jean
- **Description:** Student may contact the instructor or department for information.

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**Biol 2332 Anatomy and Physiology II**

- **A-F only, 4 credit(s);**
- **Instructor:** Dunbar, Robert Lee
- **Description:** Student may contact the instructor or department for information.

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**Biol 3002 Plant Biology: Function**

- **2 credit(s);**
- **Instructor:** Olszewski, Neil E
- **Description:** You undoubtedly know that humans depend on plants for the oxygen that we breathe, our food and clothes, and for many of us, the houses in which we live. Of course this list can be expanded enormously (consider biofuels, wildlife habitat, the horticultural industry, medicines, etc.). This course examines how plants provide these services by investigating how they develop, grow, reproduce and interact with their environment. While plants may seem like simple organisms, they are in fact incredibly complex. Plants contain genomes that contain at least as many genes as the does the human genome, produce hormones that have profound effects on their growth and development, and obtain their nutrients entirely from the soil and atmosphere, sometimes with the aid of amazing partnerships with bacteria and fungi. Whether you are a student interested in how plants will respond to global climate change, how people can create sustainable agricultural systems, how scientists are using technology to create new crop varieties that are resistant to pathogens and tolerate poor soils and increasing temperatures, or are just interested in learning about the beautiful and fascinating mechanisms by which plants thrive, this course will provide you with a starting point for your future studies.
- **Style:** 95% Lecture, 5% Film/Video.
- **Grading:** 33% mid exam, 33% final exam, 33% quizzes.
- **Exam Format:** Exams and quizzes are composed mostly of true/false, multiple choice or short answer questions.

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**Biol 3002 Plant Biology: Function**

- **2 credit(s);**
- **Instructor:** Libourel, Igor
- **Description:** You undoubtedly know that humans depend on plants for the oxygen that we breathe, our food and clothes, and for many of us, the houses in which we live. Of course this list can be expanded enormously (consider biofuels, wildlife habitat, the horticultural industry, medicines, etc.). This course examines how plants provide these services by investigating how they develop, grow, reproduce and interact with their environment. While plants may seem like simple organisms, they are in fact incredibly complex. Plants contain genomes that contain at least as many genes as the does the human genome, produce hormones that have profound effects on their growth and development, and obtain their nutrients entirely from the soil and atmosphere, sometimes with the aid of amazing partnerships with bacteria and fungi. Whether you are a student interested in how plants will respond to global climate change, how people can create sustainable agricultural systems, how scientists are using technology to create new crop varieties that are resistant to pathogens and tolerate poor soils and increasing temperatures, or are just interested in learning about the beautiful and fascinating mechanisms by which plants thrive, this course will provide you with a starting point for your future studies.
change, how people can create sustainable agricultural systems, how scientists are using technology to create new crop varieties that are resistant to pathogens and tolerate poor soils and increasing temperatures, or are just interested in learning about the beautiful and fascinating mechanisms by which plants thrive, this course will provide you with a starting point for your future studies.

**Style:** 95% Lecture, 5% Film/Video.

**Grading:** 33% mid exam, 33% final exam, 33% quizzes.

**Exam Format:** Exams and quizzes are composed mostly of true/false, multiple choice or short answer questions.

### Biol 3005W Plant Function Laboratory

**2 credit(s); Meets CLE req of Writing Intensive**

**Instructor:** Olszewski, Neil E

**Description:** This lab will combine traditional physiological and modern genetic based methodologies to study plant function. Labs designed to addressed questions concerning plant biochemistry, water and mineral transport, and hormone function will be performed. In addition, the students will initiate a scientific study on the effects of gene mutations on light perception by plants. The writing component will be largely based on novel research designed by the students. Required text (lab manual)- Experiments in Plant Physiology by Carol Reiss. Grading: 33% based on lab performance, record keeping and answering of questions concerning laboratory experiments; 33% based on the writing of 4 papers. Three of the papers will concern novel research designed by the students, the fourth will be a lab write up in the format of a published research paper; 33% based on four quizzes (short answer).

**Style:** 25% Lecture, 75% Discussion.

### Biol 3005W Plant Function Laboratory

**2 credit(s); Meets CLE req of Writing Intensive**

**Instructor:** Marks, M David

**Description:** This lab will combine traditional physiological and modern genetic based methodologies to study plant function. Labs designed to addressed questions concerning plant biochemistry, water and mineral transport, and hormone function will be performed. In addition, the students will initiate a scientific study on the effects of gene mutations on light perception by plants. The writing component will be largely based on novel research designed by the students. Required text (lab manual)- Experiments in Plant Physiology by Carol Reiss. Grading: 33% based on lab performance, record keeping and answering of questions concerning laboratory experiments; 33% based on the writing of 4 papers. Three of the papers will concern novel research designed by the students, the fourth will be a lab write up in the format of a published research paper; 33% based on four quizzes (short answer).

**Style:** 25% Lecture, 75% Discussion.

### Biol 3209 Understanding the Evolution-Creationism Controversy

**A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics**

**Instructor:** Moore, Randy

**Description:** This course will help you develop your own understanding of the evolution-creationism controversy and, in the process, prepare you to understand how the controversy (and its associated civic and ethical issues) affects communities in their everyday lives. Although we will discuss the science underlying evolution, most of controversy is based not on science, but on social and civic issues. We'll examine how society has debated and otherwise dealt with the controversy, especially how 1) the controversy has developed in the past 150 years, and 2) how various ethical and civic issues have pervaded the controversy, and 3) how the controversy has been assessed by individuals, organizations, and communities (e.g., churches, politicians). Students will have many opportunities to apply their knowledge to modern versions of the controversy (e.g., "intelligent design") through discussions, assignments, guest speakers, and mock trials. These activities will 1) encourage you to think about how this controversy affects various people, organizations, and communities, 2) help you reflect on the roles of common and powerful societal forces such as science and religious faith, and 3) help you integrate the often-overlapping roles of science, politics, religious faith, and other aspects of modern society. Taken together, these activities will help you acquire the interests, skills, and breadth of experiences to be an informed and engaged citizen. The course-lectures, discussions, activities, and assignments will challenge you to understand how the many ethical principles, beliefs, and attitudes of individuals and various social groups were developed, affect, and are affected by, the ethical and societal intersections of science, religion, politics, and education. A basic part of this understanding is an awareness of how ethics influence how individuals and groups determine what should be done with important, contentious issues and information. For example, what processes do stakeholders such as educators, churches, and politicians use to address issues that involve collisions between society and religion? Finally, this course will help you develop your own understanding and appreciation of the evolution-creationism controversy. We'll discuss the many aspects of this controversy, including its history, legacy, relevance, and key people. We will also discuss a variety of issues related to the controversy, including those involving court decisions, public opinion, and related issues (e.g., racism, politics, etc.). Many people are emotional and opinionated about the evolution-creationism controversy. Although the focus of this course is not on opinions, we will talk about why so many people feel strongly about these issues, and why the controversy persists. You'll be interested in, and probably surprised by, what you learn.

### Biol 3211 Physiology of Humans and Other Animals

**3 credit(s);**
Instructor: Palmer PhD, Melissa L
Description: The main objective is understanding how animals carry out a variety of functions (e.g. respiration, movement). We will start by looking at some underlying general principles (e.g. diffusion, membrane voltages) and structures (e.g. membrane receptors) that will be useful in understanding how animals carry out these functions. We will then look at a number of problems faced by animals (e.g. the need for gas exchange) and the various systems animals use to solve these problems (e.g. gills, lungs). We will describe these systems at a variety of levels -- organismal, organ, tissue, cellular, and subcellular. There are two main goals of this course. One is to acquaint you with specific physiological systems. The other is to give you an overview that will help you visualize organisms in a way that integrates the various levels of organization. The hope is that, as you are introduced to more detailed descriptions of cellular and subcellular processes in later courses, you will see how these processes fit into the the entire organism.
Style: 100% Lecture.
Grading: 50% final exam, 50% other evaluation. Midsemester exams (25% each)
Exam Format: multiple choice

Biol 3302 Leadership For Change
S-N only, 1 credit(s);
Instructor: Stein, Meaghan
Description: This course and final project are designed to synthesize the work students have completed during their participation in the Dean's Scholars program and throughout their undergraduate studies. Students will consider personal perspectives about leadership, citizenship, and change. By using students' previous experiences and perspectives, students will consider the leadership necessary for the 21st century, their previous and future growth as a leader, and their role in shaping the future. Different aspects of leadership will provide a context for discussing and reflecting on change, including exploring strengths and weaknesses as leaders, exploring areas of interest within their future professions, and learning to articulate a vision for change.

Biol 3341 Microbiology
A-F only, 2 credit(s);
Instructor: Laborde, Rebecca R
Description: Student may contact the instructor or department for information.

Biol 3342 Microbiology and Environmental Issues
A-F only, 1 credit(s);
Instructor: Laborde, Rebecca R
Description: Student may contact the instructor or department for information.

Biol 3345 Microbiology Lab
A-F only, 1 credit(s);
Instructor: Yue, Andrew Robin
Description: Student may contact the instructor or department for information.

Biol 3408W Ecology
3 credit(s); [One semester college biology], [MATH 1142 or MATH 1271 or MATH 1281 or equiv] Credit will not be granted if credit has been received for: EEB 3001; Meets CLE req of Writing Intensive
Instructor: Alstad, Donald Norman
Description: Biology 3408W offers an introduction to the growth, regulation, and structure of plant and animal populations; biotic interactions between species and their effects on community diversity and succession; trophic dynamics of ecosystems; cycling of carbon, nutrients, and energy; and ecological consequences of global change. It includes a series of lectures, and weekly subsection meetings for discussion, laboratory experiments, and computer simulation exercises designed to complement the lecture program and foster understanding of important issues. Biology 3408W has four principal learning objectives. First, the lecture program and section discussions introduce a wide range of ecological subjects and issues. Second, in lecture, lab experiments and via problem sets, we teach the quantitative and analytical skills required to conceptualize ecological dynamics. Third, because variances associated with measurement, replication, and treatment effects are part of all empirical sciences, we offer practice in spreadsheet data manipulation, descriptive statistics, the analysis of variance, and experimental design. Finally, because all scientists must convey the results of their work, we coach students through preparation and completion of two written lab reports, one on a simple experiment largely of our design, and one on an experiment that small collaborative student groups will design for themselves. Please note that the biology and calculus prerequisites are not suggestions; they are requirements; Biol 3408W makes extensive use of that background. Note also that the Monday-Wednesday lecture program leaves a corresponding hole in participant schedules on Friday mornings. Every Friday morning of term the Biol 3408W staff will hold an informal coffee hour beginning at 8:30 AM in the St. Paul Student Union. Students who fill their Friday-morning schedule with some other activity will miss the opportunity to participate in these optional weekly help sessions.
Style: 40% Lecture, 30% Discussion, 30% Laboratory. Weekly section meetings include discussion, lab experiments, data analysis, and computer simulation exercises.
Biol 3409 Evolution
3 credit(s); One semester college biology
Credit will not be granted if credit has been received for: BIOL 5409;
Instructor: Lanyon, Scott Merrill
Description: In the words of Theodosius Dobzhansky, "Nothing in Biology Makes Sense Except in the Light of Evolution." This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is for students to learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures (with active learning exercises) and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron Evolutionary Analysis (4th edition, 2007). This text is available in the bookstore and will be on reserve in Magrath (St. Paul Central) Library. The lab manual is also available at the bookstore.
Style: 35% Lecture, 25% Discussion, 40% Laboratory.
Grading: 30% mid exam, 20% final exam, 10% class participation, 20% laboratory evaluation, 20% problem solving.
Exam Format: multiple choice, true/false, short answer, and essay.

Biol 3411 Introduction to Animal Behavior
3 credit(s); One semester of college biology
Credit will not be granted if credit has been received for: BIOL 3811;
Instructor: Snell-Rood, Emilie
Description: This course allows students to gain experience in organizing, leading and evaluating a small group of students by becoming a Student Leader for the Biology Colloquium class (Biol 1020). Biology Colloquium Student leaders attend the weekly Biology Colloquium class and Student Leader meetings, set up small-group tours, evaluate student journals and tours, and hold office hours. About 6 hours a week are involved during the semester. Prior to the beginning of the semester, a training/orientation session is required and two Student Leader group meetings are held throughout the semester. To be eligible to be a Student Leader, students need to have been completed two semester of the Biology Colloquium class (Biol 1020) and be in satisfactory progress within their degree objectives. An application is required and is available at http://biosci.cbs.umn.edu/bcq or from the instructor.
Style: Must attend all class sessions of a Biol 1020 section.

Biol 3460 Directed Instruction
S-N only, 1-2 credit(s), max credits 6, 6 completions allowed;
Instructor: Hanna, Kathryn L
Description: Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in biology. This course affords students the opportunity to work in a research laboratory, governmental agency, or industrial setting. Laboratory fees and other expenses are the students' responsibility. Students should contact the instructor prior to registering for this course. Open to Biology majors.
Grading: S-N only.
Exam Format: Multiple formats on each exam, including problems, short essays, multiple choice and true/false.

Biol 3610 Internship: Professional Experience in Biological Sciences
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Hanna, Kathryn L
Description: Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life science with off-campus learning opportunities. Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the Career Center for Science and Engineering (50 Lind Hall, Minneapolis Campus). The number of credits is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester (at least 150 hours). Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Students must meet individually with the instructor in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at khanna@umn.edu. Examples of organizations that have hosted internship students include, Hennepin County Medical Center, Minnesota Zoo, MN Bureau of Criminal Apprehension, MN Dept. of Natural Resources, Medtronic, Medtox, Wildlife Rehabilitation Center, and many, many other organizations.
Style: Interns will meet as a group for 2 or 3 evening sessions, TBA.
Grading: 100% other evaluation. Students are required to keep a weekly journal and write a final reflective paper. Beyond one credit, students may help select the type of assignments that enable them to enhance their internship experience. S/N grading only.

Biol 3700 Undergraduate Seminar: Synthetic Biology: Engineering Living Systems
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Schmidt-Dannert, Claudia
Description: This course will be part lecture and part laboratory to teach fundamental principals of 'Synthetic Biology.' Synthetic Biology is using engineering principals in living systems. In one aspect, we can augment the metabolism or behavior of an organism by introducing new pathways or functions encoded by genes from a different organism. Synthetic Biology has applications in both a basic understanding for how life works and also for novel biotechnological approaches to tackle major issues facing our society, from clean, renewable energy and fuels to detoxification of radioactive materials to providing nutrition to a planet that now has 9 billion mouths to...
Students will learn basic molecular biological techniques (for example, transformation, restriction digests, gel purification, etc.), we will discuss the ethics and societal impacts of Synthetic Biology and study the work of iGEM competition teams. This course is a highly suggested prerequisite for participating in the University of Minnesota's iGEM team. iGEM is the International Genetically Engineered Machines competition, an annual event where the finals take place at MIT. Students performing strongly in this course and who have availability in the summer will be invited to participate in the iGEM team.

Biol 3700 Undergraduate Seminar: Marine Microcosms: From the Ocean to the Midwest
1 credit(s), max credits 9, 3 completions allowed;
Instructor: Wright, Robin
Description: How can we bring marine biology to land-locked Minnesota? In this seminar, we'll answer this question by developing strategies to bring ocean explorations to students in the Twin Cities! We'll work with small nano-reef aquaria to test whether they will be useful tools for exploring marine biology. We'll visit local zoos and aquaria to see what they have to offer. We may even take a field trip to Chicago to see the famous Shedd Aquarium, to see if such a trip would be feasible for larger numbers of students. By the end of the semester, you will have helped build the framework for a marine biology minor that we hope to submit for approval by the Board of Regents. Join us if you want to learn some marine biology, while you complete a service project that will enrich the curriculum at the University of Minnesota.

Biol 4003 Genetics
3 credit(s); [BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major] or instr consent Credit will not be granted if credit has been received for: GCD 3022;
Instructor: Springer, Nathan Michael
Description: This course is a survey of genetics for biology majors. The goal of this course is for students to develop an understanding of the principles of genetics. This includes understanding the transmission of genetic information from one generation to the next, how genetic information is expressed in cells and organisms and how the information within a population can change over time. The course will also discuss the practical applications of genetics and the new methods being used to understand genetic inheritance and genetic control of traits. Topics that will be covered in the course include Mendelian genetics, dominance, epistasis, probability & chi-square, sex chromosomes, nucleic acid & chromosome structure, replication of DNA, linkage, crossing over, gene mapping, recombination in microorganisms, transposable genetic elements, variations in chromosome number and structure, regulation of gene expression, mutation and DNA repair mechanisms, molecular genetics, cloning and sequencing of genes, genomics, the genetics of cancer, the inheritance of complex traits & heritability, and population genetics.
Style: 90% Lecture, 10% Discussion.
Grading: 40% final exam, 10% special projects, 50% additional semester exams.

Biol 4003 Genetics
3 credit(s); [BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major] or instr consent Credit will not be granted if credit has been received for: GCD 3022;
Instructor: Lefebvre, Paul A
Description: Introduction to the nature of genetic information, its transmission from parents to offspring, its expression in cells/organisms, and its course in populations. Emphasis will be placed on mastery of concepts and not memorization, meaning that students will be expected to apply information to solve problems they have not encountered before. Class attendance is expected, and testing will be based on material presented in lecture.
Style: 100% Lecture. Biochemistry is a required pre-requisite for this course. If you do not have a working knowledge of protein and nucleic acid structure and synthesis you will be at a disadvantage.
Grading: 70% mid exam, 30% final exam.
Exam Format: Problem solving

Biol 4003 Genetics
3 credit(s); [BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major] or instr consent Credit will not be granted if credit has been received for: GCD 3022;
Instructor: Shaw, Jocelyn E
Description: Student may contact the instructor or department for information.

Biol 4003 Genetics
3 credit(s); [BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major] or instr consent Credit will not be granted if credit has been received for: GCD 3022;
**Instructor:** Brooker, Robert James  
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Group work is emphasized. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. This course is intended to provide you with a broad understanding of genetics. In the first part of the course you will explore the structure, replication, and expression of the genetic material known as deoxyribonucleic acid (DNA). As you examine DNA, you will gain an understanding of the molecular structure of DNA and its organization into units called genes. The next part of the course emphasizes inheritance patterns. In it, you will examine many types of inheritance patterns, including simple Mendelian inheritance, extra-chromosomal inheritance, linkage, and the quantitative traits that are determined by multiple genes. The last part of the course examines the genetic technologies that are used to analyze the genetic compositions of species and have applications in our everyday lives. This course ends with a consideration of genetics at the level of populations, and how the genetic compositions of populations evolve over time.  
**Style:** Online with handwritten exams  
**Grading:** 21% final exam, 27% special projects, 40% quizzes, 12% problem solving.  
**Exam Format:** Supervised, in-person (not online) exams

**Biol 4003 Genetics**  
3 credit(s);[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major)] or instr consent  
Credit will not be granted if credit has been received for: GCD 3022;  
**Instructor:** Gray, William M  
**Description:** Introduction to the nature of genetic information, its transmission from parents to offspring, its expression in cells and organisms, and its course in populations. The course is intended for majors in biology or departmental degree programs in biology. An understanding of undergraduate level biochemistry is a prerequisite.  
**Style:** 95% Lecture, 5% Discussion.  
**Grading:** 67% mid exam, 33% final exam.  
**Exam Format:** problem solving, multiple choice

**Biol 4004 Cell Biology**  
3 credit(s);  
**Instructor:** Norrander, Jan Marie  
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, including fee and financial aid information. Focus on cell structure and the fundamental processes carried out by cells, with emphasis on eukaryotic animal cells. Methods used to study cells, membrane structure and transport, intracellular compartments and protein sorting, intracellular vesicular traffic, cell communication, the cytoskeleton, cell junctions and adhesion, the extracellular matrix, the cell cycle, apoptosis and cancer.  
**Style:** Online with handwritten exams.  
**Grading:** 15% quizzes, 15% problem solving. Discussions (10%) Exams (60%)  
**Exam Format:** Supervised, in-person (not online) exams.

**Biol 4004 Cell Biology**  
3 credit(s);  
**Instructor:** Silflow, Carolyn D.  
**Description:** Please note: For students who are not biology majors, there is a new spring semester course - GCD 3033, Principles of Cell Biology. It will cover the same basic information taught in Biol 4004, but it does not have the biochemistry and genetics prerequisites required for Biol 4004. Biol 4004 Cell Biology: This course is part of a core curriculum required for graduation with a Biology major in the College of Biological Sciences; the material covered in this course also will be applicable to other areas of science and technology. Because this course builds directly upon material covered in prerequisite courses in Biochemistry and Genetics, students who have already completed those courses will be able to integrate this entire body of knowledge to form a comprehensive view of the structure and function of cells, the building units of living organisms. A student enrolled in this course should know basic structures of nucleotides and nucleic acids, amino acids and proteins, carbohydrates, and lipids. He/she should be familiar with the basics of gene structure, transcription, protein synthesis; the basics of bioenergetics, respiration, photosynthesis, and the role of ATP; the basics of mitosis and meiosis; and the basic molecular biological techniques, such as gene cloning, cDNA preparation, DNA sequencing, the use of restriction enzymes. At the completion of this course, students should be familiar, for example, with the mechanisms by which cells replicate, transcribe and translate their genetic information, assemble organelles and transport molecules to them, secrete proteins, move, respond to signals, interact with other cells, and divide. Students will learn to recognize and understand these fundamental processes common to all types of cells, in addition to understanding those processes unique to certain types of specialized or differentiated cells. Class sessions will include lecture (~80%) and class discussion (~20%). To accommodate different learning styles, the course material will include textbook assignments (Molecular Biology of the Cell by Alberts et al., 5th edition), lecture outlines and PowerPoint slides, supplementary videos, and a discussion session with the TA.  
**Style:** 80% Lecture, 20% Discussion.  
**Grading:** 60% mid exam, 30% final exam, 10% written homework.
Exam Format: multiple choice, short essay, use and interpret experimental data

**Biol 4004 Cell Biology**

3 credit(s);
Instructor: Keop, Deanna

Description: Please note: For students who are not biology majors, there is a new spring semester course - GCD 3033, Principles of Cell Biology. It will cover the same basic information taught in Biol 4004, but it does not have the biochemistry and genetics prerequisites required for Biol 4004. Biol 4004 Cell Biology: This course is part of a core curriculum required for graduation in a number of biological science majors in the College of Biological Sciences. The material covered is also applicable to basic studies in other areas of science and technology. The course provides an intense introduction to the fundamentals of cellular systems, focusing on dynamic cellular activities at the molecular level. Significant emphasis is placed on understanding the experimental basis of our current knowledge of cellular processes. In this respect, this course is well suited to those students planning for advanced study, including graduate and medical school. The material covered in this course builds directly upon material covered in the prerequisite courses of Biochemistry and Genetics. Students will learn to recognize and understand fundamental processes common to all types of cells as well as understanding those processes unique to specialized or differentiated cells. At the completion of the course, students should be familiar with the mechanisms by which cells replicate and transcribe and translate their genetic information, secrete proteins, assemble organelles and transport molecules to them, move, respond to signals and divide. Course material will be presented in a combined lecture and discussion format. Students are encouraged to actively participate in class discussions and to ask questions.

Style: 75% Lecture, 15% Discussion, 10% Student Presentation.

Grading: 25% mid exam, 12% special projects, 12% written homework, 50% additional semester exams.

Exam Format: short essay, problem-solving, multiple choice, diagrams

**Biol 4004 Cell Biology**

3 credit(s);
Instructor: Nakato, Hiroshi

Description: Please note: For students who are not biology majors, there is a new spring semester course - GCD 3033, Principles of Cell Biology. It will cover the same basic information taught in Biol 4004, but it does not have the biochemistry and genetics prerequisites required for Biol 4004. Biol 4004 Cell Biology: This course is part of a core curriculum required for graduation in a number of biological science majors in the College of Biological Sciences. The material covered is also applicable to basic studies in other areas of science and technology. The course provides an intense introduction to the fundamentals of cellular systems, focusing on dynamic cellular activities at the molecular level. Significant emphasis is placed on understanding the experimental basis of our current knowledge of cellular processes. In this respect, this course is well suited to those students planning for advanced study, including graduate and medical school. The material covered in this course builds directly upon material covered in the prerequisite courses of Biochemistry and Genetics. Students will learn to recognize and understand fundamental processes common to all types of cells as well as understanding those processes unique to specialized or differentiated cells. At the completion of the course, students should be familiar with the mechanisms by which cells replicate and transcribe and translate their genetic information, secrete proteins, assemble organelles and transport molecules to them, move, respond to signals and divide. Course material will be presented in a combined lecture and discussion format. Students are encouraged to actively participate in class discussions and to ask questions.

Style: 85% Lecture, 15% Discussion.

Grading: 86% mid exam, 14% written homework.

Exam Format: Short essay, problem-solving, multiple choice, diagrams

**Biol 4201 Teaching in the Biology Laboratory**

S-N only, 1 credit(s), max credits 2;
Instructor: Scott, Cheryl L

Description: Student may contact the instructor or department for information.

**Biol 4201 Teaching in the Biology Laboratory**

S-N only, 1 credit(s), max credits 2;
Instructor: Cotner, Sehoya H

Description: Student may contact the instructor or department for information.

**Biol 4793W Directed Studies: Writing Intensive**

S-N only, 1-6 credit(s), max credits 36, 6 completions allowed; Meets CLE req of Writing Intensive
Instructor: Wick, Susan M

Description: Student may contact the instructor or department for information.

**Biol 4794W Directed Research**

S-N only, 1-6 credit(s), max credits 36, 6 completions allowed; Meets CLE req of Writing Intensive
Instructor: Wick, Susan M  
Description: Student may contact the instructor or department for information.

**Biol 4960H Honors Thesis**  
A-F only, 2 credit(s), max credits 4;  
Instructor: Schiff, Leslie Ann  
Description: Student may contact the instructor or department for information.

**Biol 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;  
Instructor: Lowe, Dawn Annette  
Description: Student may contact the instructor or department for information.

**Biol 5409 Evolution**  
3 credit(s); One semester of college biology, grad studentCredit will not be granted if credit has been received for: BIOL 3409;  
Instructor: Lanyon, Scott Merrill  
**Description:** In the words of Theodosius Dobzhansky, "Nothing in Biology Makes Sense Except in the Light of Evolution." This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is for students to learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures (with active learning exercises) and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron Evolutionary Analysis (4th edition, 2007). This text is available in the bookstore and will be on reserve in Magrath (St. Paul Central) Library. The lab manual is also available at the bookstore.  
**Style:** 35% Lecture, 25% Discussion, 40% Laboratory.  
**Grading:** 30% mid exam, 20% final exam, 10% class participation, 20% laboratory evaluation, 20% problem solving.  
**Exam Format:** multiple choice, true/false, short answer, and essay

**Biol 6793 Directed Studies**  
1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Schottel, Janet L  
Description: Student may contact the instructor or department for information.

**Biol 6794 Directed Research**  
S-N only, 1-7 credit(s), max credits 7, 1 completion allowed;  
Instructor: Schottel, Janet L  
Description: Student may contact the instructor or department for information.

**Biol 6999 Capstone Project**  
S-N only, 2 credit(s);  
Instructor: Schottel, Janet L  
Description: Student may contact the instructor or department for information.

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**Biomedical Engineering  7-105 Nils Hasselmo Hall**

**BMEn 1602 Biomedical Engineering Undergraduate Seminar II**  
1 credit(s);  
Instructor: Tranquillo PhD, Robert T  
**Description:** This seminar is the second class in a series of two given in the Fall and Spring of each academic year. The Fall seminar course serves to introduce students to biomedical engineering from an academic, industrial, and clinical perspective. The Spring seminar course serves to introduce students to the generic design process and to design aspects of several medical devices.  
**Style:** 100% Guest Speakers.  
**Grading:** 100% reports/papers. 100% based on term report. Attendance is mandatory.

**BMEn 2101 Biomedical Thermodynamics**  
A-F only, 3 credit(s);  
Instructor: Sachs, Jonathan Nathaniel  
**Description:** Student may contact the instructor or department for information.
BMEn 3101 Biomedical Transport Processes  
A-F only, 4 credit(s);  
Instructor: Tranquillo PhD, Robert T  
Description: In terms of subject matter: 1) Learn fundamentals of mass, heat, and momentum transport as applied to biomedical problems 2) Develop laboratory experience illustrating these fundamentals 3) Learn numerical methods required to compute solutions of related equations. In terms of ABET accreditation: a) an ability to apply knowledge of mathematics, science, and engineering b) an ability to design and conduct experiments, as well as to analyze and interpret data c) an ability to design a system, component, or process to meet desired needs d) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. e) an understanding of biology and physiology, and the capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve problems at the interface of engineering and biology. f) the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems.  
Style: 60% Lecture, 20% Discussion, 20% Laboratory.  
Grading: 45% mid exam, 27% final exam, 10% written homework, 18% laboratory evaluation. There are three mid-term exams, each worth 15% of the total grade.  
Exam Format: Short answer and problems.

BMEn 3301 Biomaterials  
A-F only, 4 credit(s);  
Instructor: Shen, Wei  
Description: Course objectives: (1) learn fundamentals of materials science as they apply specifically to biomaterials; (2) learn basic principles of biocompatibility and implant performance; (3) be able to apply concepts to practical problems in biomaterial processing and testing.  
Grading: 20% mid exam, 30% final exam, 10% reports/papers, 10% written homework, 30% laboratory evaluation.  
Exam Format: In-class, closed book.

BMEn 3401 Biomedical Systems Analysis  
A-F only, 4 credit(s);  
Instructor: Netoff, Tay Ivan  
Description: This course focuses on biomedical signal processing and control theory. It will cover time series and image processing, plant modeling and control theory. A laboratory section will be held every other week. Textbook: Oppenheim and Wilsky, Signals and Systems. We will cover Fourier transforms, discrete Fourier transforms, Laplace transforms. System identification with autoregressive & moving average models and filter design. We will then cover control theory and stability analysis and how to design PID closed loop controllers. This course will focus on data analysis covering topics like calculating and analyzing power spectrum and short time power spectrum of data sets and how to use windows and multitapers. Data analysis methods such as cross correlation and pre-whitening data will be taught. Image processing using linear and nonlinear methods will be taught as an extension of signal processing.  
Style: 60% Lecture, 20% Discussion, 20% Laboratory.  
Grading: 40% mid exam, 25% final exam, 10% written homework, 25% laboratory evaluation. 2 midterm exams, each worth 20%.  
Exam Format: Short answer.

BMEn 4002W Biomedical Engineering Design II  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Ashkenazi, Shai  
Description: This is the second course in a two-course series in design. The goal of this sequence is to develop design skills through the completion of a biomedical engineering design project. The objective of 4002 is to provide BME students with an opportunity to further refine design skills by building a physical prototype of the project developed during BMEn 4001, Fall Semester. The problem you have selected may not possess a unique solution. Your creativity, patience, and persistence will influence the results of your efforts. The emphasis of this course is on the process of design. The writing portion of the course will enhance technical communication skills. Successful designers utilize design processes that aid in making and documenting key decisions that ultimately produce better results. Your evaluation will be strongly influenced by your ability and the ability of your team to effectively demonstrate good design process.  
Style: 80% Small Group Activities, 5% Student Presentation, 15% Guest Speakers.  
Grading: See syllabus for grading information.

BMEn 4710 Directed Research  
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Odde, David John  
Description: Student may contact the instructor or department for information.
BMEn 4720 Directed Study
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Odde, David John
Description: Student may contact the instructor or department for information.

BMEn 5101 Advanced Bioelectricity and Instrumentation
3 credit(s);
Instructor: Talkachova, Alena
Description: This course focuses on the generation of biological electricity and its measurement, as well as therapeutic use of electricity to treat cardiac and neural problems. Specific areas of emphasis include generation of electric fields in biological tissues, ECG-based cardiac diagnosis, biosensors and electrodes, cardiac pacing/defibrillation. It is suitable for advanced undergraduate and graduate students.
Style: 65% Lecture, 20% Student Presentation, 15% Guest Speakers.
Grading: 45% mid exam, 40% written homework, 10% in-class presentation, 5% class participation.

BMEn 5111 Biomedical Ultrasound
3 credit(s);
Instructor: Ashkenazi, Shai
Description: This course is aimed to provide a gateway into the rich and versatile field of biomedical ultrasound. We will start from the basic physics of ultrasonic waves and their interaction with biological tissues, and then move to describe ultrasonic devices, imaging technology, and their applications in medicine and biology. New and emerging techniques in biomedical ultrasound will be introduced in the last part of the course. The major sections of the course include: 1) Physics of ultrasound - Propagation in fluids and solids, reflection, scattering, absorption, ultrasonic properties of tissues. 2) Transducer technology - Piezoelectric transducers, CMUTs. 3) Medical ultrasound imaging - Pulse echo, flow estimation and Doppler imaging, design of imaging transducer arrays, contrast agents. 4) Photoacoustic imaging - Laser generated ultrasound, Acoustic field of volume sources, photoacoustic image reconstruction, tissue optical properties, diffusion model for tissue optics, photoacoustic contrast agents. 5) Applications of non-linear acoustic: Basic concepts of non-linear waves, harmonic imaging, and radiation force imaging.
Style: 100% Lecture.
Grading: 20% mid exam, 20% final exam, 20% quizzes, 40% written homework.

BMEn 5151 Introduction to BioMEMS and Medical Microdevices
A-F only, 2 credit(s);
Instructor: Saliterman MD, Steven S
Description: "Intro to BioMEMS and Medical Microdevices" is oriented to engineering and health sciences students. It includes the following topics: 1) microfabrication of silicon, glass and polymer materials; 2) microfluidics and electrophoresis; 3) sensors, actuators and drug delivery systems; 4) micro total-analysis systems and lab-on-a-chip devices; 5) introduction to clinical laboratory medicine; 6) detection and measuring systems; 7) genomics, proteomics, DNA and protein microarrays; 8) emerging applications in medicine, research and homeland security; 9) packaging, power systems, data communication and RF safety; and 10) biocompatibility and the ISO 10993 Standard. This course is ideal for senior undergraduate students; graduate students in biomedical, electrical, chemical, or mechanical engineering; materials science; and health related fields including biochemistry, molecular and cellular biology, physiology, genetics, laboratory medicine or medical school. The course content follows Dr. Saliterman's textbook: "Fundamentals of BioMEMS and Medical Microdevices" (SPIE and Wiley Interscience).
Style: 70% Lecture, 10% Discussion, 15% Student Presentation. 5% Tour of the Nanofabrication Center and Characterization Facility
Grading: 40% mid exam, 40% final exam, 10% in-class presentation, 10% class participation.
Exam Format: Essay

BMEn 5311 Advanced Biomedical Transport Processes
3-4 credit(s), max credits 4, 1 completion allowed; CSE upper div or grad student or instr consent; [ChEn 5103 or ME 5342] recommended
Credit will not be granted if credit has been received for: ME 5381;
Instructor: Odde, David John
Description: This course focuses primarily on biological fluid flows and electrochemical transport. The three major sections of the course are 1. Scaling of vascular flows (Barocas) 2. Mass transport in organs, tissues, and cells (Odde) 3. Volume averaging and interstitial flows (Barocas) The last section may change according to the interest of the class and instructor. Prerequisites: IT upper division undergraduate or graduate student, or consent of instructor. An introductory fluids or transport course (e.g., BMEn 3101, ChEn 4002, ME 3322) is highly recommended.

BMEn 5311 Advanced Biomedical Transport Processes
3-4 credit(s), max credits 4, 1 completion allowed; CSE upper div or grad student or instr consent; [ChEn 5103 or ME 5342]
recommended Credit will not be granted if credit has been received for: ME 5381;
Instructor: Barocas, Victor Howard
Description: This course focuses primarily on biological fluid flows and electrochemical transport. The three major sections of the course are 1. Scaling of vascular flows (Barocas) 2. Mass transport in organs, tissues, and cells (Odde) 3. Volume averaging and interstitial flows (Barocas) The last section may change according to the interest of the class and instructor. Prerequisites: IT upper division undergraduate or graduate student, or consent of instructor An introductory fluids or transport course (e.g., BMEn 3101, ChEn 4002, ME 3322) is highly recommended.

BMEn 5412 Neuromodulation
A-F only, 3 credit(s);
Instructor: Johnson, Matthew Douglas
Description: Fundamentals of bioengineering approaches to modulate the nervous system including bioelectricity, biomagnetism, and optogenetics. Topics include design of neuromodulation devices, development of multi-scale computational models of neuromodulation, and implementation of technologies to evaluate the physiological effects of neuromodulation. Clinical exposure to managing neurological diseases and disorders with neuromodulation technology will be emphasized.
Style: This course consists of two 75-minute sessions per week. Course material is divided into two-week modules each with clinical applications, in-class demonstrations, and a practicum.
Grading: 25% mid exam, 25% final exam, 40% written homework, 10% class participation.
Exam Format: Take-home final exam

BMEn 5413 Neural Decoding and Interfacing
A-F only, 3 credit(s);
Instructor: Lim, Hubert Hyungil
Description: To provide an overview of the different types of neural interface technologies currently in use in patients as well as coverage of the biophysics, neural coding, and hardware features relating to their implementation in humans. The course will primarily focus on invasive neural implants that electrically interface with the peripheral or central nervous system. Neurophysiological principles and computational modeling of neurons, current flow through tissue, and the tissue-electrode interface will be covered to understand how electrical signals and information are transmitted between the device and neurons. Practical and ethical considerations for implanting these devices into humans are also presented. A final group project will be required for simulating a neural implant system.
Style: 80% Lecture, 10% Small Group Activities, 10% Student Presentation.
Grading: 30% special projects, 30% quizzes, 30% written homework, 10% class participation. All quizzes, homeworks, and final project must be completed and turned in on the designated dates. Only under severe circumstances (e.g., death in family, severe health condition) will a make-up opportunity be provided.
Exam Format: Quizzes will be open notes and book, and calculator will be allowed.

BMEn 5421 Introduction to Biomedical Optics
A-F only, 3 credit(s);
Instructor: Akkin, Taner
Description: The objective is to develop knowledge in the area of biomedical optical imaging and sensing. Topics include optical principles, laser-tissue interaction, detector design and noise analysis, interferometry, and spectroscopy. Methods will range from the simple Beer’s Law to the Monte Carlo modeling of light transport in scattering tissue, and from the basic Michelson interferometer to the state-of-the-art noninvasive optical coherence tomography of tissue. Polarization, birefringence, flow measurement, fluorescence and nonlinear microscopy will be introduced. Students will get opportunities to visit various laboratories on campus to see optical instruments being developed for biomedical imaging and sensing applications.
Style: 80% Lecture, 5% Student Presentation, 5% Demonstration, 10% Guest Speakers.
Grading: 50% mid exam, 25% special projects, 25% written homework. 2 exams, each worth 25%.
Exam Format: in-class exam (March), and one take-home exam (April).

BMEn 5444 Muscle
3 credit(s);
Instructor: Thomas, David D
Description: Description: Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction.
Prerequisites: undergraduate courses in biochemistry or physiology.
Style: 80% Lecture, 15% Discussion, 5% Laboratory.
Grading: 25% mid exam, 40% final exam, 35% reports/papers.
Exam Format: essay, problem solving

BMEn 8001 Polymeric Biomaterials
A-F only, 3 credit(s);
**BMEn 8201 Advanced Tissue Mechanics**  
*A-F only, 3 credit(s)*;  
**Instructor:** Alford, Patrick William  
**Description:** Tissues exist in dynamic mechanical environments where they must maintain a fine balance between applied loads and internal tension. Active adaptability of biological materials can significantly complicate measurement of their mechanical behavior. This course will cover fundamental continuum approaches for determining the complex stress states of actively responsive tissues as well as the force-feedback relationships that drive early development and allow mature tissues to maintain mechanical equilibrium. Topics will include theoretical approaches for ? Active force generation ? Soft tissue finite growth ? Extracellular matrix remodeling ? Constrained mixtures These methods are applicable to a wide range of biomechanical systems. In this course, they will be applied to mechanics of two model systems: arterial growth and remodeling in hypertension and sheet folding in early organogenesis and morphogenesis.  
**Style:** 80% Lecture, 20% Discussion.  
**Grading:** 30% mid exam, 30% final exam, 30% special projects, 10% written homework.  
**Exam Format:** Short answer and problems.

**BMEn 8301 Functional Biomedical Imaging**  
*A-F only, 3 credit(s)*;  
**Instructor:** He, Bin  
**Description:** Tremendous advances in medical imaging have been witnessed in the past decades. Over the past decade, functional biomedical imaging has played an important role in understanding the mechanisms of biological systems and improving the clinical diagnosis of various diseases. The goal of this course is to introduce important functional biomedical imaging modalities, and discuss the fundamental principles and applications of representative functional imaging technologies. Our emphasis will be to develop a deep understanding and appreciation of the principles and methodological foundations of bioelectromagnetic functional imaging, and the multimodal functional imaging integrating with functional magnetic resonance imaging. Students are expected to have solid quantitative analysis background although no prior knowledge with regard to physiology is required. Students should have certain computer programming skills in order to successfully complete the computer project assignments.  
**Style:** 90% Lecture, 5% Discussion, 5% Student Presentation.  
**Grading:** 50% mid exam, 50% special projects. 2 projects (1 computer project, 1 presentation project), each worth 25% of the total grade.

**BMEn 8334 Laboratory Neuroengineering**  
*S-N only, 1 credit(s), max credits 6, 6 completions allowed*;  
**Instructor:** Barocas, Victor Howard  
**Description:** Student may contact the instructor or department for information.

**BMEn 8381 Bioheat and Mass Transfer**  
*3 credit(s)*;  
**Instructor:** Bischof, John C  
**Description:** Student may contact the instructor or department for information.

**BMEn 8402 New Product Design and Business Development**  
*A-F only, 4 credit(s);=ME 8222; 8401Credit will not be granted if credit has been received for: ME 8222;*  
**Instructor:** Durfee, William K  
**Description:** See web site for course description.

**BMEn 8602 Biomedical Engineering Seminar**  
*S-N only, 1 credit(s)*;  
**Instructor:** Wang, Chun  
**Description:** Student may contact the instructor or department for information.

**BMEn 8710 Directed Research**  
*1-3 credit(s), max credits 3, 1 completion allowed*;  
**Instructor:** Barocas, Victor Howard  
**Description:** Student may contact the instructor or department for information.
BMEn 8720 Internship in Biomedical Engineering
- S-N only, 1-3 credit(s), max credits 6;
- Instructor: Barocas, Victor Howard
- Description: Student may contact the instructor or department for information.

BMEn 8820 Plan B Project
- 2-3 credit(s), max credits 3, 1 completion allowed;
- Instructor: Barocas, Victor Howard
- Description: Student may contact the instructor or department for information.

BMEn 8910 Independent Study
- 1-3 credit(s), max credits 3, 1 completion allowed;
- Instructor: Barocas, Victor Howard
- Description: Student may contact the instructor or department for information.

Biomedical Informatics and Computational Biology

BICB 8510 Computation and Biology
- A-F only, 2 credit(s), max credits 4;
- Instructor: Neuhauser, Claudia
- Description: Student may contact the instructor or department for information.

BICB 8920 BICB Colloquium
- S-N only, 1 credit(s), max credits 2;
- Instructor: Neuhauser, Claudia
- Description: Student may contact the instructor or department for information.

BICB 8930 BICB Journal Club
- S-N only, 1 credit(s), max credits 4, 4 completions allowed;
- Instructor: Neuhauser, Claudia
- Description: Student may contact the instructor or department for information.

BICB 8932 Proposal Writing Seminar
- S-N only, 1 credit(s);
- Instructor: Carlis, John Vincent
- Description: Student may contact the instructor or department for information.

BICB 8970 Entrepreneurship and Leadership Seminar
- S-N only, 1 credit(s);
- Instructor: Keller PhD, Linda Hall
- Description: Student may contact the instructor or department for information.

BICB 8991 Independent Study
- S-N only, 1-2 credit(s), max credits 4;
- Instructor: Neuhauser, Claudia
- Description: Student may contact the instructor or department for information.

Biophysical Sciences

BPhy 5139 Seminar and Journal Club
- S-N only, 1 credit(s), max credits 2;
- Instructor: Ritenour, Russell
- Description: Student may contact the instructor or department for information.

BPhy 5173 Medical and Health Physics of Radiation Therapy
- 3 credit(s); 5170 or instr consent; Credit will not be granted if credit has been received for: TRAD 7173;
- Instructor: Alaei, Parham
Description: Student may contact the instructor or department for information.

BPhy 5174 Medical and Health Physics of Imaging II  
3 credit(s); 5170 or instr consent; Credit will not be granted if credit has been received for: TRAD 7174;  
Instructor: Ritenour, Russell  
Description: Student may contact the instructor or department for information.

BPhy 5177 Radiation Therapy Physics Lab: Radiation Physics Basics  
A-F only, 3 credit(s);  
Instructor: Gerbi PhD, Bruce John  
Description: This course provides students hands-on experience with hardware and software used in radiation therapy clinic for physics measurements. After this laboratory class the students are expected to have deeper understanding of the topics covered by the previous lectures.  
Style: 100% Laboratory. Thursday 4:30PM-7:30PM Contact Dr. Watanabe (course director) for a permission number.  
Grading:  80% reports/papers, 20% attendance.  
Exam Format: no exam

Bioproducts and Biosystems Engineering  203 Kaufert Lab

BBE 1002 Biorenewable Resources  
A-F only, 3 credit(s); Meets CLE req of Technology and Society  
Instructor: Seavey, Robert Thomas  
Description: Develop an understanding of Biorenewable Resources, using wood and agriculture-based biomass for making various renewable, bio-based products. Environmental, technological, social, and economic implications of the use of these resources.

BBE 2201 Renewable Energy and the Environment  
3 credit(s); Meets CLE req of Technology and Society  
Instructor: Schmidt, David Roger  
Description: Course Description: As a CLA technology and society elective, this 3 credit online course offered by the Bioproducts and Biosystems Department is designed to educate the student about the current energy climate and its environmental impact. BBE 2201 provides a broad overview and understanding of the energy needs and demands, various renewable energy technologies and their economic, environmental and societal implications. This is course designed specifically for students with ALL backgrounds and majors. Much of the material and content is scientific but our goal is to present it in a style which anyone can understand. Course Objectives: Make better consumers and citizens by increasing awareness and knowledge of energy and the relationship of energy to the environment as well as providing students with a working knowledge of the resources available on energy and energy resources.  
Course Delivery: Course will include approx. 30 online lessons. Most lessons will include a topic introduction by the instructor, a recorded video lecture by a topic expert (either a UMN faculty member, or industry representative), additional reading materials, a quiz based on the lesson materials, and other lesson specific assignments.  
Style: Class is completely online and asynchronous. From past student. " This class is just an elective, but it's by far my favorite class of the semester. It's so interesting and fun to "go to class to". Great set up!"  
Grading: 10% final exam, 10% reports/papers, 10% special projects, 35% quizzes, 35% reflection paper. Workload is reasonable according to student surveys.  
Exam Format: All online.

BBE 3043 Biological and Environmental Thermodynamics  
A-F only, 3 credit(s);  
Instructor: Wilson, Bruce Nord  
Description: Basic concepts of thermodynamics are developed and applied to understand energy transformation in biological and environmental sciences. Topics include equilibrium states; first principle of thermodynamics; radiation heat transfer, enthalpies of gases, phase transitions, and chemical reactions; classical and statistical definition of entropy, Gibbs energy; and chemical potentials. Concepts are used to understand the dynamics of plant transpiration, stable and unstable atmospheric temperature gradients, atmospheric gases and climate change, and plant photosynthesis.  
Style: 90% Lecture, 10% Demonstration.  
Grading: 35% final exam, 30% additional semester exams, 35% problem solving.

BBE 3093 Directed Studies  
1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: STAFF  
Description: Independent study of topic(s) involving physical principles as applied to agricultural production and land resources.
Contact the department for information.

**BBE 3393 Directed Study**
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: STAFF
Description: Opportunity to pursue experience not available through independent study or extra credit. In consultation with an advisor students develop a prospectus and complete progress reports and a final report on the project.

**BBE 3396 Industrial Internship (Industrial Assignment)**
A-F only, 1 credit(s);
Instructor: STAFF
Description: Industrial work assignment in forest products cooperative education programs. Evaluation based on formal report written by student at end of each semester of work assignment.

**BBE 3480 Special Topics: Ecological Restoration Seminar**
1 credit(s), max credits 12, 3 completions allowed; Credit will not be granted if credit has been received for: BBE 5480;
Instructor: Lenhart, Chris F
Description: Ecological engineering plays a key role in many restoration and management projects, particularly in stream and wetland restoration. In this course we will examine national and international projects with ecological engineering and restoration components. These will include Mississippi River restoration, Minnesota River basin projects, coastal wetland restoration in Louisiana, Engineers without Borders development projects and several local projects. The focus of the field portion of the course will be on stream and wetland restoration projects within the Twin Cities metro region. Students will do hands-on field assessment of proposed and completed restoration projects. Case studies will be used to illustrate ecological principles of importance to engineers and the role of engineering in ecological restoration. Engineering and ecological tools that are commonly used in restoration projects will be examined in the context of the selected projects. More specific strategies such as the role of vegetation in ecological engineering and fish passage will also be discussed.
Style: 60% Lecture, 10% Discussion, 5% Student Presentation, 20% Field Trips, 5% Guest Speakers.
Grading: 30% reports/papers, 40% special projects, 10% attendance, 10% in-class presentation, 10% class participation.

**BBE 4013 Transport in Biological Processes II**
A-F only, 3 credit(s);
Instructor: Nieber, John Little
Description: The course involves the application of the principles of thermodynamics, fluid flow, heat transfer and mass transfer to solving of problems involving biological processes and biomaterials at the cellular, organism and system level. Application problems include those related to analysis of biological systems, agricultural production, food processing and bioprocessing, biomaterials design, environmental protection, and natural resources management. After completion students should be able to: 1) Derive constitutive relationships for fluid flow, energy and mass transport in biological systems; 2) Formulate equilibrium thermodynamic relationships for states of thermal energy and mass in biological systems; 3) Formulate the governing equations for fluid flow, energy and mass transport in biological systems; 4) Recognize analytical solutions to well-posed mathematical statements related to fluid flow, and energy and mass transport in biological systems; 5) Understand the fundamentals and applications of discrete methods such as finite differences for solving well-posed mathematical statements related to fluid flow, and energy and mass transport in biological systems; 6) Solve practical problems involving fluid flow, energy and mass transport in biological systems. Fundamentals presented in the lectures and textbook are balanced with practical applications. In addition to homework assignments and exams, students develop designs for two practical problems.
Style: 75% Lecture. 25% Problem Solving
Grading: 20% mid exam, 20% final exam, 30% special projects, 10% laboratory evaluation, 20% problem solving.
Exam Format: Problem solving

**BBE 4302 Biodegradation of Bioproducts**
3 credit(s); 1002 or WPS 1301 or instr consent Credit will not be granted if credit has been received for: BBE 5302;
Instructor: Schilling, Jonathan Scott
Description: Class Description: I. 4/5302 Course Rationale: Bioproducts such as wood and wood composites are susceptible to degradation by biological organisms. Smart use and treatment of bioproducts can increase their service life and save money, but this requires familiarity with potential degraders. Understanding biodegradative pathways is also helping researchers develop novel means for processing raw materials and for bioengineering products. II. Course Description: This course explains organisms that modify or deteriorate lignocellulosic bioproducts, covers avoidance and control of these organisms, and explores their potential utilization in biotechnology. This course is required for all undergraduate students in the Department of Bioproducts and Biosystems Engineering.
Style: 75% Lecture, 15% Discussion. Hands on training
Grading: 60% mid exam, 20% final exam, 10% class participation, 10% other evaluation. attendance
University of Minnesota - Course Guide For Twin Cities Campus - Spring 2012

BBE 4413 Systems Approach to Residential Construction
A-F only, 4 credit(s);Upper div or instr consent Credit will not be granted if credit has been received for: BBE 5413;
Instructor: Janni, Kevin A
Description: For students interested in the science of how houses work and how green buildings are planned, assembled and maintained. This course begins with a presentation of the construction process, from the foundation up to the roof. We then discuss the building science related to the systems approach to residential buildings. Finally, the course addresses the key components of high performance houses: energy efficiency, durability, comfort and indoor air quality. A fundamental principal for this class is that green, sustainable houses are designed and built in accordance with the science and technology inherent to the systems approach, which emphasizes the interrelatedness of all of the building components and appliances.

BBE 4402 Bio-based Products Engineering Lab I
A-F only, 1 credit(s);CHEM 2301, [jr or sr or instr consent ]Credit will not be granted if credit has been received for: BBE 5402;
Instructor: Tschirner, Ulrike Waltraud
Style: 50% Lecture, 25% Laboratory, 25% Field Trips.
Grading: 30% mid exam, 20% final exam, 40% reports/papers, 10% other evaluation.

BBE 4333 Off-road Vehicle Design
A-F only, 4 credit(s); [[3001, 4303] or [AEM 2021, AEM 3031], [CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div IT] or instr consent Credit will not be granted if credit has been received for: BBE 5333;
Instructor: Chaplin, Jonathan
Description: Mechanics involved in designing and testing off-road vehicles. Vehicle mechanics, traction, and performance modeling of vehicle interaction with soil, muskeg, and snow. Off-road vehicles include; agricultural tractors, SUVs, snow mobiles, single track vehicles, and many others. Course provides insight into engine performance requirements, transmission design, steering, suspension and other vehicle systems.

BBE 4412W Biocomposites and Biomass Energy
4 credit(s);1002, upper div BP Credit will not be granted if credit has been received for: BBE 5412;Meets CLE req of Writing Intensive
Instructor: Seavey, Robert Thomas
Style: 50% Lecture, 25% Laboratory, 25% Field Trips.
Grading: 30% mid exam, 20% final exam, 40% reports/papers, 10% other evaluation.

BBE 4303 Introduction to Bio-based Materials Science
A-F only, 3 credit(s);3001Credit will not be granted if credit has been received for: BBE 5303;
Instructor: Severtson, Steve John
Description: Student may contact the instructor or department for information.

BBE 4402 Bio-based Products Engineering Lab I
A-F only, 1 credit(s);CHEM 2301, [jr or sr or instr consent ]Credit will not be granted if credit has been received for: BBE 5402;
Instructor: Tschirner, Ulrike Waltraud
Style: 50% Lecture, 25% Laboratory, 25% Field Trips.
Grading: 30% mid exam, 20% final exam, 40% reports/papers, 10% other evaluation.

Exam Format: 3 midsemester exams (multi-format = information comprehension + application)
BBE 4416 Building Testing and Diagnostics
2 credit(s); Credit will not be granted if credit has been received for: BBE 5416;
Instructor: Seavey, Robert Thomas
Description: For students and industry professionals interested in the technology, procedures and science behind building diagnostics. This course is divided between presentations from industry experts in building diagnostics, laboratory exercises related to component testing and evaluation and finally extensive fieldwork evaluations of houses. The key issues for this class include: building tightness and ventilation, as well as, mechanical systems diagnostics. The lessons from this class are helpful in addressing the key components to building a high-performance houses and to be able to make successful energy saving retrofits of existing structures.

BBE 4491 Senior Topics: Independent Study
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Food, Agricultural and Natural Resource Sciences.

BBE 4502W BBE Capstone Design
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Morey, R. Vance
Description: Student may contact the instructor or department for information.

BBE 4523 Ecological Engineering Design
A-F only, 3 credit(s); [CHEM 1022, CE 3502, upper div CSE] or instr consent Credit will not be granted if credit has been received for: BBE 5523;
Instructor: Nieber, John Little
Description: Student may contact the instructor or department for information.

BBE 4533 Sustainable Waste Management Engineering
A-F only, 3 credit(s);
Instructor: Clanton, Chuck
Description: Sources and characteristics of agricultural wastes including livestock, food processing, and domestic wastes. Physical, biological, chemical, rheological and microbiological properties. Effects on the environment. Collection, storage, treatment (aerobic and anaerobic) and utilization/disposal. Land application. Course objectives/outcomes: This course is designed for senior level students in engineering to provide fundamentals in agricultural waste management and the concepts involved for design of waste management systems that are environmentally sound.
Style: 55% Lecture, 15% Discussion, 30% Laboratory.
Grading: 40% final exam, 10% reports/papers, 30% quizzes, 5% in-class presentation, 10% laboratory evaluation, 5% problem solving.
Exam Format: Short answer and problems

BBE 4713 Biological Process Engineering
A-F only, 3 credit(s); [3033, [4013 or Concurrent registration is required (or allowed) in 4013], upper div CCE] or instr consent Credit will not be granted if credit has been received for: BBE 5713;
Instructor: Zhu, Jun
Description: Principles of bioprocess engineering including material balance, energy balance, homogeneous reactions, fermentation and reactors, and unit operations such as filtration, centrifugation, separation, absorption, extraction, and chromatography will be covered. Applications of these bioprocess engineering principles in various biological systems, biorefining, and conversion of biomass into energy, biochemicals, and biomaterials will also be discussed.
Style: 80% Lecture, 20% Discussion.
Grading: 30% mid exam, 25% final exam, 15% reports/papers, 30% problem solving.
Exam Format: Multiple choice, short problems

BBE 4723 Food Process Engineering
A-F only, 3 credit(s); [[4013 or Concurrent registration is required (or allowed) in 4013], upper div CSE] or instr consent Credit will not be granted if credit has been received for: BBE 5723;
Instructor: Ruan PhD, R. Roger
Description: Application of principles of heat transfer and fluid flow to the design of various food processing operations, such as thermal and aseptic processing, freezing, pumping, drying, evaporation, and extrusion. Marketing and government regulation, nutrition issues, etc. Emphasis is on design and application of engineering principles to various food processing unit operations, such as sterilization, pumping, heat exchangers and evaporators. Course involves both lecture and problem solving. Students in any
An engineering discipline with interest in food processing can successfully complete this course. Homework assignments, one mid-term exam and a final exam are required of every student.

**Style:** 60% Lecture, 20% Discussion, 20% Tutorials

**Grading:** 33% mid exam, 34% final exam, 33% problem solving.

**Exam Format:** Open book/open notes/take-home exam

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**BBE 4733 Renewable Energy Technologies**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: BBE 5733; Meets CLE req of Technology and Society

Instructor: Ruan PhD, R. Roger

**Description:** This course provides fundamentals to the current and emerging technologies for renewable energy production and uses. Issues regarding national energy security and environmental, economic and societal impacts of renewable energy will also be addressed. Students will learn the basic principals of various renewable energy technologies, such as solar thermal energy, solar photovoltaics, biomass energy, wind energy, hydroelectricity, tidal power, and geothermal energy, an understanding of basic characteristics of renewable resources, key methods for efficient production and use of renewable energy, an understanding of current and probable future developments in renewable energy technologies, impact of renewable energy on sustainable development.

**Style:** 70% Lecture, 5% Student Presentation, 5% Field Trips, 20% Guest Speakers.

**Grading:** 30% mid exam, 25% final exam, 15% reports/papers, 30% written homework.

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**BBE 4801H Honors Research**

A-F only, 2 credit(s);

Instructor: STAFF

**Description:** First semester of independent research project supervised by faculty member.

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**BBE 4802H Honors Research**

A-F only, 2 credit(s);

Instructor: STAFF

**Description:** Student may contact the instructor or department for information.

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**BBE 4900 Intern Reports**

S-N only, 2 credit(s), max credits 4;

Instructor: Janni, Kevin A

**Description:** Student exposure to engineering practice through an intern program. Periodic reports on work assignments are reviewed by faculty and coordinated with industry advisors.

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**BBE 4900 Intern Reports**

S-N only, 2 credit(s), max credits 4;

Instructor: Wilson, Bruce Nord

**Description:** Student exposure to engineering practice through an intern program. Periodic reports on work assignments are reviewed by faculty and coordinated with industry advisors.

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**BBE 5095 Special Problems**

1-5 credit(s), max credits 5, 1 completion allowed;

Instructor: STAFF

**Description:** Advanced individual-study project. Application of engineering principles to specific problem. Student may contact the instructor or department for information.

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**BBE 5202 Wood and Fiber Science**

A-F only, 3 credit(s);

Instructor: Seavey, Robert Thomas

**Description:** Develop an understanding of Biorenewable Resources, using wood and agriculture-based biomass for making various renewable, bio-based products. Environmental, technological, social, and economic implications of the use of these resources.

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**BBE 5302 Biodegradation of Bioproducts**

3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4302;

Instructor: Schilling, Jonathan Scott

**Description:** Class Description: I. 4/5302 Course Rationale: Bioproducts such as wood and wood composites are susceptible to degradation by biological organisms. Smart use and treatment of bioproducts can increase their service life and save money, but this
requires familiarity with potential degraders. Understanding biodegradative pathways is also helping researchers develop novel means for processing raw materials and for bioengineering products. II. Course Description: This course explains organisms that modify or deteriorate lignocellulosic bioproducts, covers avoidance and control of these organisms, and explores their potential utilization in biotechnology. This course is required for all undergraduate students in the Department of Bioproducts and Biosystems Engineering.

Style: 75% Lecture, 15% Discussion. Hands on training

Grading: 60% mid exam, 20% final exam, 10% class participation, 10% other evaluation. attendance

Exam Format: 3 midterm exams (multi-format = information comprehension + application)

BBE 5303 Introduction to Bio-based Materials Science
3 credit(s);Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4303;
Instructor: Severtson, Steve John
Description: Student may contact the instructor or department for information.

BBE 5333 Off-road Vehicle Design
A-F only, 4 credit(s);[3001, 4303] or [AEM 2021, AEM 3031], [CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div CSE or instr consent Credit will not be granted if credit has been received for: BBE 4333;
Instructor: Chaplin, Jonathan
Description: Mechanics involved in designing and testing off-road vehicles. Vehicle mechanics, traction, and performance modeling of vehicle interaction with soil, muskeg, and snow. Off-road vehicles include; agricultural tractors, SUVs, snowmobiles, single track vehicles, and many others. Course provides insight into engine performance requirements, transmission design, steering, suspension and other vehicle systems. Additional project work required for credit in BBE 5333.

BBE 5402 Bio-based Products Engineering Lab I
A-F only, 1 credit(s);Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4402;
Instructor: Tschirner, Ulrike Waltrau
Description: Student may contact the instructor or department for information.

BBE 5412 Biocomposites and Biomass Energy
4 credit(s);credit will not be granted if credit already received for: BP4412/BP 5412 Credit will not be granted if credit has been received for: BBE 4412W;
Instructor: Seavey, Robert Thomas

Style: 50% Lecture, 25% Laboratory, 25% Field Trips.

Grading: 30% mid exam, 20% final exam, 40% reports/papers, 10% other evaluation.

BBE 5413 A Systems Approach to Residential Construction
4 credit(s);Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4413;
Instructor: Janni, Kevin A
Description: For students interested in the science of how houses work and how green buildings are planned, assembled and
maintained. This course begins with a presentation of the construction process, from the foundation up to the roof. We then discuss the building science related to the systems approach to residential buildings. Finally, the course addresses the key components of high performance houses: energy efficiency, durability, comfort and indoor air quality. A fundamental principal for this class is that green, sustainable houses are designed and built in accordance with the science and technology inherent to the systems approach, which emphasizes the interrelatedness of all of the building components and appliances.

BBE 5416 Building Testing & Diagnostics
2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4416;
Instructor: Seavey, Robert Thomas
Description: For students and industry professionals interested in the technology, procedures and science behind building diagnostics. This course is divided between presentations from industry experts in building diagnostics, laboratory exercises related to component testing and evaluation and finally extensive fieldwork evaluations of houses. The key issues for this class include: building tightness and ventilation, as well as, mechanical systems diagnostics. The lessons from this class are helpful in addressing the key components to building a high-performance houses and to be able to make successful energy saving retrofits of existing structures.

BBE 5523 Ecological Engineering Design
A-F only, 3 credit(s); [CHEM 1022, CE 3502, grad student] or instr consent Credit will not be granted if credit has been received for: BBE 4523;
Instructor: Nieber, John Little
Description: Student may contact the instructor or department for information.

BBE 5713 Biological Process Engineering
A-F only, 3 credit(s); [3033, [4013 or Concurrent registration is required (or allowed) in 4013], [upper div CSE or grad student]] or instr consent Credit will not be granted if credit has been received for: BBE 4713;
Instructor: Zhu, Jun
Description: Student may contact the instructor or department for information.

BBE 5723 Food Process Engineering
A-F only, 3 credit(s); [[4013 or Concurrent registration is required (or allowed) in 4013], [upper div CSE or grad student]] or instr consent Credit will not be granted if credit has been received for: BBE 4723;
Instructor: Ruan, R. Roger
Description: Student may contact the instructor or department for information.

BBE 5733 Renewable Energy Technologies
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4733;
Instructor: Ruan, R. Roger
Description: Student may contact the instructor or department for information.

BBE 8002 Seminar II
A-F only, 1 credit(s), max credits 2;
Instructor: Sarkanen, Simo
Description: Student may contact the instructor or department for information.

BBE 8094 Advanced Problems and Research
2-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Nieber, John Little
Description: Student may contact the instructor or department for information.

BBE 8300 Research Problems
1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Business Administration 2-190 Hanson Hall

BA 1000 Career Exploration & Development
S-N only, 1 credit(s);
Instructor: Zhang, Xiaoji
Description: BA 1000 is an experiential based course recommended for students who are undecided about their career choice. This course is designed to help students develop a plan for choosing an academic major(s) and career path through the process of self exploration and career planning. Throughout this course, you will take part in assignments and activities that will help you learn more about yourself, your major choices, career options, campus resources, decision making and goal setting. This course is recommended for freshmen and sophomore students, although it is open to all students who are interested in exploring major and career choices.

BA 1905 Freshman Seminar: Internet Search Economics
A-F only, 2 credit(s), max credits 6;
Instructor: Connor, Robert Alan
Description: Internet Search Economics, Google, and New Business Opportunities--This course will actively engage students in analysis and extensive discussion of key organizations and topics related to internet search (broadly defined). Although there are many organizations related to internet search, the main ones on which this course will focus are Google, Microsoft, and Wikipedia. Topic areas include: traditional search engines; access through browsers/phones; online advertising revenue models; social networks and generated content; Wikipedia and generated content; non-text media such as video; and legal issues. Assignments include analyses of Google, Microsoft and Wikipedia; and a proposal for an original internet-based business. Guest session by co-founder of YouTube.

BA 1910W Freshman Seminar, WI: Corporate Ethics in the Spin Cycle
A-F only, 2 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Littlefield, Holly A
Description: Popular Culture and the Evil Empire: Business and the Media For decades Hollywood films and the popular media have portrayed corporate America as the enemy—a decadent, heartless entity that values profits over people. Investigative reporters in the early Twentieth Century turned out scathing exposes of businesses abusing workers, customers, and the environment. Popular books and films like Wall Street, The Insider, and Roger and Me depicted the business world in unflattering terms. In response, corporations have employed increasingly sophisticated public relations campaigns to control public perception of their businesses. Additionally media conglomeration has also provided some businesses with the method to more tightly control what gets said or reported about them in the media. This discussion-based course will look at the ways that corporations, business executives, workers, and entrepreneurs are portrayed in popular culture and at the ways that the media covers business issues. We will consider how this image has developed over time and look at the archetypes of the business world from Horatio Alger to the Corporate Raider.

BA 3000 Career Skills
S-N only, 1 credit(s);
Instructor: STAFF
Description: This required course is designed to prepare undergraduate students for 1) the career search process, 2) to use the Carlson School of Management Career Services Center and 3) to use the on-line recruiting system, C.A.R.S. (Carlson Automated Recruiting System). Topics include the importance of self-awareness and self-assessment in identifying career options; how to access and use information related to career planning and jobs; networking; resume preparation, cover letters and correspondence; interviewing skills; professional etiquette and image in the work setting; employment trends; goal setting; and overall career strategy planning. Students will also complete the Myers-Briggs Type Indicator self-evaluation inventory. The course is coordinated by the Business Career Center at the Carlson School and will utilize a variety of teaching techniques, with significant emphasis on classroom activities. Homework assignments will focus on helping students develop skills and strategies necessary for internship and full-time job searches. The perspective of the course is that critical elements of career development and growth include self-understanding, skill development and usage, awareness of career options, decision-making, and evaluation. By becoming proficient in these areas students can attain more satisfying career and work lives.
Style: 35% Lecture, 50% Discussion. guest speakers
Grading: 90% reports/papers, 10% class participation.

BA 3999 Internship Seminar
S-N only, 1 credit(s);
Instructor: Kinross-Wright, Morgan Elise
Description: Student may contact the instructor or department for information.

BA 4501 Carlson Funds Enterprise: Growth
OPT No Aud, 3 credit(s), max credits 6;
Instructor: Aggarwal, Rajesh K
Description: Student may contact the instructor or department for information.

BA 4502 Carlson Funds Enterprise: Fixed Income
OPT No Aud, 3 credit(s), max credits 6;
Instructor: Goldstein, Robert S
### Business Law 3-110 Carlson School of Management

**BLaw 3058 The Law of Contracts and Agency**  
A-F only, 4 credit(s);  
Instructor: Kramer, Jack  
**Description:** First third of the course covers contracts and sales using the Socratic method of case analysis, much like a law school approach. Remainder of the course covers the law of warranties, product liability, negotiable instruments, real estate, wills and estates, agency, equal opportunity in employment law, secured transactions, and law relating to public companies and corporate governance.  
**Grading:** 30% final exam, 60% additional semester exams, 10% class participation.  
**Exam Format:** Mostly multiple choice. Also, short answer questions based on law school-type hypos.

**BLaw 6158 The Law of Contracts and Agency**  
A-F only, 4 credit(s);  
Instructor: Kramer, Jack  
**Description:** Student may contact the instructor or department for information.

### Center for Learning Innovation

**CLI 1196 National Student Exchange: Plan A**  
S-N only, 0 credit(s), 3 completions allowed;  
Instructor: Weber, Kendra A.  
**Description:** Student may contact the instructor or department for information.

**CLI 1393 Directed Study**  
S-N only, 1-3 credit(s), max credits 6, 4 completions allowed;  
Instructor: Dunbar, Robert Lee  
**Description:** Student may contact the instructor or department for information.
Instructor: Muthyala, Rajeev S.
Description: Student may contact the instructor or department for information.

CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Fridgen, Michael William
Description: Student may contact the instructor or department for information.

CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Tesch, Nathan Keith
Description: Student may contact the instructor or department for information.

CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Weber, Kendra A.
Description: Student may contact the instructor or department for information.

CLI 2522 Health, Culture, and Immigrant Communities in the US
A-F only, 2 credit(s);
Instructor: Furness, Ryan C
Description: Student may contact the instructor or department for information.

CLI 2712 Career Development II
S-N only, 1 credit(s);
Instructor: Hegland, Jennifer Jean
Description: Student may contact the instructor or department for information.

CLI 3390 Undergraduate Seminar
S-N only, 1 credit(s);
Instructor: Wacek, Jennifer A
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
S-N only, 1-3 credit(s), max credits 6, 4 completions allowed;
Instructor: Dunbar, Robert Lee
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
S-N only, 1-3 credit(s), max credits 6, 4 completions allowed;
Instructor: Metzger, Kelsey Jean
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
S-N only, 1-3 credit(s), max credits 6, 4 completions allowed;
Instructor: Bamford, Rebecca
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
S-N only, 1-3 credit(s), max credits 6, 4 completions allowed;
Instructor: Laborde, Rebecca R
Description: Student may contact the instructor or department for information.
CLI 3393 Directed Study
S-N only, 1-3 credit(s), max credits 6, 4 completions allowed;
Instructor: Collie, Rachael Margaret
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
S-N only, 1-3 credit(s), max credits 6, 4 completions allowed;
Instructor: Winchip MA, James E
Description: Student may contact the instructor or department for information.

CLI 3394 Directed Research
S-N only, 1-6 credit(s), max credits 12, 4 completions allowed;
Instructor: Dunbar, Robert Lee
Description: Student may contact the instructor or department for information.

CLI 3394 Directed Research
S-N only, 1-6 credit(s), max credits 12, 4 completions allowed;
Instructor: Metzger, Kelsey Jean
Description: Student may contact the instructor or department for information.

CLI 3394 Directed Research
S-N only, 1-6 credit(s), max credits 12, 4 completions allowed;
Instructor: Prat-Resina, Xavier
Description: Student may contact the instructor or department for information.

CLI 3394 Directed Research
S-N only, 1-6 credit(s), max credits 12, 4 completions allowed;
Instructor: Dingel, Molly J.
Description: Student may contact the instructor or department for information.

CLI 3496 Internship: Professional Experience
S-N only, 1-6 credit(s), max credits 12, 4 completions allowed;
Instructor: Nichols, Marcia Dawn
Description: Student may contact the instructor or department for information.

CLI 3711 Leadership and Development I: Public Presentation Skills and Strategies
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Bruenger, Aaron Michael
Description: Student may contact the instructor or department for information.

CLI 3712 Leadership and Development II
S-N only, 1 credit(s);
Instructor: Hegland, Jennifer Jean
Description: Student may contact the instructor or department for information.

CLI 4711 Reflections I
A-F only, 1 credit(s);
Instructor: Hegland, Jennifer Jean
Description: Student may contact the instructor or department for information.

Center for Spirituality and Healing  Mayo Code 505; C592 Mayo

CSpH 1001 Principles of Holistic Health and Healing
2 credit(s);
Instructor: Brady, Linda J
Description: This course focuses on how individuals and society can work for a balanced life to achieve optimal health with our stressful lifestyles. Topics include: 1. what is health and well being? 2. cultural constructs of health and well being; 3. fundamental
principles and proven measures of holistic health that promote health and well being; 4. practical application and integration of holistic health practices into daily personal life. Class will be interactive and students will reflect on the application of the principles to their daily lives; a key component of class is to become more mindful and “present” in our daily lives and then to understand how we can apply this to be more balanced as students in US society. The text will be Integral Healing by Elliott Dacher, 2006; additional readings will be from the CSpH website modules and other websites. Students will be able to choose an in class or online option. All students will complete an assignment each week to reflect on the topic, but students who choose the online option will complete a second written assignment to makeup for what was missed in class. Students who choose to attend class will need to participate fully in the class to attain the class points.

**Style:** 50% Lecture, 50% Discussion. Most classes will present information and students will discuss/reflect on it in class groups. Students who choose not to attend class will need to complete an additional assignment to make up for class points.

**Grading:** 67% reflection paper, 33% class participation. Students will read or watch a video and reflect on the significance of the material. The expectation for class is that students sit up front, put away electronics, and participate fully.

**Exam Format:** No exams

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**CSpH 1101 Self, Society, and Environment: An Integral Systems Approach to Personal Wellbeing and Engagement**

3 credit(s);

**Instructor:** Miller, John Barton

**Description:** Students will examine and reflect on the internal and external systems which influence their lives and health using various "ways of knowing" such as science, complexity theory, and other world views. They will examine the interrelated workings of mind and body and explore a variety of means of bringing these into dynamic balance. They will examine the variety of environmental and social systems in which they participate, once again combining theory, experience, and reflection to explore the optimal functioning of these systems, both for individuals and the collective whole. In addition to applying their learning within the realm of personal well-being, students will learn to be social entrepreneurs, bringing health and balance to the social and environmental systems in which they participate. Assignments will be given as class preparations. Students who miss class will need to complete makeup assignments in addition to cover what was missed in class.

**Style:** 25% Lecture, 10% Film/Video, 50% Discussion, 15% Small Group Activities.

**Grading:** 67% written homework, 33% class participation. Class format will be to prepare written assignments before class so that students are prepared to discuss in small and large groups.

**Exam Format:** No exams

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**CSpH 3101 Creating Ecosystems of Well-Being**

2 credit(s);

**Instructor:** Hathaway, Kate M

**Description:** Student may contact the instructor or department for information.

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**CSpH 3201 Introduction to Mindfulness-Based Stress Reduction**

2 credit(s);

**Instructor:** Storlie, Erik Fraser

**Description:** The class will introduce students to a variety of techniques by which the stress endemic in a fast-paced competitive culture can be both reduced, as well as worked with constructively. Students will engage in both experiential and intellectual learning. They will practice and apply techniques of stress-reduction through "mindfulness" - the steady, intentional gathering of a non-judgmental awareness into the present moment in various activities. They will also think critically as they study and evaluate recent medical-scientific literature on the physiological and psychological elements in the stress response.

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**CSpH 3301 Food Choices: Healing the Earth, Healing Ourselves**

3 credit(s); Credit will not be granted if credit has been received for: FSCN 3301;

**Instructor:** Brady, Linda J

**Description:** Food production in our current industrial system feeds the world, but at a cost to the environment. In nutrition we often talk about a healthy diet, but only occasionally do we link our food and diet choices to agricultural practices and the health of the planet. This class will link the concepts of human health and planetary health in terms of food. There are no prerequisites to the class, but you should have been exposed to critical reading, writing, and thinking to make your journey through this class more fulfilling. Using the framework of complexity theory and gentle action, topics that we will cover include: human food/nutrition needs and food security, influences on our food choices and decisions, cultural and personal context of food choices, ways that food is produced-farm to fork, especially industrial monoculture, food choices and the earth’s biodiversity, land use, water use and pollution, energy needs, climate change, alternatives-organic and sustainable, fair trade and economic policies and choices, global tradeoffs. Class is totally online for spring term.

**Style:** 100% Web Based.

**Grading:** 50% written homework, 50% reflection paper.
CSpH 5101 Introduction to Integrative Healing Practices
3 credit(s);
Instructor: Culliton, Patricia D
Description: Student may contact the instructor or department for information.

CSpH 5102 Art of Healing: Self as Healer
1 credit(s);
Instructor: Culliton, Patricia D
Description: Student may contact the instructor or department for information.

CSpH 5102 Art of Healing: Self as Healer
1 credit(s);
Instructor: Gorman, Rebecca Sue
Description: CSpH 5102 - Art of Healing: Self as Healer (1.0 cr; Prereq-Jr or sr or grad student or #: fall, spring, every year)
Introduction to individual transformational journey as part of health science education. Students become aware of their responsibility/resources to facilitate development of the self. Research data, experience of self that is part psychoneuroimmunology, mind-body-spirit approaches. Lecture, scientific literature, meditation, imagery, drawing, group interaction.

CSpH 5115 Cultural Knowledge, Health, and Contemporary Cultural Communities
3 credit(s);
Instructor: Hassel, Craig Alan
Description: Student may contact the instructor or department for information.

CSpH 5121 Whole Systems Healing: Health and the Environment
2 credit(s);
Instructor: Halcon PhD, Linda Luciente
Description: Our individual and collective wellbeing are exquisitely intertwined and interdependent with that of the environmental systems we inhabit. Whole Systems Healing uses complexity theory to explore the interface between human and environmental health, and describes practical ways to optimize both.

CSpH 5201 Spirituality and Resilience
2 credit(s);
Instructor: Marshall, Kathy M
Description: In-depth exploration of resilience, spirituality, and the link between them. Specific applications of the resilience/health realization model to students' personal and professional lives. Relevant literature, theory and research will be explored. Spirituality and Resilience Center for Spirituality and Healing CSpH 5201 Spring 2012 Two graduate or undergraduate credits offered by the University of Minnesota Center for Spirituality and Healing. Personal growth and reflection. Professional development in health care, education, prevention and other helping services. In-depth exploration of resilience theory and spirituality. Specific applications of the Resilience/Health Realization model to students' lives, professions and helping relationships. Scheduled so working professionals may attend. Objectives include literature critique, examination of personal resilience and protective factors, analysis of historical relationship of resilience and spirituality, experience and description of the principles of health realization, development of criteria and standards for assessing resilience in self and others, and synthesis of the understanding into professionally appropriate applications for each student's situation. Students from classes offered since 2002 report the class is ?life-changing? and ?meaningful.? Frequently students say this is the most valuable course they have ever taken anywhere. The concentrated small seminar schedule offers an immersion experience in this interesting and important topic. Various options for course reading materials accommodate different learning styles, personal interests and stimulate meaningful group dialogue. For registration details contact Carla Mantel at the Center for Spirituality at 612-624-9459. For other questions please call the faculty person for this course: Kathy Marshall Emerson, 612-554-0543. (marsh008@umn.edu). Fees vary for undergraduate, graduate program or continuing education enrollment status. Traditional graded, as well as audited or ?S/N? enrollment status options are available. 2012 Dates: Meets 4:30-8:00 p.m. five Wednesdays and two Saturdays 9 a.m. to 5 p.m. for a total of seven sessions. January 18, Wednesday 4:30 to 8 p.m. January 21, Saturday, 9 a.m. to 5 p.m. February 11, Saturday, 9 a.m. to 5 p.m. February 15, Wednesday, 4:30 to 8 p.m. March 21, Wednesday, 4:30 to 8 p.m. April 11, Wednesday, 4:30 to 8 p.m. May 2, Wednesday, 4:30 to 8 p.m. Location: St. Paul Campus, Ruttan B 36.
Style: 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation. 5 Wednesday evenings 4:30 - 8 P.M. and 2 Saturdays 9 a.m. to 5 p.m.
Grading: 80% reports/papers, 5% attendance, 15% class participation. Students have great opportunity for choice of readings, selection of paper topics, and shaping the corse to meet personal interests and needs.
Exam Format: None

CSpH 5215 Forgiveness and Healing: A Journey Toward Wholeness
3 credit(s);
Instructor: Umbreit, Mark S
Description: This course will examine the impact of forgiveness on the process of inter-personal and intra-personal healing, as well as healing of conflict and trauma at the intergroup level. Forgiveness and healing will be examined in the context of intense interpersonal and intrapersonal conflicts in multiple health care and social work settings, including in families, between physicians and nurses, between patients/clients and nurses/social workers, within communities, among friends, between co-workers, or within ourselves. This course is designed to provide a basic understanding of the central elements of forgiveness and healing in the context of multiple health care and social work settings. The concepts of forgiveness and healing will be examined from multiple spiritual and secular traditions. The underlying philosophical elements of forgiveness and healing will be critically assessed and beliefs and rituals from numerous indigenous and European traditions will be presented and examined. The focus will be upon gaining a more grounded understanding of the process of forgiveness and its potential impact upon emotional and relational healing. The concepts of forgiveness and healing will be addressed in a very broad and inclusive manner, with no assumptions made related to their specific cultural context or meaning. Empirical studies that have examined the impact of forgiveness upon emotional and physical healing will be reviewed.

CSpH 5226 Advanced Meditation: Body, Brain, Mind, and Universe
1 credit(s);
Instructor: Storlie, Erik Fraser
Description: Students will work to integrate meditation practice into daily life, cultivating awareness of the fundamental oneness of body, brain, mind, and universe. Attention will be given to mind-body interactions in health, the "hard problem" of consciousness in brain science, and the emergence of compassion, wisdom, and healing in non-discursive awareness.

CSpH 5226 Advanced Meditation: Body, Brain, Mind, and Universe
1 credit(s);
Instructor: Kreitzer, Mary Jo
Description: Student may contact the instructor or department for information.

CSpH 5311 Introduction to Traditional Chinese Medicine
A-F only, 2 credit(s);
Instructor: Hafer, Christopher
Description: Student may contact the instructor or department for information.

CSpH 5431 Functional Nutrition: An Expanded View of Nutrition, Chronic Disease, and Optimal Health
2 credit(s);
Instructor: Denton, Carolyn Ward
Description: This course will present a novel approach to the principles of nutrition as they relate to optimal health and the prevention, control or intervention in a disease process. This is a model of nutrition application that complements and expands beyond normal growth and development, an approach that attempts to reduce chronic disease by looking for underlying factors or triggers of disease. This model of nutrition considers system dysfunction a pre-disease state and looks for ways to apply nutrition and restore function. The purpose of the course is to provide an overview of this novel application of nutrition. The course will emphasize the importance of nutrition as a component of self-care.
Grading: 25% final exam, 40% reports/papers, 10% in-class presentation, 25% other evaluation. Self assessment and written nutritional intervention

CSpH 5511 Interdisciplinary Palliative Care: An Experiential Course in a Community Setting
2 credit(s);
Instructor: STAFF
Description: Multidisciplinary teams of course participants will partner with interdisciplinary community hospice teams. They will participate in the delivery of care to patients in a variety of settings. This course will also include a series of seminars, employing self-analysis and case studies to further the participants' appreciation of and expertise in palliative care.

CSpH 5521 Therapeutic Landscapes
3 credit(s);
Instructor: Larson, Jean Marie
Description: This course is to help students build a theoretical foundation for healing environments and their application to Complementary Alternative Medicine (CAM). This course is offered only through the Center for Spirituality and Healing but carries a wide interdisciplinary application into the departments of horticulture, landscape architecture, architecture, interior design, therapeutic recreation, and the health sciences.
Style: 50% Lecture, 25% Discussion. small group work
Grading: 25% mid exam, 50% reports/papers, 25% in-class presentation.
CSpH 5535 Reiki Healing
S-N only, 1 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Students will learn the history, principles, precepts, and practical application of Reiki energy healing. Alternative energy healing modalities and current research findings will be discussed. Following activation of the Reiki energy, participants will learn the hand positions used to perform a treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings.

CSpH 5536 Advanced Reiki Healing: Level II
S-N only, 1 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Students will learn advanced principles and application of Reiki energy healing. The four levels of healing will be further explored, with emphasis on healing at the spiritual level. Following activation of the Reiki energy, participants will learn the energy symbols that allow for energy transfer through space and time. Students will learn to use second level Reiki energy for both distance healing and the standard Reiki treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings. Current literature and research findings will also be discussed.

CSpH 5555 Introduction to Body and Movement-based Therapies
2 credit(s);
Instructor: Nordstrom-Loeb, Barbara E
Description: This course will cover the basic theories and approaches of selected Somatic Therapies, including dance, movement and body-based therapies. It will include 1) historic and theoretical perspectives on the use of movement, dance and somatic re-patterning, 2) demonstrations of specific techniques, and 3) application of techniques to specific populations and settings. The experiential part of the course will include individual, partner and group exercises intended to embody and deepen the topics covered in the class.

CSpH 5631 Healing Imagery I
2 credit(s);
Instructor: Heiderscheit PhD, Annie Lynne
Description: Student may contact the instructor or department for information.

CSpH 5641 Animals in Health Care: The Healing Dimensions of Human/Animal Relationships
3 credit(s);
Instructor: Larson, Jean Marie
Description: Student may contact the instructor or department for information.

CSpH 5702 Fundamentals of Health Coaching II
A-F only, 4 credit(s);
Instructor: Lawson MD, Karen Lynn
Description: Please contact department or instructor for further information. There will be a $300 course fee associated with this course.

CSpH 5705 Health Coaching Professional Internship
S-N only, 2 credit(s);
Instructor: Lawson MD, Karen Lynn
Description: Student may contact the instructor or department for information.

CSpH 8101 Critiquing and Synthesizing Complementary and Alternative Healing Practices (CAHP) Research
2 credit(s);
Instructor: Duckett, Laura J
Description: Student may contact the instructor or department for information.

CSpH 8191 Independent Study in Complementary Therapies and Healing Practices
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Cameron PhD, Miriam Elaine
Description: Student may contact the instructor or department for information.
1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Ringdahl, Deborah Rene  
Description: Student may contact the instructor or department for information.

CSpH 8191 Independent Study in Complementary Therapies and Healing Practices  
1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Larson, Jean Marie  
Description: Student may contact the instructor or department for information.

### Chemical Engineering 151 Amundson Hall

**ChEn 3006 Mass Transport and Separation Processes**  
A-F only, 4 credit(s);  
Instructor: Zasadzinski, Joseph Anthony  
Description: Student may contact the instructor or department for information.

**ChEn 3041 Industrial Assignment I**  
A-F only, 2 credit(s); ChEn upper Div, completion of required courses in ChEn prog through fall sem of 3rd yr, GPA of at least 2.80, registered in co-op prog Credit will not be granted if credit has been received for: MATS 3041;  
Instructor: Shores, David A  
Description: Student may contact the instructor or department for information.

**ChEn 3045 Chemical Engineering Industrial Internship**  
A-F only, 1 credit(s), max credits 2;  
Instructor: Shores, David A  
Description: Student may contact the instructor or department for information.

**ChEn 3102 Reaction Kinetics and Reactor Engineering**  
A-F only, 4 credit(s);  
Instructor: Bhan, Aditya  
Description: Student may contact the instructor or department for information.

**ChEn 3201 Numerical methods in ChEn applications**  
A-F only, 3 credit(s);  
Instructor: Dorfman, Kevin  
Description: Student may contact the instructor or department for information.

**ChEn 3201 Numerical methods in ChEn applications**  
A-F only, 3 credit(s);  
Instructor: Dorfman, Kevin  
Description: Student may contact the instructor or department for information.

**ChEn 3401W Junior Chemical Engineering Lab**  
A-F only, 2 credit(s); Meets CLE req of Writing Intensive  
Instructor: Caretta, Raul Alberto  
Description: Student may contact the instructor or department for information.

**ChEn 3401W Junior Chemical Engineering Lab**  
A-F only, 2 credit(s); Meets CLE req of Writing Intensive  
Instructor: Caretta, Raul Alberto  
Description: Student may contact the instructor or department for information.

**ChEn 4041 Industrial Assignment II**  
A-F only, 2 credit(s); 3041, completion of required courses in ChEn prog through fall sem of 4th year, GPA of at least 2.80, registration in co-op prog Credit will not be granted if credit has been received for: MATS 4041;  
Instructor: Shores, David A  
Description: Student may contact the instructor or department for information.
ChEn 4214 Polymers  
A-F only, 3 credit(s);  
Instructor: Lodge, Timothy P  
Description: Student may contact the instructor or department for information.

ChEn 4223W Polymer Laboratory  
2 credit(s); 4214 or CHEM 4214 or CHEM 4221 or MATS 4214 or instr consent Credit will not be granted if credit has been received for: CHEM 4223W; Meets CLE req of Writing Intensive  
Instructor: Taton, T. Andrew  
Description: Student may contact the instructor or department for information.

ChEn 4502W Chemical Engineering Process Design II  
A-F only, 2 credit(s); Meets CLE req of Writing Intensive  
Instructor: McCormick, Alon Victor  
Description: Student may contact the instructor or department for information.

ChEn 4593 Directed study  
OPT No Aud, 1-4 credit(s), max credits 6, 3 completions allowed;  
Instructor: STAFF  
Description: Directed study under faculty supervision. Student must meet with faculty supervisor before registering to get permission to pursue directed study, arrange study project, grading option, number of credits, and final report requirements.

ChEn 4594 Directed Research  
OPT No Aud, 1-4 credit(s), max credits 6, 3 completions allowed;  
Instructor: STAFF  
Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to get permission to pursue directed research, arrange research project, number of credits, grading option, and final report requirements.

ChEn 4702 Advanced Undergraduate Rheology  
A-F only, 2 credit(s);  
Instructor: Macosko, Chris  
Description: Student may contact the instructor or department for information.

ChEn 4708 Advanced Undergraduate Chemical Rate Processes: Analysis of Chemical Reactors  
A-F only, 3 credit(s);  
Instructor: Tsapatsis, Michael  
Description: Student may contact the instructor or department for information.

ChEn 5531 Electrochemical Engineering and Renewable Energy  
A-F only, 3 credit(s); [MATS 3011 or instr consent], [upper div CSE or grad student] Credit will not be granted if credit has been received for: MATS 5531;  
Instructor: Smyrl, William H  
Description: Student may contact the instructor or department for information.

ChEn 5595 Special Topics  
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

ChEn 5751 Biochemical Engineering  
A-F only, 3 credit(s);  
Instructor: Hu, Wei-Shou  
Description: Chemical engineering principles applied to analysis/design of complex cellular/enzyme processes. Quantitative framework for design of cells for production of proteins, synthesis of antibodies with mammalian cells, or degradation of toxic compounds in contaminated soil.  
Style: 90% Lecture, 10% Discussion.  
Grading: 30% final exam, 15% special projects, 25% problem solving, 30% other evaluation. hour exams (2)
Exam Format: problem solving

ChEn 5753 Biological Transport Processes
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; 3005 or 4005 or equiv
Credit will not be granted if credit has been received for: ME 5381;
Instructor: Barocas, Victor Howard
Description: Student may contact the instructor or department for information.

ChEn 8101 Fluid Mechanics I: Change, Deformation, Equations of Flow
A-F only, 3 credit(s);
Instructor: Kumar, Satish
Description: Student may contact the instructor or department for information.

ChEn 8102 Principles and Applications of Rheology
A-F only, 2 credit(s);
Instructor: Macosko, Chris
Description: Student may contact the instructor or department for information.

ChEn 8112 Rheology Laboratory Project
A-F only, 1 credit(s);
Instructor: Macosko, Chris
Description: Student may contact the instructor or department for information.

ChEn 8501 Chemical Rate Processes: Analysis of Chemical Reactors
A-F only, 3 credit(s);
Instructor: Tsapatsis, Michael
Description: Student may contact the instructor or department for information.

ChEn 8901 Seminar
S-N only, 1 credit(s), max credits 9, 9 completions allowed;
Instructor: Kaznessis, Yiannis
Description: Student may contact the instructor or department for information.

ChEn 8993 Directed Study
1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Kaznessis, Yiannis
Description: Student may contact the instructor or department for information.

ChEn 8994 Directed Research
1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Kaznessis, Yiannis
Description: Student may contact the instructor or department for information.

Chemical Physics 139 Smith Hall

ChPh 8601 Seminar: Modern Problems in Chemical Physics
S-N only, 1 credit(s), max credits 2;
Instructor: Siepmann, Ilja
Description: Student may contact the instructor or department for information.

Chemistry 139 Smith Hall

Chem 1015 Introductory Chemistry: Lecture
3 credit(s);
Instructor: STAFF
Description: Chem 1015 is an undergraduate introductory chemistry course. It may meet a chemistry or science requirement or it may serve as a bridge between high school chemistry and Chem 1021. This course provides a broad survey of chemistry, including an
introduction to organic chemistry. Additional topics include matter and energy; measurements in chemistry; ionic and molecular compounds; chemical reactions and chemical equilibrium; gases, liquids, solids, and solutions; acids and bases; and nuclear chemistry.

**Style:** 100% Lecture.

**Grading:** 5% problem solving, 95% three mid-term exams and a final exam

**Chem 1017 Introductory Chemistry: Laboratory**

A-F only, 1 credit(s);

**Instructor:** STAFF

**Description:** Registration by department permission only. See staff in 115 Smith Hall or call 612-624-0026. CHEM 1017 is identical to the lab for CHEM 1011, but students do not attend any lecture or take any exams. Intended only for students who have taken the lecture-only course CHEM 1015, and later determine that taking the lab is now required.

**Style:** 100% Laboratory.

**Chem 1021 Chemical Principles I**

4 credit(s); Grade of at least C-in [1011 or 1015] or passing placement exam; intended for science or engineering majors

**Note:** Students who have previously received a grade of C- or better and wish to repeat this course should not register for it during the registration queue. If they do they may have their registration canceled. They will be allowed to register on a space available basis, during open enrollment. Credit will not be granted if credit has been received for: CHEM 1031H; Meets CLE req of Physical Sciences

**Instructor:** STAFF

**Description:** Chem 1021 and Chem 1022 are introductory undergraduate chemistry courses with lab. Lectures include chemical demonstrations. Together these two courses prepare students for majors in science, engineering, and the health sciences. Topics include atoms, molecules, and ions; types of chemical reactions and chemical stoichiometry; thermochemistry; atomic structure and the periodic table; ionic and covalent bonding; molecular shapes; an introduction to organic chemistry and polymers; the nature of gases, liquids and solids.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 20% laboratory evaluation, 80% other evaluation. Mid-term exams, final exam, problem sets

**Chem 1022 Chemical Principles II**

4 credit(s); Grade of at least C-in 1021 or equiv

**Note:** Students who have previously received a grade of C- or better and wish to repeat this course should not register for it during the registration queue. If they do they may have their registration canceled. They will be allowed to register on a space available basis, during open enrollment. Credit will not be granted if credit has been received for: CHEM 1032H; Meets CLE req of Physical Sciences

**Instructor:** STAFF

**Description:** Chem 1022 is an introductory undergraduate chemistry course with lab. Together, Chem 1021 and Chem 1022 prepare students for majors in science, engineering, and the health sciences. Lectures include chemical demonstrations. Major topics are properties of solutions; chemical kinetics, the study of the rates and mechanisms of chemical reactions; chemical equilibrium in the gas phase; equilibria in aqueous solutions, including acid-base equilibria; entropy and free energy; electrochemistry; transition metals and coordination chemistry; and selected topics. Environmental issues related to course topics are an integral part of this course. For example, the discovery of the depletion of the stratospheric ozone layer by chlorofluorocarbons (CFCs) is an important application of chemical kinetics.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 20% laboratory evaluation, 80% other evaluation. Mid-term exams, final exam, problem sets

**Chem 1032H Honors Chemistry II**

A-F only, 4 credit(s); [1031H or equiv], honors student and permission of University Honors Program

**Credit will not be granted if credit has been received for:** CHEM 1022; Meets CLE req of Physical Sciences

**Instructor:** Stein, Andreas

**Description:** Student may contact the instructor or department for information.

**Chem 1905 Freshman Seminar**

A-F only, 2 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Haynes, Christy L

**Description:** This seminar will be devoted to reading and discussing dystopian novels, including the work of Margaret Atwood, Aldous Huxley, Ayn Rand, and Kurt Vonnegut and considering the role of science and technology in the depicted dystopian schemes. Course assignments will include literary analysis, group presentations, and fiction writing. A wide variety of viewpoints, including both scientists and non-scientists, enrich the content of this course.
Chem 1905 Freshman Seminar
A-F only, 2 credit(s), max credits 3, 1 completion allowed;
Instructor: Penn, Lee
Description: This seminar will be devoted to NANO! Nanotechnology is frequently encountered in products (e.g., in socks), technology (e.g., computer components), and even in the environment (both natural and synthetic nanomaterials). We will use the recent scientific literature to learn about nanotechnology and how scientists characterize nano-sized objects (e.g., using electron microscopy). We will learn some of the basic science and consider the ethics of introducing new products with nano-ingredients or components. Classes will include field trips, guest lectures, movies, and more.

Chem 1905 Freshman Seminar
A-F only, 2 credit(s), max credits 3, 1 completion allowed;
Instructor: Reineke PhD, Theresa Marie
Description: Student may contact the instructor or department for information.

Chem 1910W Freshman Seminar: Writing Intensive
A-F only, 2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Leopold, Doreen Geller
Description: Student may contact the instructor or department for information.

Chem 2094 Directed Research
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 2121 Process Analytical Chemistry
A-F only, 3 credit(s);
Instructor: Healy, Andrew T
Description: Student may contact the instructor or department for information.

Chem 2231 Organic Chemistry II
A-F only, 4 credit(s); Meets CLE req of Physical Sciences
Instructor: Muthyala, Rajeev S.
Description: Student may contact the instructor or department for information.

Chem 2301 Organic Chemistry I
3 credit(s);
Instructor: STAFF
Description: Important classes of organic compounds, their constitutions, configurations, conformations, and reactions. Relationships between molecular structure and chemical reactivity/properties. Spectroscopic characterization of organic molecules.
Style: 100% Lecture.
Grading: 100% other evaluation. 4 Midterm Exams and a Final Exam
Exam Format: Mix of multiple choice and written exams

Chem 2302 Organic Chemistry II
3 credit(s);
Instructor: STAFF
Description: Reactions, synthesis, and spectroscopic characterization of organic compounds, organic polymers, and biologically important classes of organic compounds such as lipids, carbohydrates, amino acids, peptides, proteins, and nucleic acids.
Style: 100% Lecture.
Grading: 100% other evaluation. 4 Mid-Term Exams and a Final Exam
Exam Format: Mix of multiple choice and written questions

Chem 2311 Organic Lab
4 credit(s);
Instructor: Wissinger, Jane E.
Description: Student may contact the instructor or department for information.
Chem 2333 General Chemistry II
A-F only, 4 credit(s);
Instructor: Prat-Resina, Xavier
Description: Student may contact the instructor or department for information.

Chem 2920 Special Topics In Chemistry
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 2920H Special Topics In Chemistry
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 4021 Computational Chemistry
3 credit(s);
Instructor: Cramer, Christopher J
Style: 30% Lecture, 25% Discussion, 15% Laboratory, 15% Small Group Activities, 10% Demonstration, 5% Field Trips. see class outline on website
Grading: see course syllabus on website
Exam Format: see course syllabus on website

Chem 4066 Chemistry of Industry
3 credit(s);
Instructor: Kapsner, Timothy Roland
Description: Student may contact the instructor or department for information.

Chem 4094V Directed Research
1-5 credit(s), max credits 75, 15 completions allowed; Meets CLE req of Writing Intensive
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 4094W Directed Research
1-5 credit(s), max credits 75, 15 completions allowed; Meets CLE req of Writing Intensive
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 4111W Modern Instrumental Methods of Chemical Analysis Lab
Chem 4214 Polymers
A-F only, 2 credit(s); Meets CLE req of Writing Intensive
Instructor: Arriaga, Edgar
Description: Student may contact the instructor or department for information.

Chem 4223W Polymer Laboratory
2 credit(s); 4221 or 4214 or CHEN 4214 or MATS 4214 or instr consent Credit will not be granted if credit has been received for:
MATS 4223W; Meets CLE req of Writing Intensive
Instructor: Taton, T. Andrew
Description: Student may contact the instructor or department for information.

Chem 4311W Advanced Organic Chemistry Lab
2 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Reactions, techniques and instrumental methods used in modern synthetic organic chemistry.
Style: 10% Lecture, 90% Laboratory.
Grading: 100% laboratory evaluation.

Chem 4322 Advanced Organic Chemistry
3 credit(s);
Instructor: Harned, Andrew Michael
Description: Student may contact the instructor or department for information.

Chem 4352 Physical Organic Chemistry
3 credit(s);
Instructor: Kass, Steven R
Description: Student may contact the instructor or department for information.

Chem 4412 Chemical Biology of Enzymes
3 credit(s);
Instructor: Gao, Jiali
Description: Student may contact the instructor or department for information.

Chem 4501 Introduction to Thermodynamics, Kinetics, and Statistical Mechanics
A-F only, 3 credit(s);
Instructor: Gao, Jiali
Description: Student may contact the instructor or department for information.

Chem 4502 Introduction to Quantum Mechanics and Spectroscopy
A-F only, 3 credit(s);
Instructor: Gagliardi, Laura
Description: Student may contact the instructor or department for information.

Chem 4601 Green Chemistry
3 credit(s); Meets CLE req of Environment
Instructor: Tolman, William B
Description: Sustainability is a central tenet for the future generations. As a society we need to understand how to ?meet human needs while preserving the earth?s life support systems? (1) and implementation of this ?create without destroying? philosophy has reached paramount importance in national and global planning. In the field of chemistry this transformation is occurring at a rapid pace and these new environmentally-friendly practices come under the general heading of ?Green Chemistry?. Green chemistry has been defined as ?the utilization of a set of principles that reduces or eliminates the use or generation of hazardous substances in the design, manufacture and application of chemical products.? (2) After discussing this and other definitions, we will survey key aspects of green chemistry in modern research and development both in academia and industry. Throughout, we will emphasize relevant implications for the environment, technology, and public policy. Case studies will be used to illustrate the use of alternative feedstocks, reagents, and
reaction media, recent developments in environmentally benign catalysis and synthetic methods, and broader considerations of energy utilization, government regulation, societal impact and norms, and the impacts on biogeochemical processes. Important contemporary issues include biodiesel/ethanol production and use, CO2 generation and carbon footprint, the depletion of the ozone layer, and the use of fossil fuels vs. renewables. In addition to the assigned textbooks, source material will include primary literature. (1) There are many definitions of sustainability and sustainable development. For a recent and pertinent discussion, see: Holdren, J. P., Science and technology for sustainable well being, Science 2008, 319, 424-434. (2) Green Chemistry: Theory and Practice (P.T. Anastas and J.C. Warner, Oxford University Press, 1998, p. 11.

**Style:** 50% Lecture, 20% Discussion, 10% Small Group Activities, 5% Student Presentation, 15% Guest Speakers.

**Chem 4701 Inorganic Chemistry**
3 credit(s);
Instructor: STAFF
**Description:** Introduction to inorganic chemistry at an advanced level. Periodic trends. Structure and bonding concepts in compounds where s and p electrons are important. Descriptive chemistry of solids and transition metal compounds. Emphasis on transition metal chemistry. Advanced topics in main group and materials chemistry.
**Style:** 100% Lecture.
**Grading:** 60% mid exam, 25% final exam, 15% quizzes.
Chem 8066 Professional Conduct of Chemical Research
S-N only, 1 credit(s);
Instructor: Truhlar, Donald G
Description: Student may contact the instructor or department for information.

Chem 8081 M.S. Plan B Project I
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Thao, Nancy
Description: Student may contact the instructor or department for information.

Chem 8082 M.S. Plan B Project II
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Thao, Nancy
Description: Student may contact the instructor or department for information.

Chem 8151 Analytical Separations and Chemical Equilibria
4 credit(s);
Instructor: Carr, Peter William
Description: Student may contact the instructor or department for information.

Chem 8155 Advanced Electroanalytical Chemistry
4 credit(s);
Instructor: Buhlmann, Phil
Description: The goal of this course is to familiarize students with electroanalytical techniques and their physicochemical background, such as the thermodynamics and kinetics of electron and ion transfer, the electric double layer, and mass transfer by diffusion and migration. Electrochemical methods that are presented in detail include ion-selective potentiometry, chronoamperometry, chronocoulometry, cyclic voltammetry, pulse voltammetry, ion-transfer voltammetry, and impedence spectroscopy, as well as some of their applications in bioelectroanalysis. Instrumentation that is discussed includes rotating disk electrodes, microelectrodes, chemically modified electrodes, scanning electrochemical microscopy (SECM), EC-STM, and the quartz crystal microbalance.
Style: 100% Lecture.
Grading: 45% mid exam, 35% final exam, 15% written homework, 5% other evaluation.

Chem 8211 Physical Polymer Chemistry
4 credit(s); Undergrad physical chem course Credit will not be granted if credit has been received for: MATS 8211;
Instructor: Morse, David Clark
Description: Student may contact the instructor or department for information.

Chem 8322 Advanced Organic Chemistry
4 credit(s);
Instructor: Harned, Andrew Michael
Description: Student may contact the instructor or department for information.

Chem 8352 Physical Organic Chemistry
4 credit(s);
Instructor: Kass, Steven R
Description: Student may contact the instructor or department for information.

Chem 8412 Chemical Biology of Enzymes
4 credit(s);
Instructor: Gao, Jiali
Description: Student may contact the instructor or department for information.

Chem 8552 Quantum Mechanics II
4 credit(s);
Instructor: Gagliardi, Laura
Description: Second Quantization Spin in Second Quantization The genealogical coupling scheme; density matrices Orbital Rotations Exact and Approximate Wave Functions the exact wave function; the variational principle; size-extensivity Atomic Basis Functions Gaussian Basis Functions Short-Range Interactions and Orbital Expansions: the Coulomb hole; the Coulomb cusp; approximate
Chem 8562 Thermodynamics, Statistical Mechanics, and Reaction Dynamics II
4 credit(s);
Instructor: Siepmann, Ilja
Description: Student may contact the instructor or department for information.

Chem 8580 Special Topics in Physical Chemistry
2 credit(s), max credits 4, 1 completion allowed;
Instructor: Siepmann, Ilja
Description: Student may contact the instructor or department for information.

Chem 8601 Seminar: Modern Problems in Chemistry
S-N only, 1 credit(s);
Instructor: Lu, Connie C
Description: Student may contact the instructor or department for information.

Chem 8602 Seminar Presentation: Modern Problems in Chemistry
A-F only, 1 credit(s);
Instructor: Lu, Connie C
Description: Student may contact the instructor or department for information.

Chem 8725 Organometallic Chemistry
4 credit(s);
Instructor: Ellis, John Emmett
Description: Student may contact the instructor or department for information.

Chem 8735 Bioinorganic Chemistry
4 credit(s);
Instructor: Que Jr, Lawrence
Description: Student may contact the instructor or department for information.

Chicano Studies

Chic 1112 Introduction to Chicana/o Studies: Critical Paradigms
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Nelson Herrera, Toni Marie
Description: Intro to Chicana Studies: "What is Chicana Studies and why do we propose to study it?" is the question that forms the basis of this course. What are the social, political, and cultural forces that brought Chicana studies into existence? We'll examine the historical development of the field and ask where does it stand today? With an interdisciplinary perspective we'll draw on History, Anthropology, Art, Literature, Political Economy, Film and more- to see what kinds of theoretical innovations scholars in the field made. What is the dynamic relationship between theory and practice that the field always calls into question? What does it mean to be Chicana in terms of questions of identity? From critiques of the media, to the insights offered by the Zapatistas, from the acclaimed contributions of Chicana scholars in the fields of gender/sexuality, we will examine, critique and imagine the future of Chicana Studies.

Chic 1201 Racial Formation and Transformation in the United States
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Onishi, Yuichiro
Description: Grading basis/credits: 3 credit(s) Description: What does it take to discuss race seriously? An exploration of this question demands a counter-narrative, for our contemporary moment is such that a growing public opinion (1) casts America as a "raceless" nation, (2) interprets antiracism as "reverse racism," and (3) embraces "diversity" to maintain the racial status quo. Talking about race is not easy to be sure; it engenders a host of unsettling emotions ranging from guilt and shame to anger. Yet not talking about race as a social fact in American life and culture forecloses possibilities to understand how racial differences are constructed through domination over time and ultimately to reach across myriad boundaries of social difference to strive toward a shared sense of community and belonging. Together, we will participate in racial struggles, albeit at times painful and challenging, to address and
grapple with ethico-political imperatives to pursue social justice and make the notion of diversity anew. Class Time: 40% Lecture, 40% Discussion, 20% Small Group Activities. Work Load: 80-100 pages reading per week, 18 pages writing per term, 1 exams. Grade: 80% written homework, 20% class participation.

Chic 1275 Service Learning in the Chicano/Latino Community

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 3275; Meets CLE req of Civic Life and Ethics

Instructor: Ganley, Kathleen Marie

Description: This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for Latino students. It is also based on the idea that students who fail to learn in our schools and fail to graduate are our responsibility. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino youth. Over the course of the semester, you will provide 36 hours of tutoring and mentoring in culturally grounded programs. You will analyze the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change. Students will also use what they learn in this course to affect legislative change. This course meets the Liberal Education Requirements in Civic Life and Ethics (theme).

Style: 20% Lecture, 40% Discussion. presentations, Web-CT

Grading: 20% reports/papers, 10% in-class presentation, 10% class participation, 10% problem solving, 50% other evaluation. tutoring at community site

Chic 3213 Chicano Music and Art

A-F only, 3 credit(s);

Instructor: Rodriguez, Reina C

Description: CHIC 3213 - Chicano Music and Art This course is a survey of diverse forms of cultural expression in Mexican American music/art. History of various types of artistic production and musical forms in their regional specificity. Social/economic implications of several genres, styles, and traditions. Music and art, as cultural expressions, actively shape Chicana/Chicano identity in the United States. Corridos, hip-hop, murals and graffiti art in the Chicana/Chicano community have challenged hegemonic notions of identities both for Chicanas/Chicanos and larger society. Chicana/Chicano music and art has served as a way to document and ?translate? experiences that have historically been ignored. Often mainstream media creates one dimensional understandings of Chicana/Chicano identity that lead to discrimination and racism. This course will focus on how Chicana/Chicanos negotiate their identity (gender, cultural, sexual, and ethnic) through music and art and how this reflects their political, social and community activism. By centering Chicana/Chicano music and art, students will be able to grapple with the various dynamics including, racism, poverty, sexism and homophobia that exist within the U.S. barriers and beyond.

Chic 3223 Chicana/o and Latina/o Representation in Film

3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US

Instructor: Nelson Herrera, Toni Marie

Description: Chicano/Latino film will be studied as a form of cultural representation and insider communication. Film, like most art forms, inevitably involves meditations on personal and national identity. American film is particularly distinguished for its racialized construction of America and Americans. This course is designed so that students will come to realize the importance of analyzing films as texts that illuminate deeply held beliefs around race, class, ethnicity, gender and national origin. We will examine the enduring stereotypes of Latinas/os that appear in mainstream media productions, (primarily film focused on Mexican Americans and Puerto Ricans). We will also explore attempts by Latina/o filmmakers to subvert these images and present more complex characters and a multi-focal understanding of Chican/o/Latino history, experience and culture. Students will learn the basics of film theory and criticism, an overview of cinematic history, and the socio-historical context for analyzing each film so that they can better understand the politics of representation. Class Time: 25% Lecture, 60% Discussion, 15% Student Presentation. Work Load: Approximately 50 pages reading per week, 15-20 pages writing per term, 1 exam, film reviews, 2 papers, 1 presentation, quizzes.

Chic 3275 Service Learning in the Chicano/Latino Community

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1275; Meets CLE req of Civic Life and Ethics

Instructor: Ganley, Kathleen Marie

Description: This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for Latino students. It is also based on the idea that students who fail to learn in our schools and fail to graduate are our responsibility. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino youth. Over the course of the semester, you will provide 36 hours of tutoring and mentoring in culturally grounded programs. You will analyze the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change. Students will also use what they learn in this course to affect legislative change. This course meets the Liberal Education Requirements in Civic Life and Ethics (theme).

Style: 20% Lecture, 40% Discussion. presentations, Web-CT

Grading: 20% reports/papers, 10% in-class presentation, 10% class participation, 10% problem solving, 50% other evaluation. tutoring at community site
Youth. Over the course of the semester, you will provide 36 hours of tutoring and mentoring in culturally grounded programs. You will analyze the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change. Students will also use what they learn in this course to affect legislative change. This course meets the Liberal Education Requirements in Civic Life and Ethics (theme).

**Style:** 20% Lecture, 40% Discussion, presentations, Web-CT

**Grading:** 20% reports/papers, 10% in-class presentation, 10% class participation, 10% problem solving, 50% other evaluation. Tutoring at community site

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**Chic 3352 Transnational Chicana/o Theory: Global Views/Borderland Spaces**

3 credit(s);

**Instructor:** STAFF

**Description:** CHIC 3352: Transnational Chicana/o Theory: Global Views/Borderland Spaces ?The U.S.-Mexican border es una herida abierta (is an open wound) where the Third World grates against the first and bleeds. And before a scab forms it hemorrhages again, the lifeblood of two worlds merging to form a third country? a border culture.? --Gloria Anzaldua, Borderlands/La Frontera The words of scholar activist Gloria Anzaldua underscore the long history of cultural clashes, political inequality, economic competition, and social struggle in the U.S.-Mexico borderlands. Blurring the line between American, Chicano and Latin American Studies, we will take Anzaldua?s observations as a starting point to explore the conflict-ridden and violent historical development of the U.S.-Mexico border, the related political and economic dynamics of ?transnationalism? and the cultural and social expressions exerted by people living in the ?borderlands.? By exploring issues such as conquest, racial violence, immigration, border policing, and the exchange of everything from culture to contraband, students examine how people and communities sought to create notions of belonging in their rapidly changing position between the first and third world. Such solutions included hybrid cultural expressions, cross-border community formation, ethno-racial politics, and transnational identities. Students will explore the themes in three segments: 1) The Border as a Literal Site of National Division and Power, 2) The Borderlands as a Hybrid Figurative State-of-being, and 3) Border Communities, Identities and Struggles. By employing an interdisciplinary approach including history, folklore, literary studies, ethnography, and policy analysis we will seek to identify the many ways ?borders? and ?borderlands? have been conceived to engage significant debates about the U.S.-Mexico border and the transnational world we now live in.

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**Chic 3374 Migrant Farmworkers in the United States: Families, Work, and Advocacy**

3 credit(s); Meets CLE req of Civic Life and Ethics

**Instructor:** Sass Zaragoza, Lisa

**Description:** This course examines the historical, legal and political forces which impact farmworkers lives and farmworker movements. We will study the interplay of ethnicity, class and gender as they pertain to social and economic marginalization of migrant workers. We examine the larger community response, both in support of and against, organized farmworker groups and the role and power of the consumer in today's agricultural system. This course provides a solid foundation for students who wish to apply for summer positions with migrant farmworker organizations or agencies. Upper division undergraduates and graduate students. Fulfills Civic Life and Ethics requirements.

**Style:** 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.

**Exam Format:** multiple choice and short answer

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**Chic 3446 Chicana/o History II: WWII, El Movimiento, and the New Millennium**

3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives

**Instructor:** Patino Jr, Jimmy Charles

**Description:** This course will explore the history of Mexican-origin peoples in the United States (Chicanas/os) from World War II to the Present. The time span of the course offers the opportunity to investigate key developments within U.S. history that have directly shaped our present societal context, focusing on increasing global interconnectedness and the intensification of ethnic and racial diversity. Historical study of the Chicana/o population provides insight into these issues through their struggles with transnational migration and citizenship status, legal and de facto racial segregation, and shifting cultural identities. Emerging from the perils of the Great Depression, the course begins with an analysis of U.S. society in World War II and its contradictory effects on Chicanas/os and other people of color through its rhetoric of ?Americans all? within the backdrop of legal segregation practices. Chicana/o communities came out of the War with both optimism and distressing questions about their place in U.S. society within an emerging context of fear and anxiety in the Cold War. Further contradictions emerged as grassroots Chicana/o activists and students battled segregation, work exploitation and immigration raids as U.S. officials called on its residents to prove their loyalty in the global showdown with a former ally, the Soviet Union. As some Mexican-American organizations heeded the call to prove their loyalty as ?true blue Americans? others continued to challenge the cultural and political limits of narrow definitions of American identity and political participation. In relation to global conflicts, the Civil Rights Movement, and the Black Liberation Struggle, the ?Chicano Movement? emerged in the 1960s to challenge the dictates of segregation and assimilation through a call for ethnic unity. Continued migration alongside mass deportations again surfaced in the 1970s and 80s creating a volatile structural context in which the Chicana/o population continued a divergent struggle for civil and human rights. The course will explore the complex experiences of Chicana/o History from the 1940s through the 1980s to comment on the continued significance of de facto practices of segregation, continued deportation-oriented policies on...
immigration that concentrate efforts at the U.S.-Mexico border, and the sustained struggle for inclusion at the end of the 20th century into the New Millennium. Fulfills: Liberal Education Core Requirement of Historical Perspectives Fulfills: Liberal Education Designated Themes Requirement of Diversity and Social Justice in the United States

Chic 3452 Xicana/Indigena Studies: History, Culture, and Politics
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Xochimeh, Tlahtoki
Description: Why do many Chicanas/os self-identify as Xicanas/os (indigenous Chicanas/os)? What is indigeneity? How do Chicana/o ideas of being indigenous to the North American continent reflect their conceptualizations of history, culture, and politics? In what ways have Chicana/o notions of being indigenous united them with other indigenous peoples—namely American Indians and indigenous Mexicans? This course answers these questions and more to introduce you to the emerging field of indigenous Chicana/o studies. Throughout the class, we will critically unpack the complex histories of Chicana/o peoples, examine indigenous Chicana/o cultures and ideologies, demonstrate the historical alliances among Chicana/o movements and American Indian movements, and identify the contemporary relevance of discussing these topics. We will employ a variety of sources to aid our analysis: guest lectures, movies, writings by indigenous Chicanas/os and American Indians, etc. After the semester, you will have a firm grasp of Xicana/o issues, in addition to a better understanding of how the course material relates to your daily life. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).
Style: 25% Lecture, 60% Discussion. films
Grading: 50% reports/papers, 20% class participation, 30% other evaluation. final paper

Chic 3507W Introduction to Chicana/o Literature
3 credit(s); Credit will not be granted if credit has been received for: ENGL 3507W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Covarrubias, Alexandra Mendoza
Description: Students will be introduced to a variety of genres within Chicana/o literature. Emphasis will be placed on the use and function of feminine archetypes within the canon of Chicana/o literature. Students will be exposed to a variety of texts and writing styles and will learn to identify the themes and aesthetics that characterize Chicana/o literature in its many forms as well as understand the significance of the counter-narratives that Chicana/o literature presents. We will approach the readings from an intersectional perspective; analyzing works for the ways in which they confront not only race, class, sexuality and gender issues, but issues of transnationalism and globalization as well.
Style: 25% Lecture, 60% Discussion, 15% Student Presentation.
Grading: 15% reports/papers, 20% quizzes, 15% journal, 30% reflection paper, 10% in-class presentation, 10% class participation.

Chic 3672 Chicana/o Experience in the Midwest
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Nelson Herrera, Toni Marie
Description: CHIC 3672 This course seeks to enhance student’s understanding of the lived experiences of people generally defined as ?Chicana/o? or ?Latina/o? and living in the Midwest, grounded in a firm understanding of individual and group identity. We will examine ways in which the geo-socio-political contexts combine to inform and formulate the personal experience and how the experience is expressed in cultural expressions (art, music and spoken word) as well as through political formations (groups, affiliations and organizations). We will look at the tensions and fusions that are created as various cultures, socioeconomic interest and value-systems collide. We will also examine the role this group has played in local community formations in urban and rural settings: in politics, workforce participation, labor organizing, neighborhood organizations, and civic participation. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).

Chic 3752 Chicanas and Chicanos in Contemporary Society
3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Xochimeh, Tlahtoki
Description: CHIC 3752 What does it mean to self-identify as a Chicana or Chico? What might the self-designation ?Chicana? or ?Chicano? indicate in the present moment? What are some current social and cultural issues affecting Chicana/o communities? In what ways might these contemporary issues reflect broader historical and political struggles for equity and social justice? This course answers these questions and more to introduce you to present-day issues pertaining to Chicana/o communities. In this class, we will critically unpack Chicana/o cultures and ideologies, demonstrate the historical significance of examining current situations impacting Chicana/o communities, and identify the contemporary relevance of discussing these topics. We will employ a variety of sources to aid our analysis: guest lectures, performances, movies, and writings by Chicanas/os. After the semester, you will have a firm grasp of many contemporary issues in Chicana/o communities. In addition, you will have a better understanding of how the course material relates to your daily life. (This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S.).
Style: 20% Lecture, 15% Film/Video, 45% Discussion, 20% Guest Speakers.
Grading: 30% reports/papers, 20% reflection paper, 20% class participation, 30% other evaluation.
Chic 3862 American Immigration History
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HIST 3862;
Instructor: Lee, Erika
Description: The idea that the United States is a "nation of immigrants" is one of the fundamental premises of American history and popular culture. Yet Americans have always had a complicated relationship to actual immigrants and refugees in our communities. This course will examine the comparative history of immigration to and immigrants in America. We will begin in the colonial era when servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who sought both refuge and economic opportunity. Immigration increased during the ?century of immigration? from 1830-1930 which witnessed the arrival of Europeans, Asians, and Latin Americans who worked in the country?s factories and farms and helped turn the United States into a global economic power. Since World War Two, new immigrants and refugees have arrived from Asia, Latin America, and Africa. They have come at a time of increasing immigration regulation, and more recently, during a time when Americans have engaged in a new and divisive debate over immigration. Following the historical outline of the course, we will examine both the experiences of immigrants in their homelands and in the United States and explore such topics as immigrant labor, families, immigration and gender, race, class, religion, and sexuality, immigration law, acculturation, changing American national identity, and the importance of immigration to the making of modern America. In comparing the past with the present, we will explicitly consider how America?s past experiences with immigration inform contemporary social conflicts over diversity and social justice. Reading assignments will include primary sources, autobiographies, and historical scholarship. We will also use the internet and films to complement lectures and class discussions. This course has been submitted to the University's LE committee and we anticipate approval for both Historical Perspectives and Diversity and Social Justice Liberal Education requirement themes beginning Spring 2012.
Style: 50% Lecture, 10% Film/Video, 30% Discussion.
Grading: 60% reports/papers, 20% special projects, 20% class participation.

Chic 3900 Topics in Chicano Studies
A-F only, 3 credit(s), max credits 6;
Instructor: STAFF
Description: CHIC 3900, Sec001 Gilberto Vasquez Leadership, community organizing and community empowerment This course examines approaches to leadership within the Latino community, with an emphasis on community organizing and empowerment of marginalized communities. The class also studies, from a historical and critical perspective, a number of movements centered on social and political transformation at a grass-roots level, in Latin America and locally. Examples will be drawn from Latin American history, both pre and post-Colombian, as well as from several organizing movements within the Chicano and Latino communities in the United States. CHIC 3900, Sec002 Yolanda Padilla The Mexican Revolution in the Greater Mexican Imagination The Mexican Revolution was one of a small number of monumental social, political, and cultural movements that shaped the twentieth century. While critics normally date the war between 1910-1920, it continues to be a key reference point for writers, artists, filmmakers, politicians, and cultural critics on both sides of the border into the present day. This raises a number of questions: why and how does the Revolution continue to resonate roughly 100 years after its end? What accounts for its power as a symbol, and what does it symbolize? How have the Revolution?s meanings evolved or been manipulated over time, and what do those changes tell us? How have Mexicans in the United States engaged the Revolution? How have the Revolution and its legacies influenced Mexican American understandings of their place north of the border? And how are concepts such as race, class, and gender constructed and deployed in representations of the war? To explore such questions, we will study a range of engagements with the war expressed in diverse cultural forms such as political manifestos, newspaper articles, historiographical treatments, novels, films, comic books, photography, and murals. The course is organized around key historical and cultural moments that sparked renewed interest in the Revolution as a means of understanding, promoting, and/or manipulating these newer contexts. Such moments include postrevolutionary Mexican nation-building, Mexican (im)migration to the United States, the Cuban Revolution and the Cold War, the Chicano Movement, La Noche de Tlatelolco, the signing of NAFTA, and the Chiapas rebellion. We will study the work of writers such as Mariano Azuela, Nellie Campobello, Leonor Villegas de Magnon, Juan Rufio, Carlos Fuentes, Americo Paredes, Jose Antonio Villareal, Rosario Castellanos, Elena Garro, Luis Valdez and El Teatro Campesino, Sandra Cisneros, and Montserrat Fontes. Visual artists may include Jose Guadalupe Posada, Diego Rivera, Jose Clemente Orozco, David Alfaro Siqueiros, and Lalo Alcaraz. Films may include Maria Candelaria, Viva Zapata, The Wild Bunch, and The Lost Reels of Pancho Villa.

Chic 3993 Directed Studies
1-9 credit(s), max credits 16, 16 completions allowed;
Instructor: Mendoza, Louis Gerard
Description: Student may contact the instructor or department for information.

Chic 4401 Chicana/Latina Cultural Studies
3 credit(s);
Instructor: Torres PhD, Eden E.
Description: One of the enduring legacies of the Chicano Movement is the mixture of art and politics. This course examines the
politically conscious cultural production (literature, music, art, theatre, etc.) of Chicanas and Latinas, much of it produced in the past thirty years. It surveys a representational sampling from various art forms, analyzing the work for not only its artistic sophistication, but also its sociopolitical meaning. What is the role of the artist in community revitalization, the creation of political ideology, or the defining of identity categories? How does historical and cultural context shape art, as well as our understanding of it? How does art both reflect and constitute culture? We will also contemplate the way in which art by women has affected the way we think about the Chicana/o-Latina/o experience. The intersecting and overlapping nature of race, class, and gender will always be part of the conversation.

**Style:** 10% Lecture, 80% Discussion. Film & other technology

**Grading:** 50% reports/papers, 25% class participation, 25% other evaluation. Co-Facilitation of Discussion

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**Chic 4901W Senior Paper**

A-F only, 3 credit(s);Meets CLE req of Writing Intensive

**Instructor:** Mendoza, Louis Gerard

**Description:** Student may contact the instructor or department for information.

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**Chic 5374 Migrant Farmworkers in the U.S.: Families, Work, and Advocacy**

3 credit(s);Meets CLE req of Civic Life and Ethics

**Instructor:** Sass Zaragoza, Lisa

**Description:** This course examines the historical, legal and political forces which impact farmworkers lives and farmworker movements. We will study the interplay of ethnicity, class and gender as they pertain to social and economic marginalization of migrant workers. We examine the larger community response, both in support of and against, organized farmworker groups and the role and power of the consumer in today's agricultural system. This course provides a solid foundation for students who wish to apply for summer positions with migrant farmworker organizations or agencies. Upper division undergraduates and graduate students. Fulfills Civic Life and Ethics requirements.

**Style:** 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.

**Exam Format:** multiple choice and short answer

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**Chic 5993 Directed Studies**

1-3 credit(s), max credits 16, 16 completions allowed;

**Instructor:** Mendoza, Louis Gerard

**Description:** Student may contact the instructor or department for information.

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**Child Psychology 104 Child Development**

**CPsy 2301 Introductory Child Psychology**

4 credit(s);4 cr intro psychCredit will not be granted if credit has been received for: CPSY 3301;

**Instructor:** Heinrichs PhD, Marian R

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course covers the period from conception through adolescence. The curriculum covers the principles and themes of development and is aligned closely with the textbook. To paraphrase the text: Development consists of age-related changes that are orderly, that is, change follows a logical sequence; cumulative, that is, each phase of development includes all the changes that occur before it; and directional, such that development always moves towards greater complexity. The challenge is to explain development. Our focus will be on research. We need to know how research happens, how it begins with a testable idea and then becomes real through observations or experiments with actual participants, and finally, how to think critically about the results and how this can impact policy.

**Style:** Online with handwritten exams

**Grading:** 15% mid exam, 15% final exam, 20% special projects, 50% written homework.

**Exam Format:** Supervised, in-person (not online) exams.

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**CPsy 2301 Introductory Child Psychology**

4 credit(s);4 cr intro psychCredit will not be granted if credit has been received for: CPSY 3301;

**Instructor:** Lafavor, Theresa Lynn

**Description:** Student may contact the instructor or department for information.

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**CPsy 2301 Introductory Child Psychology**

4 credit(s);4 cr intro psychCredit will not be granted if credit has been received for: CPSY 3301;

**Instructor:** Pleuss, Jessica C

**Description:** Student may contact the instructor or department for information.
CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Stellern, Sarah Ann
Description: Student may contact the instructor or department for information.

CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Lawler, Jamie M
Description: Student may contact the instructor or department for information.

CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Hecht, Kathryn F
Description: Student may contact the instructor or department for information.

CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Raby, Kenneth L
Description: Student may contact the instructor or department for information.

CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Yaylaci, Fatima Tuba
Description: Student may contact the instructor or department for information.

CPsy 3301 Introductory Child Psychology for Social Sciences
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 2301;
Instructor: Heinrichs PhD, Marian R
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, we will learn about each phase of development, and address the factors that influence it. We will look to research to answer these questions, but the answers are not always clear. Consider these examples: Children raised in a home with domestic violence will have a high probability of negative outcomes, but how is it that some children show great resilience? We know that the early relationship that develops between the child and caregiver is essential to the healthy development of the child's socio-emotional and cognitive functioning; what is the effect of mothers returning to work within the first year of a child's life? Each of the issues is complex, and critical to our communities.
Style: Online with handwritten exams
Grading: 15% mid exam, 15% final exam, 4% reflection paper. Also: 6 essays--36% 2 research projects--20% 1 research proposal--10%
Exam Format: Supervised, in-person (not online) exams

CPsy 3301 Introductory Child Psychology for Social Sciences
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 2301;
Instructor: Lafavor, Theresa Lynn
Description: Student may contact the instructor or department for information.

CPsy 3301 Introductory Child Psychology for Social Sciences
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 2301;
Instructor: Pleuss, Jessica C
Description: Student may contact the instructor or department for information.

CPsy 3301 Introductory Child Psychology for Social Sciences
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 2301;
Instructor: Stellern, Sarah Ann
Description: Student may contact the instructor or department for information.

CPsy 3301 Introductory Child Psychology for Social Sciences
4 credit(s); 4 cr intro psych
Credit will not be granted if credit has been received for: CPSY 2301;
Instructor: Lawler, Jamie M  
Description: Student may contact the instructor or department for information.

**CPsy 3301 Introductory Child Psychology for Social Sciences**  
4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;  
Instructor: Hecht, Kathryn F  
Description: Student may contact the instructor or department for information.

**CPsy 3301 Introductory Child Psychology for Social Sciences**  
4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;  
Instructor: Raby, Kenneth L  
Description: Student may contact the instructor or department for information.

**CPsy 3301 Introductory Child Psychology for Social Sciences**  
4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;  
Instructor: Yaylaci, Fatima Tuba  
Description: Student may contact the instructor or department for information.

**CPsy 3308 Introduction to Research Methods in Child Psychology**  
A-F only, 4 credit(s);  
Instructor: Sera PhD, Maria D  
Description: Student may contact the instructor or department for information.

**CPsy 3308 Introduction to Research Methods in Child Psychology**  
A-F only, 4 credit(s);  
Instructor: Karatekin, Canan  
Description: Style: 100% Lecture.  
Grading: The course will include many ways of evaluating students. Please contact the instructor for the specific grading criteria.  
Exam Format: Short-response

**CPsy 3360H Child Psychology Honors Seminar**  
A-F only, 2 credit(s);  
Instructor: Yussen, Steve  
Description: Student may contact the instructor or department for information.

**CPsy 4303 Adolescent Psychology**  
A-F only, 4 credit(s);  
Instructor: Warren, Henriette  
Description: This undergraduate course examines psychological development during adolescence. The major goals include 1) gaining an understanding of the major theoretical perspectives on adolescent development, 2) identifying biological, cognitive and social processes of adolescence and the ways in which they interact to influence development, 3) recognizing the role that contextual factors play in shaping adolescent experiences, and 4) gaining familiarity with prominent research methods used in conducting studies of adolescent development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.  
Style: 80% Lecture, 10% Film/Video, 10% Discussion.  
Grading: 40% mid exam, 25% final exam, 30% reports/papers, 5% class participation.  
Exam Format: multiple choice

**CPsy 4303 Adolescent Psychology**  
A-F only, 4 credit(s);  
Instructor: McCormick, Christopher M  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Overview of development in the second decade of life. Interactions of adolescents with family, school, and society.  
Style: Online with in-person handwritten exams  
Grading: 17% mid exam, 25% final exam, 17% reports/papers, 8% quizzes. -9 discussions -1 film analysis essay (20%)  
Exam Format: In-person, proctored exams
**CPsy 4310 Special Topics in Child Development: Face Recognition and Prosopagnosia**

1-4 credit(s), max credits 12, 3 completions allowed;

**Instructor:** Yonas, Albert

**Description:** CPsy 4310- Special Topics in Child Psychology Seminar, 10:10 AM to 12:05 PM, Friday, ChildDev 172 TCEASTBANK, Yonas, Albert, 3 credits FACE RECOGNITION AND PROSOPAGNOSIA The primary goal of the course is to critically examine how humans come to perceive and recognize faces. We will examine a special population of individuals with developmental Prosopagnosia who have difficulties recognizing the faces of those around them. Dr. Yonas' research deals with the development of visual perception of the layout of the environment. Yonas' research group is investigating developmental prosopagnosia, the inability to recognize faces, in children. Measures that will capture individual differences in visual recognition skills for faces, objects, places, emotions, and other visual properties are being developed. Register for 3 credits.

**Style:** 60% Discussion, 20% Small Group Activities, 20% Student Presentation.

**Grading:** 40% special projects, 20% in-class presentation, 40% class participation.

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**CPsy 4313W Disabilities and Development**

4 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Aberoy, Brian Hinton

**Description:** The purpose of this course is to provide students with a broad understanding of disabilities and their impact upon child development, taking into consideration the ecology within which growth and maturation take place. Content areas covered will include: disabilities and the educational system, disability and the family, multi-cultural issues and disability, mental retardation, learning disabilities, attention deficit disorder, physical and health related disabilities, autism and traumatic brain injury, communication disorders, hearing and visual impairments, and emotional and behavioral challenges. When covering each disability, issues of etiology, identification, assessment, intervention and developmental outcome will be discussed. A number of additional disability-related topics will also be explored over the course of the semester. These include self-advocacy and self-determination, social inclusion, and ethical and legal issues.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 30% mid exam, 30% final exam, 20% reports/papers, 20% problem solving.

**Exam Format:** Multiple choice and essay

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**CPsy 4329 Biological Foundations of Development**

A-F only, 4 credit(s);

**Instructor:** Thomas, Kathleen M

**Description:** Overview of the biological correlates of developmental processes, with special attention to genetic and environmental influences on brain development. Topics include an overview of brain development, the role of pre- and perinatal environments on biological and brain development, neurobehavioral approaches to sensory, cognitive, social and emotional development, and biological and neurophysiological correlates of atypical child development. This course is only offered Spring semesters.

**Style:** 80% Lecture, 5% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

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**CPsy 4331 Social and Personality Development**

A-F only, 4 credit(s);

**Instructor:** Kuo, Sally I-Chun

**Description:** Student may contact the instructor or department for information.

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**CPsy 4331 Social and Personality Development**

A-F only, 4 credit(s);

**Instructor:** Martin MA, David Myron

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Development of social relations and personality; research, methodology, and contrasting theoretical perspectives. Survey of findings on interpersonal relationships, the concept of self, prosocial and antisocial behavior, and acquisition of social roles.

**Style:** 100% Web Based.

**Grading:** 20% mid exam, 20% final exam, 7% quizzes, 15% written homework. -7 online discussions (8%) -2 essays (Course Paper & Media Assignment) (30%)

**Exam Format:** Online exams

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**CPsy 4334W Children, Youth in Society**

A-F only, 4 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Pleuss, Jessica C

**Description:** Student may contact the instructor or department for information.
CPsy 4336W Development and Interpersonal Relations
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Shlafer, Rebecca J
Description: Student may contact the instructor or department for information.

CPsy 4343 Cognitive Development
A-F only, 3 credit(s);
Instructor: Zelazo, Philip David
Description: Student may contact the instructor or department for information.

CPsy 4345 Language Development and Communication
A-F only, 3 credit(s);
Instructor: Koenig, Melissa
Description: Student may contact the instructor or department for information.

CPsy 4347W Senior Project
A-F only, 2 credit(s); Meets CLE req of Writing Intensive
Instructor: Langworthy, Sara Elizabeth
Description: Student may contact the instructor or department for information.

CPsy 4993 Directed Experiences in Early Childhood Education
A-F only, 3 credit(s);
Instructor: Carlson, Ann Ruhl
Description: This is a required course for students in the Foundations of Early Childhood and the Early Childhood Initial Licensure program. It is an introduction to the field of early childhood education. A primary focus of the class is to review typical development at various ages and stages of the early childhood period and to apply this knowledge in educational settings. There is a practicum component to the course; students will be observing and participating in child development programs regularly. There will be observation assignments associated with practicum work. Students will perform systematic observation of children accurately and objectively. Additionally, various topics and themes of interest to early childhood professionals will be explored.
Grading: 15% final exam, 20% reports/papers, 25% quizzes, 20% written homework, 20% attendance.

CPsy 4994 Directed Research in Child Psychology
1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: This is an opportunity for students to assist in developmental research. Many opportunities are listed on our CPSY undergraduate advising board in Room 106. Possible tasks might include making phone calls to solicit subjects; scheduling and confirming appointments; updating information; filming subjects; coding data, entering data into a computer; tabulating data; analyzing data statistically; sitting with siblings during experiments; doing library research; collecting archival data. This list is not exhaustive. A contract and override are required to register. The student uses a contract as an opportunity to clarify opportunities, responsibilities, and desires, etc.
Style: 10% Discussion, 90% Laboratory.
Grading: 20% special projects, 70% laboratory evaluation, 10% problem solving.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Cicchetti PhD, Dante
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Maratosos, Michael P
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Masten, Ann S.
Description: Student may contact the instructor or department for information.
CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Georgieff, Michael K
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Thomas, Kathleen M
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Pick Jr, Herbert L
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Yonas, Albert
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Sera PhD, Maria D
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Crick, Nicki R
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Weinberg, Richard A
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Collins, W Andrew
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Egeland, Byron R
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Gunnar PhD, Megan R
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Yussen, Steve
Description: Student may contact the instructor or department for information.

CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Karatekin, Canan
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Gewirtz, Abigail
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Reynolds, Arthur J.
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Zelazo, Philip David
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Carlson, Stephanie M
Description: Student may contact the instructor or department for information.

**CPsy 4996 Field Study in Child Psychology**
S-N only, 1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: Simpson, Amy Marie
Description: The Field Study in Child Psychology is an opportunity for you to gain valuable experiences working with children and adolescents. You should select a placement that allows you to gain knowledge in an area of Child Psychology that is of interest to you. To maximize the benefits of the field study, you should select a placement that lends itself to a potential employment opportunity upon graduation or research interest for graduate work. You are responsible for securing a location and should try to select a site that matches your career interest, such as a school, clinic/hospital, non-profit agency, homeless shelter, daycare, etc. Once a location is secured, contact the instructor at simpson@umn.edu for a contract which will need to be signed by the site supervisor. Once the instructor receives your contract, a permission number will be issued to you. This course is graded as S-N which stands for Satisfactory / Not satisfactory, and is equivalent to a pass/fail grade basis. In order to receive a Satisfactory (S) grade, you must complete the minimum number of field study hours on-site (45 hours per credit), satisfactorily complete final paper assignment and submit on time, and satisfactorily complete journal postings. You are expected to represent the University of Minnesota and the Institute of Child Development in a professional manner and adhere to your site’s policies and procedures.

**CPsy 5187 Master's Paper in Early Childhood Education**
S-N only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Carlson PhD, LaVonne
Description: Student may contact the instructor or department for information.

**CPsy 5252 Facilitating Social and Emotional Learning in Early Childhood Education**
A-F only, 3 credit(s);
Instructor: Carlson PhD, LaVonne
Description: Current theoretical/empirical literature and developmental knowledge as basis for planning, implementing, and evaluating social and emotional growth and development of young children. For undergraduate students in Early Childhood Foundations, M.Ed/ILP students obtaining either an Early Childhood or and Early Childhood Special Education License.

**CPsy 5254 Facilitating Creative and Motor Learning in Early Childhood Education**
A-F only, 2 credit(s);
Instructor: Durkin, Frances Xavier
Description: Student may contact the instructor or department for information.
CPsy 5281 Student Teaching in Early Childhood Education
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Murphy, Barbara Ann
Description: Student may contact the instructor or department for information.

CPsy 5503 Foundations in Infant and Early Childhood Mental Health II
A-F only, 3 credit(s);
Instructor: Schultz, Susan Kristine
Description: Student may contact the instructor or department for information.

CPsy 5506 Infant Observation Seminar I
OPT No Aud, 1 credit(s);
Instructor: Schultz, Susan Kristine
Description: Student may contact the instructor or department for information.

CPsy 8302 Developmental Psychology: Social and Emotional Processes
4 credit(s);
Instructor: Collins, W Andrew
Description: Student may contact the instructor or department for information.

CPsy 8322 Apprenticeship in Teaching Developmental Psychology
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Warren, Henriette
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Child Maltreatment: A Multilevel Dev Perspective
3 credit(s), max credits 21, 7 completions allowed;
Instructor: Cicchetti PhD, Dante
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Prelim Seminar
1 credit(s), max credits 21, 7 completions allowed;
Instructor: Maratos, Michael P
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Writing Developmental Psych Grants for NIH and NSF
1-3 credit(s), max credits 21, 7 completions allowed;
Instructor: Gunnar PhD, Megan R
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Developmental Sport and Exercise Psychology
3 credit(s), max credits 21, 7 completions allowed;
Instructor: Weiss PhD, Maureen
Description: Student may contact the instructor or department for information.

CPsy 8606 Advanced Developmental Psychopathology
3 credit(s);
Instructor: Masten, Ann S.
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Cicchetti PhD, Dante
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Maratsos, Michael P
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Masten, Ann S.
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Georgieff, Michael K
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Thomas, Kathleen M
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Pick Jr, Herbert L
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Yonas, Albert
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Sera PhD, Maria D
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Crick, Nicki R
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Weinberg, Richard A
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Collins, W Andrew
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Egeland, Byron R
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Gunnar PhD, Megan R
Description: Student may contact the instructor or department for information.
CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Sroufe, L Alan  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Yussen, Steve  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Karatekin, Canan  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Gewirtz, Abigail  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Reynolds, Arthur J.  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Zelazo, Philip David  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Carlson, Stephanie M  
Description: Overview: This course will provide a general overview of the primary issues, methods, and findings in the field of cognitive development. We will examine the development of processes involved in perception, language, knowledge acquisition, reasoning, and the control of behavior, including consideration of the sociocultural context in which these processes develop. The course will begin with a review of some major theories of cognitive development and the empirical observations on which they are based. Current issues & findings will be introduced with reference to these theories. Some background in the scientific study of child development is assumed. Class Format: Typically, the instructors will lecture on Tuesday of each week and lead a seminar discussion on the same topic on Thursday. Students will be expected to participate in the seminar discussions.

Child and Adolescent Psychiatry  
F-256/2b West

CAPy 5630 Workshop: Psychotherapy in Children and Adolescents  
1 credit(s);  
Instructor: Bloomquist PhD, Michael Leonard  
Description: Student may contact the instructor or department for information.

Chinese  
220 Folwell Hall

Chn 1012 Beginning Modern Chinese  
6 credit(s); 1011 or equiv or instr consent  
Credit will not be granted if credit has been received for: CHN 4002;
Chn 1012 Beginning Modern Chinese

6 credit(s); 1011 or equiv or instr consent
Credit will not be granted if credit has been received for: CHN 4002;

Instructor: Wang, Ling

Description: This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company), Third Edition. Class time: 7 class hours/week

Style: 30% Lecture, 70% Discussion.

Grading: 10% mid exam, 15% final exam, 10% written homework, 10% attendance, 10% class participation, 10% laboratory evaluation, 10% other evaluation. Character writing, vocabulary quizzes, tests

Exam Format: Listening, speaking, reading and writing

Chn 1016 Accelerated Intermediate Modern Chinese

5 credit(s);

Instructor: Stone, Jin Ya Liang

Description: prerequisite: 1012 or 1015 or instructor consent; credit will not be granted if credit received for: 3021 or 3022; 5.0 cr

Instructor: Jin Stone As the second part Accelerated Modern Chinese course series, this course is the continuation of Chinese 1015. It is designed for students who are heritage speakers of Chinese and/or who can understand and speak modern Chinese. The purpose of this course is to help students improve their ability in listening, speaking, reading and writing Chinese. It particularly aims to help students develop more sophisticated vocabulary and enhance reading and writing ability in Chinese. As an accelerated course, we will cover the whole of second year Chinese within one semester, and the pace of the course will be approximately one lesson every three days. Students should be ready to take the Chinese LPE and/or take third year Chinese after this course. Textbook: Integrated Chinese, Level 2 (Cheng & Tsui Company) Class time: 40% lecture, 50% discussion, 10% testing Work load: 20 pages of reading per week, 5 pages of writing per semester, 6 exam(s), sentence and paragraph translation Grade: 30% Mid-semester Exam, 30% Final exam(s), 15% Quizzes and Tests, 10% Attendance and Class Participation, 10% Homework; 5% Vocab Quizzes; Exam format: Oral interview and reading, writing

Chn 3022 Intermediate Modern Chinese

5 credit(s);

Instructor: Li, Chi-Ping

Description: Principal Instructor: Jiahong Quan. prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: http://www.all.umn.edu/chinese_language Class time: 40% lecture, 60% discussion Work load: exam(s), homework, quizzes, mid-term, and final Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation

Style: 40% Lecture, 60% Discussion.

Grading: 15% mid exam, 20% final exam, 20% quizzes, 25% written homework, 10% attendance, 10% class participation.

Chn 3022 Intermediate Modern Chinese

5 credit(s);

Instructor: Quan, Jiahong

Description: Principal Instructor: Jiahong Quan Recitation Leader: Chiping Li prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end
of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: http://www.all.umn.edu/chinese_language

Class time: 40% lecture, 60% discussion

Work load: exam(s), homework, quizzes, mid-term, and final

Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation

Chn 3032 Advanced Modern Chinese
4 credit(s);
Instructor: Chen,Yi-Chen
Description: Student may contact the instructor or department for information.

Chn 3032 Advanced Modern Chinese
4 credit(s);
Instructor: Wang,Jihui
Description: Student may contact the instructor or department for information.

Chn 3201 Chinese Calligraphy
2 credit(s);
Instructor: Zhang,Hong
Description: A beginning course in Chinese Calligraphy. Chinese language background is NOT required. Lectures include introducing various Chinese Calligraphy techniques and exposing students to Chinese Calligraphy history and the cultural background in general. Students will be taught to develop a sense of self-cultivation through practicing the art of Chinese Calligraphy. Exercises in the class will give students hands-on experience of proper use of Chinese brush and ink to perform Chinese calligraphy. Students will also have the opportunity to write a complete calligraphy art project in terms of Chinese Couplets, Chinese Poems. In addition, students will be taught to understand the literature and the meaning of the calligraphy projects. The Calligraphy book is written by the instructor.

Style: 30% Lecture, 10% Discussion. Classroom exercises, with instructor's coaching students individually

Grading: 30% special projects, 30% written homework, 30% attendance, 10% class participation.

Chn 3202 Intermediate Chinese Calligraphy
2 credit(s);
Instructor: Zhang,Hong
Description: This is the second semester of a two-semester sequence in Chinese Calligraphy. The course is designed for those who have completed the course CHN 3201. Students with Chinese Calligraphy background may also enroll with the permission of the instructor. The knowledge of Chinese language is NOT required. Students will learn more advanced writing techniques relating to the Chinese characters structure and composition. The regular script of Chinese calligraphic style will be taught. Students are introduced to Chinese culture with varied Chinese classical poems and couplets. Students will also have the opportunity to learn the literature and meaning of the Chinese Couplets and Poems calligraphy project. By the end of this course, students will be able to understand and appreciate the art of Chinese Calligraphy. The calligraphy book written by the instructor will be used in this course.

Style: 30% Lecture, 10% Discussion. class room practice with instructor's coaching students individually.

Grading: 30% special projects, 30% written homework, 30% attendance, 10% class participation. Class attendance and participation; homework assignments and special projects.

Chn 3290 Chinese Language Teaching Tutorial

S-N only, 1 credit(s), max credits 2;
Instructor: Wang,Ling
Description: This course is aimed at providing excellent Chinese learners with experience in tutoring beginning Chinese learners. This course will give a brief introduction to theoretical concepts of Chinese pedagogy and the strategies in tutoring. Students are required to know how to share expertise, experience in learning and how to encourage beginning learners to learn Chinese. Field notes should be taken each time when student provides tutoring. Student needs to write a report and reflection on his/her tutoring experience. No. of credits: S-N only, 1 credit(s), max credits 2 Prereq: Grade of A in 3032 Work load: some readings in Chinese pedagogy, tutoring for one or two hours per week, Grade: 40% discussion with the instructor 60% written reporting on tutoring experience

Chn 4002 Beginning Modern Chinese
3 credit(s);4001, grad studentCredit will not be granted if credit has been received for: CHN 1012;
Instructor: Li,Chi-Ping
Description: Student may contact the instructor or department for information.

Chn 4002 Beginning Modern Chinese
3 credit(s);4001, grad studentCredit will not be granted if credit has been received for: CHN 1012;
Chn 4004 Intermediate Modern Chinese

3 credit(s);
Instructor: Li, Chi-Ping
Description: Principal Instructor: Jiahong Quan. Prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: http://www.all.umn.edu/chinese_language
Class time: 7 class hours/week
Exam Format: Listening comprehension, oral interview, reading comprehension, grammar, translation
Grading: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading and writing

Chn 4004 Intermediate Modern Chinese

3 credit(s);
Instructor: Quan, Jiahong
Description: Principal Instructor: Jiahong Quan. Prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: http://www.all.umn.edu/chinese_language
Class time: 7 class hours/week
Exam Format: Listening comprehension, oral interview, reading comprehension, grammar, translation
Grading: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading and writing

Chn 4006 Accelerated Intermediate Modern Chinese

3 credit(s);
Instructor: Stone, Jin YaLiang
Description: Prerequisite: 1012 or 1015 or instructor consent; credit will not be granted if credit received for: 3021 or 3022; 5.0 cr Instructor: Jin Stone As the second part Accelerated Modern Chinese course series, this course is the continuation of Chinese 1015. It is designed for students who are heritage speakers of Chinese and/or who can understand and speak modern Chinese. The purpose of this course is to help students improve their ability in listening, speaking, reading and writing Chinese. It particularly aims to help students develop more sophisticated vocabulary and enhance reading and writing ability in Chinese. As an accelerated course, we will cover the whole of second year Chinese within one semester, and the pace of the course will be approximately one lesson every three days. Students should be ready to take the Chinese LPE and/or take third year Chinese after this course. Text book: Integrated Chinese, Level 2 (Cheng & Tsui Company) Class time: 40% lecture, 50% discussion, 10% testing Work load: 20 pages of reading per week, 5 pages of writing per semester, 6 exam(s), sentence and paragraph translation Grade: 30% Mid-semester Exam, 30% Final exam(s), 15% Quizzes and Tests, 10% Attendance and Class Participation, 10% Homework; 5% Vocab Quizzes; Exam format: Oral interview and reading, writing
Chn 4008 Advanced Modern Chinese
3 credit(s);
Instructor: Chen, Yi-Chen
Description: Student may contact the instructor or department for information.

Chn 4008 Advanced Modern Chinese
3 credit(s);
Instructor: Wang, Jihui
Description: Student may contact the instructor or department for information.

Chn 4042 Advanced Readings in Modern Chinese
4 credit(s);
Instructor: Wang, Ling
Description: This course will expose advanced students to various Chinese writings and improve their ability to read Chinese articles, short stories, and essays in the original. We will study Chinese writings on various topics in modern China during the first half of the twentieth century, a time when the pros and cons of Chinese culture was under heated discussion. The aspects of Chinese culture covered in this course, among others, include the May 4th Movement, religion, filial piety, ancestral worship, Chinese characteristics, and male and female positions at home and in society. The genres of these writings include essays, short stories, newspapers, extracts of novels, and films. These works reflect both a changing Chinese society and Chinese intellectuals' efforts to awaken the general public and to bring China into the modern world. The lectures and discussions will focus on the use of the language, the contents of the texts, and the Chinese cultural and philosophical messages found in those works. The instructor hopes that this course will inspire students to further explore modern Chinese society and culture. The course will be taught in Modern Standard Chinese (Mandarin).

Chn 5040 Readings in Chinese Texts
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Zou, Zhen
Description: Prerequisite: 3-4 years of college Chinese or equivalent or instructor consent Instructor: Zou, Zhen Among modern Chinese thinkers, Lu Xun has the greatest insight in and is the most critical of traditional Chinese institution, society, and culture. If you can understand Lu Xun, you will have a good understanding of traditional and modern Chinese society and culture, as well as Chinese intellectuals' urgent sense of pushing China into the modern world. Naturally, reading Lu Xun is critical in understanding China's New Cultural Movement in the early twentieth-century, a great challenge for many Western sinologists. In the spring semester, we will study articles, short stories, and novelettes by Lu Xun. This will also help students in understanding other important writers of the New Cultural Movement. The works we will study includes Lu Xun's insights in Chinese people's characteristics, the problems of the institution, age and gender oppression, and the cause of China's backwardness. Class discussion will focus on the use of the language, the social interpretation of the texts, and the Chinese cultural and philosophical messages found in those works. The course will be taught in standard modern Chinese (Mandarin). Class time: 65% Discussion, 30% Lecture, 5% Lab, film and internet. Work load: 5-10 Pages of reading per week, quizzes, 2 exams, oral reading presentation, and a final essay. Grade: 15% class participation, 15% quizzes, 20% midterm exam, 20% final exam, 10% reading presentation, 20% final essay. Exam format: Short answers and essay questions. Course URL: http://www.all.umn.edu/chinese_language

Chn 5393 Directed Study
1-5 credit(s), max credits 18, 18 completions allowed;
Instructor: Zou, Zhen
Description: Student may contact the instructor or department for information.

Chn 5393 Directed Study
1-5 credit(s), max credits 18, 18 completions allowed;
Instructor: McGrath, Jason
Description: Student may contact the instructor or department for information.

Chn 5393 Directed Study
1-5 credit(s), max credits 18, 18 completions allowed;
Instructor: Rouzer, Paul F
Description: Student may contact the instructor or department for information.
CE 5 Refresher Course for Civil Engineers
S-N only, 0 credit(s);
Instructor: Labuz, Joseph F
Description: Student may contact the instructor or department for information.

CE 3101 Computer Applications in Civil Engineering I
A-F only, 3 credit(s);
Instructor: Voller, Vaughan Richard
Description: This course will present the computer as an engineering tool. The specific focus of the course will be problem solving using numerical methods on microcomputers. You will be programming and solving problems in a group format. This course is not a classic "computer programming" course. This course is for civil and geological engineers, and all tools, techniques, and concepts will be presented within these contexts. This course is specifically designed to address problems in all sub-disciplines represented within the Department of Civil Engineering. Main topics: Numerical methods -- (Numerical Integration, Linear and Non-linear Solvers, Differential Equations), Computer Tools -- (Use of Excel, Visual Basic, HTML, and MathCad), Problems Studied -- Contamination Transport, Forces in Structures, Groundwater Flow, Flow Systems, Consolidation.
Style: 70% Lecture, 20% Discussion, 10% Laboratory.
Grading: 25% mid exam, 35% final exam, 30% reports/papers, 5% quizzes.
Exam Format: Open book, 5-6 problems

CE 3102 Uncertainty and Decision Analysis in Civil Engineering
A-F only, 3 credit(s);
Instructor: Barnes, Randal J
Description: Student may contact the instructor or department for information.

CE 3111 CADD for Civil Engineers
S-N only, 2 credit(s);
Instructor: Johnson, Ann M
Description: Student may contact the instructor or department for information.

CE 3201 Transportation Engineering
3 credit(s);
Instructor: Liu, Henry
Description: Student may contact the instructor or department for information.

CE 3301 Soil Mechanics I
A-F only, 3 credit(s);
Instructor: Guzina, Bojan B
Description: The mechanics of soils forms the basis of geotechnical engineering involving the design of civil engineering structures such as foundations, retaining walls, dams and slopes. The course focuses on the fundamentals of soil mechanics and covers the topics such as index properties of soils and their classification, consolidation of saturated soils due to one-dimensional compression, partition of stresses between the soil particles and water, stress distribution in soil deposits due to foundation loads, permeability and seepage. Text: B.M. Das, "Fundamentals of Geotechnical Engineering."
Style: 70% Lecture, 30% Laboratory.
Grading: 27% mid exam, 30% final exam, 10% quizzes, 21% laboratory evaluation, 12% problem solving.
Exam Format: Multiple choice

CE 3401 Linear Structural Analysis
A-F only, 3 credit(s);
Instructor: Le, Jialiang
Description: Student may contact the instructor or department for information.

CE 3402W Civil Engineering Materials
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Marasteanu, Mihai
Description: Student may contact the instructor or department for information.

CE 3501 Environmental Engineering
A-F only, 3 credit(s); Meets CLE req of Environment
CE 3502 Fluid Mechanics
A-F only, 4 credit(s);
Instructor: Guala, Michele
Description: Student may contact the instructor or department for information.

CE 4000H Honors Research Seminar
A-F only, 1 credit(s), max credits 2; Upper div CECredit will not be granted if credit has been received for: GEOE 4000H;
Instructor: Barnes, Randal J
Description: Student may contact the instructor or department for information.

CE 4011 Special Topics
A-F only, 2 credit(s), max credits 12, 3 completions allowed;
Instructor: Khazanovich, Lev
Description: Student may contact the instructor or department for information.

CE 4102W Capstone Design
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Eickenberg, Paul Thomas
Description: Student may contact the instructor or department for information.

CE 4121 Computer Applications in Civil Engineering II
A-F only, 3 credit(s);
Instructor: Guzina, Bojan B
Description: Student may contact the instructor or department for information.

CE 4180 Independent Study II
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: STAFF
Description: Special studies in planning, design, or analysis of civil engineering systems. Individual lab research problems, literature studies, reports. Supervised by staff.

CE 4190 Engineering Co-op Assignment
S-N only, 2-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Gulliver, John Stephen
Description: Industry work assignment
Grading: 100% reports/papers.

CE 4201 Highway Design
A-F only, 3 credit(s);
Instructor: Johnson, Ann M
Description: Student may contact the instructor or department for information.

CE 4211 Traffic Engineering
3 credit(s);
Instructor: Davis, Gary Arnold
Description: Student may contact the instructor or department for information.

CE 4253 Pavement Engineering and Management
3 credit(s);
Instructor: Marasteanu, Mihai
Description: Student may contact the instructor or department for information.

CE 4301 Soil Mechanics II
A-F only, 3 credit(s); [(3301 or GeoE 3301), upper div CSE] or instr consent Credit will not be granted if credit has been
received for: GEOE 4301;
Instructor: Labuz, Joseph F
Description: Student may contact the instructor or department for information.

CE 4352 Groundwater Modeling
A-F only, 3 credit(s); [4351, GEOE 4351, [upper div CSE or grad student]] or instr consent Credit will not be granted if credit has been received for: GEOE 4352;
Instructor: Strack PhD, Otto D
Description: Student may contact the instructor or department for information.

CE 4401 Steel and Reinforced Concrete Design
A-F only, 4 credit(s);
Instructor: Shield, Carol K
Description:
Style: 90% Lecture, 10% Small Group Activities.
Grading: 20% mid exam, 20% final exam, 40% written homework, 20% additional semester exams.
Exam Format: two 1 hour exams, one two-hour in-class midterm and one two-hour final exam

CE 4411 Matrix Structural Analysis
A-F only, 3 credit(s);
Instructor: Wojtkiewicz Jr, Steven F
Description: Student may contact the instructor or department for information.

CE 4412 Reinforced Concrete Design II
A-F only, 3 credit(s);
Instructor: Schultz, Arturo Ernest
Description: Student may contact the instructor or department for information.

CE 4501 Hydrologic Design
A-F only, 4 credit(s);
Instructor: Gulliver, John Stephen
Description: Student may contact the instructor or department for information.

CE 4502 Water and Wastewater Treatment
A-F only, 3 credit(s);
Instructor: LaPara, Timothy M
Description: Student may contact the instructor or department for information.

CE 5180 Special Topics
A-F only, 3 credit(s), max credits 4, 3 completions allowed;
Instructor: Gulliver, John Stephen
Description: Student may contact the instructor or department for information.

CE 5180 Special Topics
A-F only, 2 credit(s), max credits 4, 3 completions allowed;
Instructor: Rose, Fred Anthony
Description: Do you have an idea to change the world, but don’t know how to take the next step? If so, CE 5180 Social Entrepreneurship: Environment and Health may be for you. This new class is an intensive one-week course on how to turn an idea into a viable social business model. No prior experience with a business class (or even an interest in taking one) is needed. The class is geared towards a multi-disciplinary audience, with a wide variety of skills and backgrounds. The 1-week class is offered January 9th through 13th, 9:00am-5:30am each day. It is a 2-credit class, open to graduate students and upper-division undergraduates from all majors. The goal of the class is to work on technologies or ideas that address a grand challenge in a financially self-sustaining manner. Examples of ideas that would fit include: You think an aspect of your graduate research work, or something you learned in a class, could be applied to a problem you see in the world. You are an international student, wishing to bring back the skills you have learned and address a challenge in your home country. You feel strongly about an environmental issue and want to explore if social entrepreneurship may be a way to address it. You volunteer for a non-profit organization and think there are ways to help it to further its mission via business models other than charity donations. The class assumes that students have an idea (potential solution) in mind, which they will explore and develop during the class. Students are encouraged to focus on a specific community, overseas or
Student teams are allowed and encouraged (i.e., students already working in a team decide to take the class together). The class is pitched towards students who want to continue working on the idea after the class ends. The class includes guest lectures from experts and existing social entrepreneurs. The primary instructor has more than 30 years experience in corporate technology and business development, non-profits and academia, and has been a part of social venture startups in four countries. This class is part of the Acara sequences of classes for social and environmental entrepreneurs. Other classes in the sequence include a 4-credit class in the Fall wherein student from UMN work in teams with students from Delhi, India, to identify and try to address a local problem in Delhi; a 1-credit discussion section in the Spring for students to continue working on their ideas; and, a Summer Institute in Bangalore, India in June, for additional training and hands-on experiences overseas. For more information, or to apply to the class, contact Fred Rose [rosex122@umn.edu]. To apply to the class, email Fred Rose a brief description of the problem you wish to work on, why you think this issue is a problem, your proposed solution, and why you believe people would "buy" your solution.

CE 5180 Special Topics
A-F only, 3 credit(s), max credits 4, 3 completions allowed;
Instructor: Marshall, Julian
Description: Student may contact the instructor or department for information.

CE 5180 Special Topics
A-F only, 1 credit(s), max credits 4, 3 completions allowed;
Instructor: Marshall, Julian
Description: Student may contact the instructor or department for information.

CE 5211 Traffic Engineering
3 credit(s);
Instructor: Davis, Gary Arnold
Description: Student may contact the instructor or department for information.

CE 5341 Wave Methods for Nondestructive Testing
A-F only, 4 credit(s);
Instructor: Gonella, Stefano
Description: Student may contact the instructor or department for information.

CE 5561 Air Quality Engineering
A-F only, 3 credit(s);
Instructor: Marshall, Julian
Description: Student may contact the instructor or department for information.

CE 8022 Numerical Methods for Free and Moving Boundary Problems
A-F only, 3 credit(s);
Instructor: Voller, Vaughan Richard
Description: Student may contact the instructor or department for information.

CE 8200 Seminar: Transportation
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Levinson, David M
Description: Student may contact the instructor or department for information.

CE 8202 Networks and Places: Transportation, Land Use, and Design
A-F only, 4 credit(s);
Instructor: Cao, Jason
Description: Pick up a newspaper or watch the news and you're likely to find a story about transportation problems in the Twin Cities, most notably sprawl and congestion, and the multitude of problems that come with them?economic inefficiencies, global warming, air pollutants, oil dependency, social inequities, safety concerns, etc. Although most people agree on the problems, few agree on the solutions. As a result, policy makers and planners have proposed and implemented various land use and transportation policies, including freeway expansion, urban growth boundary, rail investments, value pricing, etc. These policies would impact both transportation and land use because the latter two are inextricably linked. The construction of a new facility, such as a freeway or a light rail line, is likely to influence the nature and location of new development in the corridor. The new development is likely to affect travel patterns of residents in the area, which may in turn demand new transportation investments over time. Therefore, an understanding of land use-transportation interactions is critical to the solution of transportation and its related problems confronting
large metropolitan areas. This course will cover key theories and practices, research methodologies and findings, traditional and emerging policy instruments, and techniques for planning. My goal is to introduce students to the essential concepts, influential thinkers, and important debates associated with the land use-transportation connection as a foundation for both academic and professional work in the field of urban and transportation planning. By the end of the course, students will be able to understand: the theories underlying land use and transportation interactions; spatial evolution of cities related to transportation infrastructure; empirical impacts of transportation infrastructure on land development and impacts of land use on travel patterns; urban transportation planning process; land use and transportation policy instruments, and their political barriers. Further, this course aims to promote teamwork through assignments, case studies, and labs. This course also trains students to deliver their ideas through paper and oral communication. The open debates will encourage students to become an independent and deliberate thinker. All are essential for successful planners and policy makers.

CE 8215 Transportation Data Analysis
3 credit(s);
Instructor: Davis, Gary Arnold
Description: Student may contact the instructor or department for information.

CE 8216 Urban Traffic Operations
3 credit(s);
Instructor: Liu, Henry
Description: Student may contact the instructor or department for information.

CE 8300 Seminar: Geomechanics
S-N only, 1-3 credit(s), max credits 4, 4 completions allowed; Credit will not be granted if credit has been received for: GEOE 8300;
Instructor: Labuz, Joseph F
Description: Student may contact the instructor or department for information.

CE 8311 Advanced Rock Mechanics
A-F only, 3 credit(s); CSE grad student, 4311 or GeoE 4311 or instr consent Credit will not be granted if credit has been received for: GEOE 8311;
Instructor: Detournay, Emmanuel Michel
Description: Student may contact the instructor or department for information.

CE 8336 Boundary Element Methods I
A-F only, 3 credit(s); CSE grad student Credit will not be granted if credit has been received for: GEOE 8336;
Instructor: Mogilevskaya, Sofia
Description: Student may contact the instructor or department for information.

CE 8361 Engineering Model Fitting
A-F only, 3 credit(s);
Instructor: Barnes, Randal J
Description: Student may contact the instructor or department for information.

CE 8400 Seminar: Structures
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: French, Catherine Ellen
Description: Student may contact the instructor or department for information.

CE 8401 Fundamentals of Finite Element Method
A-F only, 3 credit(s);
Instructor: Stolarski, Henryk Konstanty
Description: Elements of calculus of variations; weak and strong formulations of various problems, with emphasis on linear continuum and structural mechanics problems. Isoparametric elements and numerical integration. Basic concepts of error analysis and convergence. Analysis of plates and shells. Introduction to mixed methods and time dependent problems.

CE 8402 Nonlinear Finite Element Analysis
A-F only, 3 credit(s);
Instructor: Stolarski, Henryk Konstanty

CE 8451 Behavior of Reinforced Concrete Structures
A-F only, 3 credit(s);
Instructor: French,Catherine Ellen
Description: Student may contact the instructor or department for information.

CE 8490 Special Topics
A-F only, 3 credit(s), max credits 8;
Instructor: Wojtkiewicz Jr,Steven F
Description: Student may contact the instructor or department for information.

CE 8500 Environmental Seminar
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Arnold,Bill
Description: Student may contact the instructor or department for information.

CE 8502 Environmental Fluid Mechanics II
A-F only, 4 credit(s);
Instructor: Hill,Kimberly M.
Description: Student may contact the instructor or department for information.

CE 8504 Theory of Unit Operations
A-F only, 4 credit(s);
Instructor: Hozalski PhD,Raymond M
Description: Student may contact the instructor or department for information.

CE 8506 Stochastic Hydrology
A-F only, 4 credit(s);
Instructor: Foufoula,Efi
Description: Student may contact the instructor or department for information.

CE 8511 Mechanics of Sediment Transport
A-F only, 3 credit(s);3502 and 4501 or instr consent Credit will not be granted if credit has been received for: ESCI 8511;
Instructor: Hill,Kimberly M.
Description: Student may contact the instructor or department for information.

CE 8572 Computational Environmental Fluid Dynamics
A-F only, 4 credit(s);
Instructor: Sotiropoulos,Fotis
Description: Student may contact the instructor or department for information.

CE 8581 Research and Professional Ethics in Water Resources and Environmental Science
S-N only, 0.5 credit(s);[Environmental engineering or water resource science] grad student or instr consentCredit will not be granted if credit has been received for: CE 8442;
Instructor: LaPara,Timothy M
Description: Student may contact the instructor or department for information.

Classical Civilization 245 Nicholson Hall

CICv 3993 Directed Studies in Classical Civilization
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.
ClCv 3994 Directed Research in Classical Civilization
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

ClCv 3996 Directed Instruction in Classical Civilization
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Classical and Near Eastern Studies  245 Nicholson Hall

CNES 1001 World of the Bible: Religions, Empires, and Discourses of Power
3 credit(s); credit will not be granted if credit received for: CLAS 1051; Credit will not be granted if credit has been received for:
RELS 1003; Meets CLE req of Arts/Humanities
Instructor: Brink, Katherine Shannon Dailey
Description: Where did the Bible come from? Who were the ancient Israelites? How did the great ancient civilizations influence the Bible? Integrating a cross-disciplinary spectrum of religion, history, archeology, and literature, students in this class will discover the ancient context for the Hebrew Bible and New Testament literary anthologies. Topics will include the development of monotheism, kingship, warfare, divination, prophecy, law, mythology, and daily life. Students will encounter a variety of famous ancient Near Eastern texts, including the Laws of Hammurabi and the Dead Sea Scrolls. Since we will engage in secular study only, analytically examining all relevant religious texts and traditions, students are required to have an open mind and willingness to read and discuss the Bible in a new way.

CNES 1003 World of Rome
3 credit(s); Meets CLE req of Historical Perspectives
Instructor: Sheets, George A
Description: This course aims to introduce ancient Roman civilization to students with no prior experience of the subject. We explore the subject by several routes: engaging Roman view(s) of the “world” and the place of “Rome” within it; reviewing major periods and events of Roman political history; exploring the cultural diversity of Roman civilization and its Hellenic and Near Eastern roots; probing social realities of daily life in the Roman Empire; and discovering how the Roman past has been differently “received” in various periods and settings of the western tradition.
Style: 75% Lecture, 10% Discussion, 15% Small Group Activities.
Grading: 50% reports/papers, 40% quizzes, 10% in-class presentation.

CNES 1042 Greek and Roman Mythology
4 credit(s); Credit will not be granted if credit has been received for: CNES 1042H; Meets CLE req of Arts/Humanities
Instructor: Fanning, Eric William
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit Class URL for ODL policies, including fee and financial aid restrictions. Introduction to stories/study of Greek/Roman mythology.
Style: Online with handwritten exams
Grading: 15% mid exam, 20% final exam, 35% reports/papers, 30% quizzes.
Exam Format: Exams are in-person, not online.

CNES 1042H Honors Course: Greek and Roman Mythology
4 credit(s); Credit will not be granted if credit has been received for: CNES 1042H; Meets CLE req of Arts/Humanities
Instructor: Cole, Spencer E
Description: An introduction to Greek and Roman mythology that will consider how ancient and modern cultures have used these myths to explore thorny issues like identity, marriage and families, the origin of the universe, sexuality, gender, and death. We will become acquainted with the gods, heroes, and monsters of classical mythology through our study of ancient sources and also survey modern methods of myth analysis. Lectures include slide presentations of myths in ancient, renaissance, and modern art.
Style: 50% Lecture, 50% Discussion.
Grading: 20% mid exam, 30% final exam, 20% reports/papers, 30% class participation.
Exam Format: Short answer/ Essay
CNES 1046 Technical Terminology for the Health Professions
3 credit(s);
Instructor: Willey, Andrew James
Description: This is a fully online section offered online through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Although only used in a specialized, technical environment, medical terminology is nevertheless a vocabulary in its own right, with its own history and rules of morphology (word-formation). This course emphasizes linguistics and etymology. Rather than attempt to impart all the specialized vocabulary necessary for the study of, e.g. anatomy or physiology, you will learn how medical terms are constructed from Greek and Latin prefixes, roots, and suffixes. You will also learn by heart most of the commonly found roots of medical terms. Armed with this knowledge, you will have the skills and knowledge to "decode" or "translate" unfamiliar terms as you come upon them. In addition, you will also possess a solid base of vocabulary to build upon--whatever your future involvement in the health professions may be, as a doctor, nurse, occupational therapist, or simply as an occasional patient.
Style: Online with handwritten exam
Grading: 40% final exam, 60% quizzes.
Exam Format: Supervised, in-person (not online) exam.

CNES 1905 Freshman Seminar: Revenge and Justice in Ancient Greece and Rome
3 credit(s);
Instructor: Smith, Stephen
Description: What, exactly, is justice? The old saying 'an eye for an eye' suggests that justice is a form of payback; in other words, justice is revenge. Vengeance, however, can get out of hand, turning into an ongoing bloodfeud and destabilizing a society. This 'justice of blood' is countered by a 'justice of law,' which is, we hope, calm, cool, rational, logical, impartial . . . 'blind.' But this raises the question of how justice is understood in law?should all parties be fundamentally equal? Are the richer, the smarter, the stronger, 'more equal'? Does might make right, or is it the other way around? And is this 'cool'; justice satisfying on an emotional level? These questions occur again and again in our literature and thought, and in this seminar we will look particularly at how the Greeks and Romans wrestled with them. Aeschylus' "Oresteia" is in part concerned with how a cycle of vengeance is cut off, more or less arbitrarily, by the establishment of the first court of law. Thucydides' "Melian Dialogue" illustrates the fragility of justice when one party is far stronger than the other. Plato's "Republic" begins as an examination of the nature of justice and turns into a description of the ideal 'and most just' state. Cicero's "Pro Caelio" raises the question of whether punishment should depend in part of the importance of the accused. One or two representative modern works will also be included, such as "Murder on the Orient Express," in which the line between vengeance and the justice of law becomes very blurry indeed.

CNES 3073 Roman Religion and Early Christianity
3 credit(s);
Instructor: Gustafson, Mark Timothy
Description: Religion was at the center of life in the ancient Roman world. Roman politics, society, art, literature, and history are imbued with religion. Topics studied will include: origins; polytheism; ritual sacrifice; religion & the state; emperor worship; various cults from the East; magic; astrology. Christianity was born and grew in that same world, ultimately becoming dominant. How did it happen? We will consider, among other matters: the nature of its development; monotheism; persecution & martyrdom; orthodoxy & heresy; imperial involvement; creeds & councils; hermits & monks. Significant emphasis is placed on the reading of primary sources; literature and inscriptions. We will also look at material evidence; buildings and works of art.

CNES 3083W Ancient Comedy
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Krevans, Nita
Description: We will read a selection of ancient comedies in translation by authors such as Aristophanes, Menander, Plautus, and Terence. Topics covered include Old vs. New Comedy, the comic hero, modern adaptations of ancient comedies, stock characters, metatheater, and comic inversion. Although we will focus on ancient plays, we will also view some contemporary films and read one Shakespearean comedy based on a Roman original. This is a writing-intensive course. Some class time will be spent discussing writing strategies and evaluating student papers. There will be a short paper due every other week. Students will also write and present a miniature comic scene at the end of the semester.
Style: 40% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities, 10% Student Presentation.

CNES 3107 Age of Constantine the Great
3 credit(s);
Instructor: Nicholson, Oliver
Description: It is given to few deliberately to change the course of history. Constantine the Great (A.D. 306-37) was a conviction
politician who adopted Christianity as his imperial religion and ended up making illegal the sacrifices which had been the core of Roman religion since time immemorial. The emperor seems to have thought the transition from paganism to Christianity would be easy; those who take this course will be able to consider how wrong he was. Constantine is at the centre of this course, but there is more to him, and to the course, than his religious revolution. We will range over the politics and culture of the years between about 250 and 363 A.D., considering the political and economic crisis of the Roman Empire in the 3rd century and its resolution by Constantine's immediate predecessors. Neoplatonic philosophy, the last Great Persecution of the Christians, art and literature as well as such phenomena as the rise of monasticism and the popularity of pilgrimage to the Holy Land. Nor will our focus be wholly on the Mediterranean Basin. We will use Persian sources to consider the politics, religion (Zoroastrianism) and art of the other great empire of the era, the Sassanian monarchy which ruled what is now modern Iran, Iraq and Afghanistan. We will consider the Germanic barbarians who threatened the Roman frontiers on the Rhine and Danube rivers. This vast diversity of folk we will read about, so far as is possible, in texts written at the time.

Style: lecture and discussion

Grading: 10% mid exam, 40% final exam, 50% reports/papers.

Exam Format: 'gobbets' - passages of ancient authors set for comment

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CNES 3182 Egypt and Western Asia: Art and Archaeology of Ancient Egypt and Western Asia

3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives

Instructor: Canepa PhD, Matthew P.

Description: This course explores the fascinating world of pyramids, ziggurats and the world's first cities from the dawn of civilization to end of the ancient world. It will provide students with foundational knowledge in the art, architecture and archaeology of Egypt, Anatolia, Mesopotamia, Iran and Central Asia from the Neolithic through Late Antiquity (ca. 12,000 B.C.E. - 650 C.E.). Instead of stopping at the invasions of Alexander, the traditional endpoint in most surveys of ancient Egypt and Western Asia, this course provides students a view of the intriguing world of Hellenistic Asia and the rise of the last Iranian dynasties before Islam. Students will gain an understanding of the relationship between the visual material and the social, intellectual, political and religious contexts in which it developed and functioned. In this regard, students will also gain an understanding of the evolution of, and exchanges and differences among, the visual cultures of these time periods and regions.

Grading: 50% mid exam, 30% final exam, 15% reports/papers, 5% attendance. Two midterms (25% each); one final (30%). Two short (4 page) papers closely describing a work of art in a local collection like the MIA.

Exam Format: Vocabulary, short answer; majority essay.

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CNES 3204 The Dead Sea Scrolls

3 credit(s); Credit will not be granted if credit has been received for: JWST 3204;

Instructor: Brink, Katherine Shannon Dailey

Description: Student may contact the instructor or department for information.

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CNES 3950 Aspects of Ancient Culture: Literature of Ancient Mesopotamia

3 credit(s), max credits 9, 3 completions allowed;

Instructor: von Dassow, Eva

Description: Long ago in southern Iraq, people who spoke Sumerian invented the first system of writing. Over the centuries this writing system developed into cuneiform, and the writers used it to produce more and more kinds of texts. By 2500 BCE they began to write down their poetry, tales of gods and heroes, and to compose new works in prose. Clay tablets were their media, and the reed stylus their writing implement. No, they didn't write the epic of Gilgamesh as soon as they set stylus to clay; that was the work of a later age! Gilgamesh entered a written record already populated with figures of legend like Lugalbanda, Etana, and Enmerkar. In the meantime, cuneiform was adapted to write Akkadian, the principal Semitic language of Mesopotamia, and then other languages as well. This course will focus on the literature of Sumer and Akkad, and we'll also read a few Hittite and Hurrian compositions, all in English translation.

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CNES 3950 Aspects of Ancient Culture: War in Antiquity

3 credit(s), max credits 9, 3 completions allowed;

Instructor: Mauritsch, Peter

Description: Since the Epics connected with the name Homer, war is an ever returning theme in all kinds of literature. It is, of course, one of the most discussed themes in historical writing. The ways war is dealt with in literature differ widely, from strict chronological accounts of who fought whom in which year to elaborate analyses of the causes of war and detailed descriptions of human behavior in life-threatening situations. A general introduction to the studies of war and different aspects of the phenomenon 'war' as a whole will be followed by close reading and interpretation of several ancient authors who focused on war, from Greek (Homer, Herodotus, Thucicdes, Polybius, and others) to Roman writers (Caesar, Livy, Tacitus, and others).

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CNES 3951W Major Project

4 credit(s); Meets CLE req of Writing Intensive
CNES 8950 Topics in Classical & Near Eastern Studies: Scripture and Interpretation: Comparative Seminar
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Levinson, Bernard M.
Description: Comparative Seminar in the Religions of Antiquity: Special Topic SCRIPTURE AND INTERPRETATION RelS 8190/CNES 8950 Tuesdays, 2:30-5:30 pm Spring 2012; 3 credits Nicholson Hall 201 This seminar investigates the idea of divine revelation and its impact upon religion and literature. It shows how the history of the Bible's creation, transmission and interpretation in Judaism and Christianity can help us think critically about the role of the idea of revelation in the history of religious traditions. Just what is revelation? What happens when a literary text is accorded the status of revelation? How does the belief that a text is revealed affect the way it is read within the community for which it constitutes revelation? How can a text from one cultural tradition (ancient Israel) operate as authoritative Scripture in another (Greco-Roman Christianity)? The course will place particular emphasis upon the reinterpretation and transformation of authoritative texts within the Hebrew Bible even before the closure of the canon, and then in the new situation of early Christianity attempting to claim and interpret many of the same texts for its own purposes. Chronologically, the course covers developments from about the fifth century B.C.E. until about the sixth century C.E. This period begins prior to the formation of the present version of the Bible, witnesses its compilation and the origins of Rabbinic Judaism and early Christianity, and ends with the solidification of those medieval traditions of biblical commentary which still shape modern understanding of Scripture. Questions to be explored include ways in which divine revelation represents a conscious authorial strategy; the claim of 'tradition' as a means to camouflage innovation; the techniques employed by authors to lend authority to a text; and literary allusion as a means for canon transformation. The course provides in-depth examination of canon, the history of authorship, textual authority, intertextuality, and the nature of interpretation. Especially welcome in the course are grad students with an interest in the intersection of religion, literature, and culture.
Style: 20% Lecture, 60% Discussion, 20% Student Presentation.
Grading: 60% reports/papers, 35% written homework, 5% class participation. regular written responses to reading; Major paper organized as proposal with bibliography; first draft; then final revision.
Exam Format: no exams

Clinical Laboratory Science

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Description: Student may contact the instructor or department for information.

**CLS 5864 Research Seminar**
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Jameson, Steven Phillip
Description: Student may contact the instructor or department for information.

**CLS 5865 Departmental Seminar**
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Furcht, Leo T
Description: Student may contact the instructor or department for information.

**CLS 8193 Advanced Topics in Clinical Chemistry**
2 credit(s);
Instructor: Tsai, Michael Y
Description: Student may contact the instructor or department for information.

**CLS 8194 Research on Clinical Laboratory Problems**
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Tsai, Michael Y
Description: Student may contact the instructor or department for information.

**Clinical Laboratory Sciences Program  15-170 Phillips Wangensteen Bldg (MMC 711)**

**CLSP 4092 Honors Program: Laboratory Methods**
3 credit(s);
Instructor: Conway-Klaassen, Janice M.
Description: Student may contact the instructor or department for information.

**CLSP 4101 Diagnostic Microbiology II**
A-F only, 2 credit(s);
Instructor: Conway-Klaassen, Janice M.
Description: Student may contact the instructor or department for information.

**CLSP 4202 Hematology II**
A-F only, 2 credit(s);
Instructor: Swinehart, Cheryl D
Description: Lecture and laboratory course covering the morphology of normal and abnormal blood cells. Target audience: Medical technology senior students.
Style: 33% Lecture, 66% Laboratory.
Exam Format: Multiple choice

**CLSP 4202 Hemostasis**
A-F only, 2 credit(s);
Instructor: Swinehart, Cheryl D
Description: Student may contact the instructor or department for information.

**CLSP 4203 Hemostasis**
A-F only, 1 credit(s);
Instructor: Swinehart, Cheryl D
Description: Lecture and laboratory course covering hemostasis. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Senior medical technology students.
Style: 66% Lecture, 33% Laboratory.
Exam Format: multiple choice

**CLSP 4301 Urinalysis**
A-F only, 1 credit(s);
Instructor: Brunzel, Nancy A
CLSP 4304 Clinical Chemistry II: Lecture
A-F only, 2 credit(s);
Instructor: Brunzel,Nancy A
Description: Student may contact the instructor or department for information.

CLSP 4305 Clinical Chemistry II: Laboratory
A-F only, 2 credit(s);
Instructor: Brunzel,Nancy A
Description: Student may contact the instructor or department for information.

CLSP 4402 Molecular Diagnostics
A-F only, 2 credit(s), max credits 4;
Instructor: Wiesner,Stephen Michael
Description: Student may contact the instructor or department for information.

CLSP 4501 Introduction to Transfusion Medicine
A-F only, 2 credit(s);
Instructor: George,Joanna L
Description: Student may contact the instructor or department for information.

CLSP 4502 Introduction to Transfusion Medicine: Laboratory
A-F only, 2 credit(s);
Instructor: George,Joanna L
Description: Student may contact the instructor or department for information.

CLSP 4701 Applied Diagnostic Microbiology
S-N only, 2 credit(s);
Instructor: Brennecke,Patricia Johnson
Description: Student may contact the instructor or department for information.

CLSP 4702 Applied Clinical Hematology/Hemostasis
S-N only, 2 credit(s);
Instructor: Brennecke,Patricia Johnson
Description: Student may contact the instructor or department for information.

CLSP 4703 Applied Clinical Chemistry and Urinalysis
S-N only, 2 credit(s);
Instructor: STAFF
Description: Application of basic methods and techniques in the clinical chemistry lab. Upon completion of the chemistry rotation, the student will be able to: Organize and take responsibility for the performance of selected methods. Perform the procedure with limited supervision, maintain accurate records, while following all prescribed laboratory safety procedures, recognize signs of instrument malfunction, perform necessary corrective measures, and clean up area. Obtain appropriate blood samples by venipuncture. Handle specimens properly once they are received in the laboratory. Understand the principles of clinical chemistry methods presented during the course. Describe the principles of instruments covered during the course. Understand the clinical usefulness of laboratory results. Perform routine urinalysis according to laboratory protocol. Target audience: medical technology students after they have completed their senior medical technology courses. Course is scheduled at various clinical/hospital sites.
Style: 100% Laboratory.
Grading: 5% in-class presentation, 95% laboratory evaluation.

CLSP 4704 Applied Transfusion Medicine
S-N only, 2 credit(s);
Instructor: Brennecke,Patricia Johnson
Description: Student may contact the instructor or department for information.

CLSP 4901 Special Laboratory Methods
1-3 credit(s), max credits 3, 1 completion allowed;
Clinical Physiology and Movement Science

CPMS 5201 Colloquium in Clinical Physiology and Movement Science
S-N only, 1 credit(s), max credits 4, 4 completions allowed;  
Instructor: Anderson, John Harold  
Description: Student may contact the instructor or department for information.

Cognitive Science

CgSc 8410 Perspectives in Learning, Perception, and Cognition
S-N only, 2 credit(s), max credits 24, 12 completions allowed;  
Instructor: Gershenson, Celia Wolk  
Description: Course Objectives/Goals: The objectives of the course are to provide exposure to current knowledge in the many-faceted field of cognitive sciences. The weekly presentations are designed to encompass the wide range of research areas that comprise the cognitive sciences. Class Structure: The course is in the form of a colloquium series. Each session consists of a 40-50 minute presentation followed by a question and discussion period. Course Requirements: Enrolled students are required to attend all colloquia, read references provided, (the references of which available online at http://www.cogsci.umn.edu/calendar/colloquia.htm), and actively participate in discussion sessions. Students will submit a five to six page paper at the end of the semester in lieu of a final examination.

College of Food, Agri & Natural Resource Sciences

CFAN 1201 Discovering Majors and Careers
A-F only, 1 credit(s);  
Instructor: Rechtzigel, Dana Lee  
Description: Undecided or unsure about your major or career? This course will help you conduct an extensive assessment of your unique interests, strengths, personality, values and skills. You will also be taught how to thoroughly research majors and careers so you can determine which options fit you best.

CFAN 1501 Biotechnology, People, and the Environment
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Ballen, Karen G  
Description: Biotechnology, People and the Environment (CFAN 1501; Spring Semester, 3 credits) is a non-technical introduction to biotechnology, genetic engineering, and their impact on agriculture, food, medicine and the environment. The class does not have formal lab or recitation sections, but it does include discussions and demonstrations. CFAN 1501 fulfills the TECHNOLOGY AND SOCIETY theme of the Council on Liberal Education. Along with readings, CFAN 1501 requires: 1) internet-based learning activities, 2) a personal biotechnology journal, and 3) a public perception survey on biotechnology. CFAN is organized into four blocks. The course begins with a brief overview/introduction to genetic engineering technology, followed by the biotechnology of plants (including genetically modified foods and crops), biotechnology of microbes (including bioremediation, biocontrol, and food microbiology), and the biotechnology of animals and medicine (including biopharmaceuticals, genetic screening, genome sequencing, animal cloning, bioterrorism, and genetic therapy).  
Style: 65% Lecture, 10% Discussion, 15% Small Group Activities, 5% Demonstration, 5% Guest Speakers.  
Grading: 40% mid exam, 20% final exam, 15% special projects, 5% quizzes, 20% journal. There are generally three exams during the semester and each is worth 20%.  
Exam Format: Exams are generally 25% multiple choice; 25% matching; 25% short answer; 25% essay question.
genetically modified foods and crops), biotechnology of microbes (including bioremediation, biocontrol, and food microbiology), and the biotechnology of animals and medicine (including biopharmaceuticals, genetic screening, genome sequencing, animal cloning, biotechnology, and genetic therapy).

**Style:** 65% Lecture, 10% Discussion, 15% Small Group Activities, 5% Demonstration, 5% Guest Speakers.

**Grading:** 40% mid exam, 20% final exam, 15% special projects, 5% quizzes, 20% journal. There are generally three exams during the semester and each is worth 20%.

**Exam Format:** Exams are generally 25% multiple choice; 25% matching; 25% short answer; 25% essay question.

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**CFAN 1902 Topics: Freshman Seminar**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US**

**Instructor:** Bellcourt EdD, Mark A

**Description:** Class participants are expected to participate in a weekend retreat to the Cloquet Forestry Center to work with Fond du Lac Tribal students who participate in the Manoomin Project February 3-5, 2012. Participants who are not able to attend will be expected to perform 15 hours of community service within a Native American organization in lieu of the weekend retreat. American Indian peoples have occupied ?Turtle Island? or North America for more than 20 thousand years. Today, more than 800 American Indian nations have been recognized by the federal government and more than 250 distinct languages are used. Despite the great diversity, almost all American Indian people share many common worldviews of the environment. They rely almost exclusively on grandmother earth to provide for their needs and for their survival. This connection to and respect for the land gives American Indians unique worldviews that tend to be more holistic and inclusive than conventional western science. However, traditional western science has the prestige, privilege, and power to generate huge grants and to control what is studied and how it is to be studied. It generates great economic power, political influence and often runs ruff-shoot over cross-cultural differences. Students will examine the historical, contemporary, and often adversarial relationship between Native American worldviews of the environment and the traditional western views of earth sciences. Students will understand the social constructs that legitimizes and promotes one set of scientific protocols and beliefs over another. This seminar will focus on American Indian ways of knowing the environment through discussion, guest speakers, site visits near the U of MN campus, lectures, and community service learning experiences.

**Style:** 10% Lecture, 10% Film/Video, 40% Discussion, 10% Student Presentation, 10% Field Trips, 10% Guest Speakers, 10% Service Learning.

**Grading:** 5% quizzes, 20% attendance, 40% reflection paper, 5% in-class presentation, 20% class participation, 10% other evaluation.

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**CFAN 3000 Directed Studies in International Agriculture**

**A-F only, 2-4 credit(s), max credits 8, 3 completions allowed;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

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**CFAN 3201 Career and Internship Preparation**

**A-F only, 1 credit(s);**

**Instructor:** Rechtzigel, Dana Lee

**Description:** Want to be sure your ready to put your best foot forward when searching for jobs and internships? This 1 credit course is ideal for students in any major seeking internships and/or full time work. This course covers topics that will prepare you for your job/internship search including communicating your skills and strengths, resume writing, interviewing, networking, job searching, setting future career goals, and salary negotiation.

**Style:** 25% Lecture, 5% Film/Video, 15% Discussion, 30% Small Group Activities, 15% Guest Speakers. Mock interviews 10%

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**CFAN 3201 Career and Internship Preparation**

**A-F only, 1 credit(s);**

**Instructor:** Newberg, Sara Nagel

**Description:** Want to be sure your ready to put your best foot forward when searching for jobs and internships? This 1 credit course is ideal for students in any major seeking internships and/or full time work. This course covers topics that will prepare you for your job/internship search including communicating your skills, resume writing, interviewing, job searching and salary negotiation.

**Style:** 50% Lecture, 10% Discussion, 30% Small Group Activities, 10% Guest Speakers. Class Activities

**Grading:** 25% reports/papers, 50% special projects, 10% class participation, 15% other evaluation. inventories & class activities

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**CFAN 3201 Career and Internship Preparation**

**A-F only, 1 credit(s);**

**Instructor:** Giefer, Christine M

**Description:** This course is designed to introduce students to the career development journey. By taking a proactive approach to identifying and achieving their career goals, students will gain confidence in the job-search world and be able to position themselves to succeed. This course will focus on: -Self-assessment -Skills, values and goal setting -Job searching techniques -Resume writing, cover letters, portfolios and other job-search tools -Networking -Interviewing -Professionalism
CFAN 3480 Topics in CFANS: Globalization and Indigenous Communities
3 credit(s), max credits 8;
Instructor: Hassel, Craig Alan
Description: Student may contact the instructor or department for information.

CFAN 3480 Topics in CFANS: Exploring and Preparing for Business Careers
2 credit(s), max credits 8;
Instructor: Fredrickson, Heather Nagle
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Nelson, Kristen
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Fredrickson, Heather Nagle
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Endres, Marcia Ines
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Labuz PhD, Ted Peter
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Wheaton, Jonathan E
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Mashek, Douglas
Description: Student may contact the instructor or department for information.

CFAN 5201 Career and Job Search Preparation for Graduate Students
S-N only, 1 credit(s);
Instructor: Kubak, Maggie
Description: Job search preparation and career development tools for all graduate students. Focus on non-academic careers though some class content can be targeted to academic search. Topics: goal setting, networking, job search, resume/CV, interviewing. Offered S/N. Meets 10 times over 15 weeks (plus individual appointments). Assignments include resume/CV, informational interview, career development plan.

CLA 1200 Topics: Medieval Narratives in the Modern World
3 credit(s);
Instructor: Karras, Ruth Mazo
Description: Some of the greatest stories in world literature?Knights of the Round Table, dragon-slayers, djinn performing magic, pilgrims descending to Hell?date from the Middle Ages, but have been retold in various forms between then and now to serve a variety of purposes. They have formed the basis of national myths, provided rationale for defining some people as different, strengthened religious beliefs, idealized love, and provided excellent entertainment. In this class we will read medieval texts from Western Europe,
the Arab world and Persia, and look at some of the ways these stories have been retold in the modern era in fiction (both adult and children's), film, and the visual arts. We'll discuss what the narratives meant to the societies that created them and how they have been interpreted differently in modern cultures. Students will do an in-class presentation based on research into a modern work of their choice and the way it uses medieval history and literature, and will create their own modern interpretation of a medieval text in their choice of medium and genre.

CLA 1904 Topics: Freshman Seminar: Modern Paris: French Revolution - Present  
A-F only, 3 credit(s);Meets CLE req of Global Perspectives  
Instructor: Munholland, John Kim  
Description: Student may contact the instructor or department for information.

CLA 2005 Introduction to Liberal Education and Responsible Citizenship  
A-F only, 3 credit(s);  
Instructor: Williams, Andrew L  
Description: Despite the fact that we live in an age of science, technology, globalization, and unprecedented economic affluence, widening poverty, hunger, homelessness and other forms of human displacement, violence, environmental degradation, and diseases such as AIDS continue to ravage millions around the globe. These challenges push many of us to reflect on our responsibility to address social inequality and human suffering. Do individuals have a social and/or ethical responsibility to help others who are less fortunate and/or in distress? Do public universities such as the University of Minnesota have an obligation to help address social problems in the state of Minnesota and beyond? If so, how does an individual or institution respond to these challenges in a manner that is thoughtful, ethical, and effective? If not, what might be the social, economic, and psychological costs of modern inequalities not being addressed in a meaningful and durable fashion? This course is designed to provide students a space and process to consider what can and should be done to bring a reasonable opportunity for survival within the grasp of the deprived masses in our affluent world. The current array of national and global social problems also raises important and complex questions about the fundamental social, political, and economic rights of citizens. For example, if possible, should we establish and enforce a set of universal human rights that apply across national boundaries? Should every person have the right to health care, housing, clean water, and education? These are among the important academic, ethical, and policy questions that will be addressed in this interdisciplinary course which critically examines the complex relationships between a range of important social, economic, and political issues impacting the world, our nation, and the Twin Cities. Community engagement and service learning are central dimensions of this class. More specifically, all students will complete a minimum of 20 hours of service learning work in a setting approved by the instructor and the Community Service Learning Center. The service learning component of the course allows participants to explore classroom concepts in the real world while developing valuable leadership, intercultural, and other professional competencies. Service learning is a way to move toward critical thinking, self-directed experiential learning, and testing theory in action. Through firsthand community engagement experiences, students will critically interrogate how we interpret the social realities we enter through service, how these meanings are talked about, and how they are negotiated among people who have unequal power relationships. The work and experience of the course will help students to develop a critical understanding of the limits and possibilities of service learning, charity, development, and social justice approaches to addressing social problems.  
Style: 33% Lecture, 66% Discussion. Students will complete a minimum of 20 hours of service learning outside of the regular class meeting times.

CLA 3500 Topics: Making the Global Local: Pathways to Minnesota  
3 credit(s), max credits 8;  
Instructor: Gabaccia, Donna R  
Description: This interdisciplinary senior seminar introduces students with global competencies (language, earlier study on Asia, Africa, Europe or Latin America) to collaborative research through the digital humanities. After receiving a brief introduction that maps the origins and long-distance travels of the people settling Minnesota, students will learn the basic skills needed to create an online exhibition aimed at general, public audiences. Working in small groups students will identify, digitize and interpret sources (ranging, potentially from old maps to "digital stories") for use by general, public audiences (school teachers and students, Minnesota citizens). Digitization has blurred the line between museums, research seminars, traditional archives and the public. Learn how to navigate this new terrain, with its power to connect global and local.

CLA 3600 The Renaissance  
3 credit(s); Credit will not be granted if credit has been received for: ARTH 3600;  
Instructor: Noakes, Susan J  
Description: Relationships among the visual arts, literature, science, philosophy, and politics in Europe, especially Italy and France, from about 1300-1600. Works of artists, writers, and intellectuals (e.g., Michelangelo Buonarotti, Niccolo Machiavelli, Francois Rabelais, Michel de Montaigne), different artistic and literary forms (e.g., portrait, sonnet, essay), and broad thematic issues, including the individual, antiquity, the state, and discovery. Team taught by an art historian, an historian, and a specialist in early French and Italian literature, this course was selected by the CLA Dean's Office as an "incubator" course; that is, it will try out a new model for
Instruction in which professors from three different departments will collaborate in offering a truly interdisciplinary approach to the Renaissance. The three professors will alternate in giving lectures, and each will lead one of the three discussion sections. This will provide students with a broader approach to a major topic in the Humanities than would otherwise be possible, blending art, literature, and history. The course will be offered entirely in English. Students who wish to count it toward a major in either French or Italian may do so, however, by arrangement with Prof. Susan Noakes. Such students will do readings and writing in the language of the major to which credit is to be applied and will have regular discussion groups conducted in the language of the major.

CLA 3600 The Renaissance
3 credit(s); Credit will not be granted if credit has been received for: ARTH 3600;
Instructor: Shank, JB
Description: Relationships among the visual arts, literature, science, philosophy, and politics in Europe, especially Italy and France, from about 1300-1600. Works of artists, writers, and intellectuals (e.g., Michelangelo Buonarotti, Niccolo Machiavelli, Francois Rabelais, Michel de Montaigne), different artistic and literary forms (e.g., portrait, sonnet, essay), and broad thematic issues, including the individual, antiquity, the state, and discovery. Team taught by an art historian, an historian, and a specialist in early French and Italian literature, this course was selected by the CLA Dean's Office as an “incubator” course; that is, it will try out a new model for instruction in which professors from three different departments will collaborate in offering a truly interdisciplinary approach to the Renaissance. The three professors will alternate in giving lectures, and each will lead one of the three discussion sections. This will provide students with a broader approach to a major topic in the Humanities than would otherwise be possible, blending art, literature, and history. The course will be offered entirely in English. Students who wish to count it toward a major in either French or Italian may do so, however, by arrangement with Prof. Susan Noakes. Such students will do readings and writing in the language of the major to which credit is to be applied and will have regular discussion groups conducted in the language of the major.

College of Science and Engineering

CSE 1 Fundamentals of Engineering Review (E.I.T. Refresher)
S-N only, 0 credit(s);
Instructor: Nordell, Daniel Edwin
Description: This course is a review of engineering fundamentals required to pass the National Council of Engineering Examiners Fundamentals of Engineering examination. It is designed to aid in preparation for the FE examination by presenting an organized review of material ordinarily contained in a college engineering curriculum. Primary emphasis will be on problem solving with orientation as close as possible to the type of questions contained in the exam. Prerequisite: Engineering or equivalent degree or candidate for degree
Style: 75% Lecture, 25% Discussion.
Grading: 100% successful completion of the FE exam

CSE 1101 Environmental Issues and Solutions
4 credit(s); Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Wabner, Kathy A
Description:

CSE 1101 Environmental Issues and Solutions
4 credit(s); Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Wabner, Kathy A
Description: Student may contact the instructor or department for information.

CSE 1311 Engineering Basics
A-F only, 2 credit(s);
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

CSE 1411 Exploring Careers in Science and Engineering
A-F only, 1 credit(s), max credits 2;
CSE 1413 Preparing for Careers in Science and Engineering
1 credit(s);
Instructor: Hinz,Katy Irene
Description: This course is designed for students who have already chosen a major. COURSE OBJECTIVES -Learn how to research companies, industries, and careers -Discover career options related to your major -Learn how to access career information from a variety of resources -Learn how to gain experience related to your career objective -Discover resources for finding internships and full-time job opportunities -Gain interviewing skills -Develop a resume and cover letter that markets your experience ASSESSMENT FEES This course uses a self-assessment, StrengthsQuest to assist you in identify your strengths. ($10 cash or check payable to the University of Minnesota)

Communication Studies 225 Ford Hall

Comm 1101 Introduction to Public Speaking
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics
Instructor: Behme,Timothy Donald
Description: Comm 1101 Introduction to Public Speaking is designed to increase students' abilities to compose and present non-trivial speeches as well as decrease their anxiety while doing so. The course also increases students' abilities to critique public discourse specifically and insightfully. As such, students create and deliver at least three major graded speeches, receiving both guided instruction and public-speaking practice along the way. Students also critique speeches given by themselves, their peers, and public figures. Students are tested on their knowledge of relevant concepts and theories, yet the majority of the course grade is based upon their performance on assignments related to speech preparation, presentation, and evaluation. Students may contact the instructors listed for particular sections of Comm 1101 for more specific information about those particular sections.

Comm 1101 Introduction to Public Speaking
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics
Instructor: Grayden,Elizabeth D
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics
Instructor: Porter II,Louis
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics
Instructor: Odash,Diane L
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics
Instructor: Cormany,Diane Laura
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics
Instructor: Baxter,Michael Judson
Description: Student may contact the instructor or department for information.
Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Lechowich, Sarah
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Short, Eric J
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Shada, Andrea
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Leppert, Alice J
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Zimmerman, Heidi M
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Hassoun, Daniel Joseph
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Rapp, Alison G
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Arce, Jacquelyn H
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Janati, Jody
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Branson, Carolina Renee Fernandez
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Parmett, Justin Morgan
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Stevens, Shannon Victoria
Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Fischer, Mia Louisa
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Tucker, David P
Description: Student may contact the instructor or department for information.

Comm 1101H Honors: Introduction to Public Speaking
A-F only, 3 credit(s); Honors Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Nordin, John P
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Rose, Jeremy H
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Thomas II, Milton E
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Elias, Liora P.
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Cole, Erin Louise Dempsey
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Bell, Shelby
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Helwich, David A
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Oleksiak, Timothy
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hilland, Alexander Scott
Description: Student may contact the instructor or department for information.
Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Calder, Simon Richard
Description: Student may contact the instructor or department for information.

Comm 1681W Rhetorical Fictions and 20th Century Conflicts
4 credit(s); Meets CLE req of Global Perspectives; Meets CLE req of Literature; Meets CLE req of Writing Intensive
Instructor: Walzer, Arthur Eugene
Description: In COMM 1681W students will read important 20th-century novels and non-fiction works that focus on the impact of Europe and North America on Africa, Asia, and the Middle East. The course fulfills the global perspectives requirement and the literature core requirement in the University’s Liberal Education Curriculum. It is also a designated “Writing Intensive” course. Recent history has been dominated by interventions by Europeans and North Americans on other parts of the world. Americans understand the motives for, and meaning of, this involvement differently from the way it is perceived by the native peoples of Africa, Vietnam, and in the Middle East. One goal of this course is to compare these different perspectives. For example, students will compare novels written by an English novelist (Joseph Conrad) and an African novelist (Chinua Achebe) by focusing on their different portrayals of Africa, Africans, and the Westerners who arrived to help and to exploit. A second goal of the course is to help you appreciate the persuasive power of literature. The course will focus particularly on how novels influence readers? perceptions of cultures and political events. It will explore how novels use uniquely artistic resources to influence readers by comparing the way literature works to the way more overtly rhetorical works persuade. Finally, the course will consider the ways that visual presentations influence audiences by examining a graphic novel and a documentary and fictional films.
Style: 35% Lecture, 5% Film/Video, 60% Discussion.
Grading: 45% reports/papers, 33% quizzes, 22% class participation. Attendance is a major factor in determining participation grade.
Exam Format: Quizzes are 50% essay; 50% short answer.

Comm 3110 Topics in Communication Studies: New Communication Technology & Social Panic
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Schiappa, Edward
Description: This course will use the “crisis” created by the introduction of “new” communication technologies as a source of social panic and anxiety as a way to learn about how societies respond and utilize such new technologies. This course is not a comprehensive survey course of communication technology in the U.S., but instead focuses on a series of 10 “panics” that emerge as a result of new communication technology and the fear of negative effects on society. Not only will students have a better historical understanding of these panics, but they will come to understand the technologies themselves as well as how scholarly arguments proceed regarding societal effects.

Comm 3110 Topics in Communication Studies
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Helwich, David A
Description: Student may contact the instructor or department for information.

Comm 3190H Honors Course: Research Seminar in Communication
A-F only, 3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Schowalter, Dana M
Description: Student may contact the instructor or department for information.

Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Nadler, Anthony M
Description: Student may contact the instructor or department for information.

Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Martinez, Mark Anthony
Description: Student may contact the instructor or department for information.
Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Neuman-Scott, Mark A
Description: Student may contact the instructor or department for information.

Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Shaffer, Allyson K
Description: Student may contact the instructor or department for information.

Comm 3202 Audio Production and Media Literacy
3 credit(s);
Instructor: Gregg, Peter Benjamin
Description: This course will explore the impact and role of sound design across media, particularly with respect to how those elements construct versions of reality, interpellate, and persuade, building on the prerequisite course COMM 3201. Students are expected to have a basic understanding of cinematic/televisual grammar as they pertain to sound and image. This class will also focus on learning to be critical listeners and attentive consumers of media soundtracks, both in terms of diegetic and non-diegetic audio; in other words, this class is an attempt to develop critical media literacy with respect to sound. Part of a media literacy approach to sound and audio includes equipping students with the tools needed to understand the production, distribution, and consumption of media, followed by attempts to demystify production techniques is a part of those processes through an exploration of how audio is designed and manipulated. In terms of distribution, the class includes and emphasis on the medium proper and how control of the medium affects the text, and how a particular choice of medium (podcast, film soundtrack, diegetic television track) affects audio choices (and vice versa). In terms of consumption, the class will focus on how audiences can and do use audio information, and ways that producers may be attentive to (or inattentive to) those decoding approaches. The goals of this class are to: 1. Learn basic audio production and sound design techniques and technology 2. Apply those techniques to student created productions 3. Understand the terminology used to production and aesthetic criticism and apply that understanding to critique sound design. 4. Elaborate how the process of audio production, distribution, and consumption are products of and producers of value systems
Style: 35% Lecture, 30% Discussion, 35% Studio.
Grading: 15% reports/papers, 45% special projects, 30% quizzes, 10% class participation.

Comm 3204 Advanced Electronic Media Production
A-F only, 4 credit(s);
Instructor: Gregg, Peter Benjamin
Description: This course is designed to provide students with experience in live-on-tape and single camera video production, including post production on video editing workstations, shooting and lighting on locations, and sound recording. The course emphasis is on field production. Students will work in groups on three major projects. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work. Comm 3201 is a required prerequisite.
Style: 33% Lecture, 33% Discussion, 34% Laboratory.
Grading: 10% reports/papers, 60% special projects, 5% class participation, 25% laboratory evaluation.

Comm 3204 Advanced Electronic Media Production
A-F only, 4 credit(s);
Instructor: Neuman-Scott, Mark A
Description: This course is designed to provide students with experience in single camera video production, including post production on video editing workstations, shooting and lighting on locations, and sound recording. The course emphasis is on field production. Students will work in groups on three major projects. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work. Comm 3201 is a required prerequisite.
Style: 33% Lecture, 33% Discussion, 34% Laboratory.
Grading: 10% reports/papers, 60% special projects, 5% class participation, 25% laboratory evaluation.

Comm 3211 Introduction to U.S. Electronic Media
3 credit(s);
Instructor: Nadler, Anthony M
Description: This course offers an introduction to media studies and media history, focusing mostly on developments from the early 20th century up to the present. As the course title indicates, we'll emphasize media in the U.S., but we'll also be bringing in comparative perspectives and exploring global flows of media and culture. We'll talk about traditional "mass media," such as radio, television, film, newspapers, and magazines as well as personal communications (including telephones, fax, etc) and the internet.
When looking at these media from a historical angle, this class will mostly employ a set of perspectives known as "cultural" or "social" history. We're going to look at how these media and popular culture have played a role in social change and social struggles. We'll be talking about relationships between media technologies, institutions, cultural values, user practices, government policies, and more. For just a few examples, we will talk about how radio and television became dominated by advertiser-driven, commercial stations and about various groups that opposed that way of appropriating the airwaves. We'll also talk about how mass media have played a role in struggles over race, gender, class, and sexual identity. We'll be exploring current developments in media by placing them in a historical context. So, for example, we'll be discussing controversies regarding what forces are driving the development of the internet and mobile media. We'll examine debates about how new media forms are affecting changes in our social lives, our knowledge of politics, our entertainment culture, and even our thinking patterns. In addition to bringing a historical perspective to media, this class will also introduce various critical approaches. We'll talk about critical theory, cultural studies, political economy, and other media research paradigms. Don't worry if you are not familiar with these names now, in class we'll be defining each of these approaches, discussing their methods, and exploring their purposes and the stories they tell about relationships between media, culture, and social struggles. My overall philosophy is that evaluation should encourage a deep understanding of arguments and historical contexts rather than memorization. This will not be a class based on exams that students can prepare for simply by memorizing a study guide. Careful reading and engagement with class lectures will be necessary to succeed in this class.

Comm 3231 Reality TV: History, Culture, and Economics
3 credit(s);
Instructor: Ouellette,Laurie Jean
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Jurisz,Rebecca Ann
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Hoffmann,Melody L
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Wolter,Sarah Marie
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Tiffe,Raechel
Description: The goal of this course is to help us all develop skills for critiquing media images, messages, and means of production. To examine media from a critical perspective is to question why things are the way they are and how they came and continue to be as such. We discuss if and how media institutions can be challenged and changed through activism and policy work. To do this work will require that we approach media texts and practices as historical, constructed, and political.

Comm 3401 Introduction to Communication Theory
3 credit(s);
Instructor: Isaacs,Alyssa Marie
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. Social scientific theory in communication. Communication history. Logic of scientific/communication theories in interpersonal, small group, organizational, intercultural, and electronically mediated communication.
Style: 100% Web Based.
Grading: 26% special projects, 48% quizzes. -1 self-introduction: 2% -4 discussions: 16% -2 application exercises: 8% -reflection paper: 3% extra credit (optional)

Comm 3401 Introduction to Communication Theory
3 credit(s);
Instructor: Jones,Susanne Margarethe
Description: Student may contact the instructor or department for information.
Comm 3402 Introduction to Interpersonal Communication  
3 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Comm 3409 Nonverbal Communication  
3 credit(s); Meets CLE req of Social Sciences  
Instructor: Jones, Susanne Margarethe  
Description: The world of nonverbal communication! We are communicating nonverbally all the time, whether we want to or not. Right now, as you're reading these words, you're communicating nonverbally through your posture, your facial (non)expressions, your smell, your gestures, the seat you've chosen in this class, and your clothes. This course is designed to acquaint you with the pragmatics of nonverbal communication. Specifically, you will learn more about the importance, function, and meaning of nonverbal communication in the interpersonal communication process. In the first half of the course we will examine the structure of nonverbal communication by investigating several nonverbal codes, such as touch (haptics), personal distance (proxemics), and gestures (kinesics). In the second half of the course we will explore how these nonverbal codes work together to fulfill important communicative functions (e.g., deception, courtship, influencing) in various relational contexts (e.g., friendships, close relationships). In order to achieve these objectives I use various teaching tools, such as lectures, movies, in-class discussions, in-class exercises, assignments, research papers, and exams.  
Style: 75% Lecture, 25% Discussion.  
Grading: 16% mid exam, 12% final exam, 50% reports/papers, 10% quizzes. 12% for second exam  
Exam Format: multiple choice

Comm 3411 Introduction to Small Group Communication  
3 credit(s);  
Instructor: Larsen, Nan Gesche  
Description: In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

Comm 3411 Introduction to Small Group Communication  
3 credit(s);  
Instructor: Shada, Andrea  
Description: In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

Comm 3411 Introduction to Small Group Communication  
3 credit(s);  
Instructor: Tofteland, Rachel M  
Description: In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.
Comm 3411 Introduction to Small Group Communication
3 credit(s);
Instructor: Janson, Angela Sigl
Description: Student may contact the instructor or department for information.

Comm 3411 Introduction to Small Group Communication
3 credit(s);
Instructor: Zhu, Min
Description: In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus, small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

Comm 3422 Interviewing and Communication
A-F only, 3 credit(s);
Instructor: Odash, Diane L
Description: Student may contact the instructor or department for information.

Comm 3422 Interviewing and Communication
A-F only, 3 credit(s);
Instructor: Shada, Andrea
Description: Student may contact the instructor or department for information.

Comm 3431 Persuasion Theories
3 credit(s);
Instructor: STAFF
Description: This course is designed to familiarize you with the complex and dynamic phenomenon of persuasion as a form of human communication. There are three basic objectives for the course: 1) To be able to understand the concept of persuasion from a theoretical perspective, and be familiar with the research findings on the persuasion process. 2) To demonstrate understanding of the process of persuasion in a variety of communication contexts, through oral and written exercises. 3) To be a critical consumer of persuasive messages.
Style: 80% Lecture, 20% Discussion.
Grading: 12% mid exam, 12% final exam, 25% reports/papers, 12% special projects, 25% quizzes, 12% class participation.
Exam Format: Mixture of multiple choice and short answer/definition questions

Comm 3451W Intercultural Communication: Theory and Practice
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Tofteland, Rachel M
Description: Student may contact the instructor or department for information.

Comm 3452W Communication and the Intercultural Reentry
3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3601 Introduction to Rhetorical Theory
3 credit(s);
Instructor: Walzer, Arthur Eugene
Description: Comm 3601 studies rhetoric from a philosophical point of view. It seems impossible to think about rhetoric without raising some fundamental questions, such as: What is the relationship between language and reality or, at least, between language and our knowledge of reality? What ethical obligations should we assume when we attempt to persuade someone? Throughout history, philosophers and rhetoricians have debated these matters. To study the history and theory of rhetoric is, then, to study metaphysics and moral philosophy with regard to language. From Ancient Athens through the Renaissance (a period of roughly 2200 years), rhetoric was the central discipline, the organizing subject, in schools throughout Europe. No subject before or since has occupied such an important place in the curriculum. Rhetoric was not taught (as it often is today) as a skill only; as teaching someone how to deliver a
speech or write a paper. The question at the center of the rhetoric course was, "What does one need to know and be able to do to persuade someone in our culture?" Therefore, according to Cicero, the orator needed comprehensive knowledge of the culture in order to be an effective speaker. The main goal of this comprehensive rhetoric course was to prepare citizens for involvement in politics. Speaking effectively is obviously an essential skill to being a political leader. To study the history of rhetoric is, therefore, to study the history of democracy or at least (since democracy has not always flourished in Europe), the history of citizen involvement in politics and the courts. Throughout this course, we will study the political role that rhetoric played from its crucial contribution to the birth of democracy in Athens in the fifth century BCE; during the Roman Republic of Cicero's time, which became a model for our founding fathers; in Renaissance Italy, when Machiavelli taught that what is persuasive often conflicts with the true and the good; and into the twenty-first century America.

Style: 80% Lecture, 20% Discussion.
Grading: 25% reports/papers, 60% quizzes, 15% attendance.
Exam Format: Quizzes are 50% essay, 50% objective.

Comm 3605W Persuasive Speaking and Speech Writing
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Patia, Kaitlyn G
Description: Student may contact the instructor or department for information.

Comm 3615 Argumentation
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3625 Communication Ethics
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3990 Research Practicum
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Jones, Susanne Margareth
Description: Grading: Students will be graded for the extent to which they have fulfilled project assignments to the principal investigator's satisfaction

Comm 4263 Feminist Media Studies
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Vavrus, Mary D
Description: Student may contact the instructor or department for information.

Comm 4291 New Telecommunication Media
A-F only, 3 credit(s);
Instructor: Rodman, Gilbert B.
Description: Student may contact the instructor or department for information.

Comm 4404 Language Borderlands
3 credit(s);
Instructor: Sheldon, PhD, Amy
Description: It is estimated that half of the people in world speak more than one language. What is the quality and texture of a life like when lived in more than one language? How does language contribute to our sense of identity and sense of community? We will read essays and books by and about people who are polylingual or bidialectal. Some had to learn English because their families fled their homeland. Some are American born. One writer chose to immerse herself in another language after her father’s death. Each writer struggles to fit into two or more worlds of language and hence culture. Each searches for self-unification and meaning in multiple worlds. Their languages or dialects have been a source of self-exploration, self-disruption, and self-reintegration. We will explore the gifts and heartaches of living within and across other languages or dialects. Whether monolingual or polylingual, we will learn about our linguistic histories, and the multilingual world we live in. We will also consider linguistic multiplicity in the U.S. and the world. We will become more aware of the language ideologies that shape our thinking as an individual and as a nation.
Comm 4471 Communication in Marriage and Family
3 credit(s);
Instructor: Rose, Jeremy H
Description: Student may contact the instructor or department for information.

Comm 4471 Communication in Marriage and Family
3 credit(s);
Instructor: Koerner, Ascan Felix
Description: Student may contact the instructor or department for information.

Comm 4616 African American Civil Rights Rhetoric
3 credit(s);
Instructor: Hayes, Heather Ashley
Description: Student may contact the instructor or department for information.

Comm 5110 Special Topics in Communication Theory
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Nordin, John P
Description: Arguments on religious subjects are a key aspect of human culture, and texts privileged by various faith traditions are a critical source of evidence used to advance these arguments. But interpretation of these texts is complicated by reading them out of their original cultural and linguistic environment and by significant disagreements concerning the methods and even the very necessity for interpretation. Through case studies of particular texts, this class examines the interpretive strategies used to derive meaning with a focus on hermeneutical methods such as textual criticism, rhetorical criticism and literary criticism, as used by academic biblical scholars. These debates will be framed by a discussion of the historical and cultural context. Interpretation of the Qur'an and the Granth Sahib will also be briefly considered. This class is intended for undergraduates only. A class in argumentation or Biblical studies is strongly recommended as a prerequisite.

Comm 5401 Advanced Theories of Communication
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 5404 Language and Culture
3 credit(s);
Instructor: Sheldon PhD, Amy
Description: It is estimated that half of the people in world speak more than one language. What is the quality and texture of a life like when lived in more than one language? How does language contribute to our sense of identity and sense of community? We will read essays and books by and about people who are polylingual or bidialectal. Some had to learn English because their families fled their homeland. Some are American born. One writer chose to immerse herself in another language after her father’s death. Each writer struggles to fit into two or more worlds of language and hence culture. Each searches for self-unification and meaning in multiple worlds. Their languages or dialects have been a source of self-exploration, self-disruption, and self-reintegration. We will explore the gifts and heartaches of living within and across other languages or dialects, Whether monolingual or polylingual, we will learn about own linguistic histories, and the multilingual world we live in. We will also consider linguistic multiplicity in the U.S. and the world. We will become more aware of the language ideologies that shape our thinking as an individual and as a nation.

Comm 5431 The Process of Persuasion
3 credit(s);
Instructor: Koerner, Ascan Felix
Description: This course covers theory and practice of public persuasion campaigns. The theoretical part includes a review of relevant literature in audience analysis, persuasion theories, and message design. The practical part involves the design and implementation of a public persuasion campaign. For the Spring 06 semester, this campaign will be the Bihar project, which entails two campaigns. One is a public health campaign advocating behaviors to avoid black fever in Bihar, India, the other is a local fund raising campaign to finance the Bihar project. The emphasis in this course is on translating sound theoretical knowledge into an effective campaign and on combining learning with effecting positive change in the world.
Style: 30% Lecture, 20% Discussion. Filed work
Grading: 20% mid exam, 20% final exam, 60% other evaluation. project work

Comm 5441 Communication in Human Organizations
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 5441 Communication in Human Organizations
3 credit(s);
Instructor: Jacobi,Laura Jean
Description: This fully online section is offered though Online and Distance Learning (ODL), College of the Continuing Education. It may be taken for either undergraduate or graduate credit. (Graduate students are advised to register for A-F grading.) Visit "Class URL" for ODL policies, including fee and financial aid information. This course helps students understand the distinct nature of human communication in organizations. Students will learn to recognize the key factors that influence individuals and apply theories of organizational communication. After identifying and using established methods to diagnose issues and problems related to communication, students will develop their own strategies for discovering and explaining organizational and individual interactions.
Style: 100% Web Based.
Grading: --12 weekly online discussion submissions and responses (33.3% undergrad, 28.6% grad) --2 brief reviews (33.3% undergrad, 28.6% grad) --1 research project (33.4% undergrad, 28.6% grad) --1 profile of a communications scholar (14.2% grad only)

Comm 5615W Introduction to Rhetorical Criticism
3 credit(s);Meets CLE req of Writing Intensive
Instructor: Schiappa,Edward
Description: Student may contact the instructor or department for information.

Comm 8110 Seminar: Advanced Speech Problems
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Albert,Rosita D
Description: Student may contact the instructor or department for information.

Comm 8210 Seminar: Selected Topics in U.S. Electronic Media
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Ouellette,Laurie Jean
Description: Student may contact the instructor or department for information.

Comm 8210 Seminar: Selected Topics in U.S. Electronic Media
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Rodman,Gilbert B.
Description: Student may contact the instructor or department for information.

Comm 8611 Seminar: Rhetoric
3 credit(s), max credits 6;
Instructor: Greene,Ronald Walter
Description: Student may contact the instructor or department for information.

Comparative Literature
235 Nicholson Hall

CL 5331 Discourse of the Novel
3 credit(s);Credit will not be granted if credit has been received for: CSCL 5331;
Instructor: Tageldin,Shaden M
Description: Student may contact the instructor or department for information.

CL 5910 Topics in Comparative Literature
3-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Pepper,Thomas Adam
Description: Student may contact the instructor or department for information.

CL 5992 Directed Reading in Comparative Literature
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.
**CL 8002 Basic Seminar in Comparative Literature II**
3 credit(s);
Instructor: Casarino, Cesare
Description: Student may contact the instructor or department for information.

**CL 8910 Advanced Topics in Comparative Literature: Spanish-American Baroque**
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Spadaccini, Nicholas
Description: Student may contact the instructor or department for information.

**CL 8910 Advanced Topics in Comparative Literature: Critical Pedagogy & the New Humanities**
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Ganguly, Keya
Description: In reaction to the analytic eclecticism of the past few decades that has often gone under the sign of "interdisciplinarity," the question of method has once more returned for consideration in the humanities -- from the "How we Do What We Do: Methodology in the 21st century" 2010 graduate student conference at Harvard, to calls for the "new formalism," "new comparatism," as well as in works such as Fredric Jameson's Valences of the Dialectic, Edward Said's writings on "Traveling Theory," or "late style," the special issue of Representations (2009) on "surface reading," the reprise of attention to ontology in literary and film studies, and so forth. In opposition to mix-n-match, eclectic ("toolkit") approaches, several of these critical ventures seek to revalue the problem of method as a problem of theoretical understanding itself; in this way, they both refuse a conventional theory/practice opposition as well as advocate renewed attention to the ways that conceptual frameworks and methodological standpoints shape the production of knowledge. This seminar will address the problem of method as it impinges on critical theory and comparative studies. We will read classic statements on method such as Georg Lukacs? What is Orthodox Marxism,? Theodor Adorno? ?Skoteinos? and ?The Reality of Philosophy,? Walter Benjamin? s ?Epistemological Prologue? from his Origins of German Tragic Drama, Max Horkheimer? s ?Traditional and Critical Theory,? selections from Louis Althusser? s Lenin and Philosophy, Raymond Williams? ?On Materialism,? Perry Anderson? s ?Components of the National Question,? Roland Barthes? take on ?The Rhetoric of the Image,? Pierre Bourdieu? s propositions about ?habitus? or ?field,? as well as secondary works of criticism whose methodological assumptions and implications we will collectively evaluate. Seminar participants will be required to present on a reading of their choosing and write a final paper that presents a methodological statement appropriate to their interest in a specific object or field of study. [Professor Keya Ganguly]

**CL 8910 Advanced Topics in Comparative Literature: Critical Pedagogy & the New Humanities**
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Brown Jr, Robert L
Description: Let's get real: the essays often suck, and we beat ourselves up?asking what we didn't give 'them,' what we mis-said, how our prompts could have been clearer to prevent this heartbreak mess. Or worse: we fall into those endless, guilty-pleasurable conversations about how awful our students are and how we really deserve better ones. They are not that bad. Nor are we. And those are the wrong questions. This workshop / seminar identifies the underlying and often occulted structures determining our teaching lives and those of our students. Paolo Freire calls them 'limit conditions.' They were there before we arrived; identify them and we have some measure of agency. At stake: (but not limited to): disciplines, institutions, literacy (big sense), 'development' (and its discontents), technology and techne, liberation?all engaged through the multiple lenses of theory, history, and economics. We'll create a community where we can talk safely about what goes on in classrooms, and how things might go better. We'll read 'pedagogical theory'?some good, some not-so-good, and other relevant theory as needed. We'll read it for what it can give us, but also?following Freire's 'ethnotechnology'?as data about teaching and the sites where it's conducted. The 'critical' trope doesn't name any particular orthodoxy; it's a stance toward teaching as a complex, local, always-political practice that can be interpreted, understood, and improved, and a commitment to that reflexive practice. It's a workshop, with really practical goals. Anyone with an opportunity to build and teach a course is welcome (any discipline?not just the old 'humanities'), and we'll work in our 'workshop' to build courses?ones we can teach and then take on the job market. We'll each end up with a course (and / or a paper to present, if that's more useful), and a lot of material to use in the next teaching situation we face. I've a personal stake in this, having worked in teacher-development, curriculum design and academic management for most of my career. Participants in our seminar can share their own invaluable, particular expertise, but also avail themselves of a vast body of curricular materials free for the taking. The best pedagogy is built and conducted collectively. We can start here. All disciplines are welcome; no particular body of theory is assumed. Bring what you've got.
Style: 100% Discussion. Seminar of peers, with much of the content, topics and activities determined by the collective interests of the members, of course.

3 credit(s), max credits 24, 8 completions allowed;
Instructor: Rabinowitz, Paula
Description: This course looks at repositories of memory?documentary film, museum and archival collections, sites of remembrance. It seeks out the stuff contained within them as it tries to sheer off bits for the sake of producing new forms of understanding. Each form
encodes history even as it fragments its narrative into millions of bits and pieces. The course will use the laboratories of archives and museums available in the Twin Cities and online to build students' archives; it will seek to examine the practices that go into using, cataloguing, retrieving and excising the materials and traces of lived history. The course will thus be at once a hands-on encounter with the document, archive, museum and monument as well as a theoretical investigation of their origins, function and meaning to contemporary culture. Readings include: works by Michel Foucault, Jacques Derrida, Carolyn Steedman, Henry James, Michael Renov among others as well as readings in museum studies, locations of cultural memorializing, theories of documentary, the archive, and memory.

**Style:** 5% Film/Video, 60% Discussion, 15% Student Presentation, 15% Field Trips, 5% Guest Speakers.

**Grading:** 70% reports/papers, 30% special projects.

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**CL 8910 Advanced Topics in Comparative Literature: Gramsci & the Marxist theory of language**

3 credit(s), max credits 24, 8 completions allowed;

**Instructor:** Brennan,Timothy Andres

**Description:** When viewed across the disciplines, no single 20th-century theorist has been more influential in more diverse areas than Antonio Gramsci. His work accounts for many of the core ideas of the modern disciplines of cultural studies, popular literary criticism, postcolonial theory, and contemporary political theorizations of the state and of intellectuals as a caste. There is literally no one who commands as much attention simultaneously in the humanities, social sciences and the arts. Gramscian concepts such as ?hegemony,? ?the subaltern,? ?passive revolution,? ?organic intellectual,? ?Fordism,? ?transformation,? and the ?modern Prince? continue to orient modern thinking in fields as diverse as foreign relations and comparative literature, even exerting their force outside of academia in the realm of the media and extra-parliamentary politics. A new ?Italian? school of International relations, for example, has recently arisen using Gramsci as its inspiration; on the European far right, analysts have singled out Gramsci as their most worthy enemy ? necessary to master so that his project of ?cultural revolution? might be curtailed from within. If other celebrated figures in European theory have wielded authority, no one resembles Gramsci?s extraordinary reach as a person who knew poverty and yet rose to celebrity; who was a practical organizer and prisoner and yet critically original and theoretically innovative; who avidly followed events in the public sphere and in popular culture, but who also mastered areas of philosophical thought; who was trained in language and linguistics, and yet was drawn to the vivid human statistics of industry, unions, and technological change. How Gramsci came to possess this status is not at all easy to determine. Although our primary purpose in this course is to come to understand his work as he wrote it, we are also interested in the many ?Gramscis? who have arisen over the past three decades. We want, in part, to answer the question of why Gramsci became so important, and whether it is his writing alone that makes him so ? whether, that is, Gramsci continues to orient modern thinking in fields as diverse as foreign relations and comparative literature, even exerting their force outside of academia in the realm of the media and extra-parliamentary politics. A new ?Italian? school of International relations, for example, has recently arisen using Gramsci as its inspiration; on the European far right, analysts have singled out Gramsci as their most worthy enemy ? necessary to master so that his project of ?cultural revolution? might be curtailed from within. If other celebrated figures in European theory have wielded authority, no one resembles Gramsci?s extraordinary reach as a person who knew poverty and yet rose to celebrity; who was a practical organizer and prisoner and yet critically original and theoretically innovative; who avidly followed events in the public sphere and in popular culture, but who also mastered areas of philosophical thought; who was trained in language and linguistics, and yet was drawn to the vivid human statistics of industry, unions, and technological change. How Gramsci came to possess this status is not at all easy to determine. Although our primary purpose in this course is to come to understand his work as he wrote it, we are also interested in the many ?Gramscis? who have arisen over the past three decades. We want, in part, to answer the question of why Gramsci became so important, and whether it is his writing alone that makes him so ? whether, that is, Gramsci does not stand for a much larger body of thinkers from the interwar period who are not as readily mentioned. In this course, we are particularly interested in the extraordinary research on Gramsci?s theories of language ? and the impact of his philological and linguistic studies on the formation of his political and social theories. Since Marxist literary theory has for long been supposed to have little to offer a theory of language, and since so many of the claims of post-Marxism have relied on a stipulated ?turn to language? in post-structuralist theories as a way of making good on that supposed lack, we are especially interested in pursuing this line of inquiry, since it upsets commonly held assumptions.

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**CSDS 5910 Topics in Comparative Studies in Discourse and Society: Film Music (Theory, History, Practice)**

4 credit(s), max credits 32, 8 completions allowed;

**Instructor:** Leppert,Richard

**Description:** FILM MUSIC (THEORY, HISTORY, PRACTICE). This course considers the role of music in film from silent cinema in the early twentieth century to the near present, with particular emphasis on Hollywood, including narrative features, shorts, documentary, horror, thriller, science fiction, comedy, and cartoon. Broadly speaking, the course investigates the principal functions, practices, impacts and semiotics of music specific to various film genres across time. It will focus on theory, history, affect, and effect, addressing questions about film music as a social and cultural practice, including its role as part of broad political economy within the context of the culture industry. Although the syllabus is arranged in approximate chronological order of film history, the course is organized topically and is intended less as an historical survey and more as a critical investigation into the development and use of music central to the sound-image relation.

**Style:** 40% Lecture, 30% Film/Video, 20% Discussion, 10% Student Presentation. Some weeks: additional required screenings (3:30-6:00 p.m.)

**Grading:** 30% written homework, 50% reflection paper, 20% in-class presentation. Up to 15% extra credit for active in-class participation

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**CSDS 5910 Topics in Comparative Studies in Discourse and Society: Neorealism**

3 credit(s), max credits 32, 8 completions allowed;

**Instructor:** Casarino,Cesare

**Description:** The title of this course points to one of its main premises: neorealism did not concern only the cinema. Although outside of Italy--the country in which neorealism originated--it is known almost exclusively as a film movement, neorealism was enmeshed in a
CSDS 5910 Topics in Comparative Studies in Discourse and Society
3-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Pepper, Thomas Adam
Description: Student may contact the instructor or department for information.

CSDS 5993 Directed Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description: Directed study - arranged

CSDS 8002 Basic Seminar in Comparative Studies in Discourse and Society II
3 credit(s);
Instructor: Casarino, Cesare
Description: Student may contact the instructor or department for information.

CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Methods of Humanistic Critique
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Ganguly, Keya
Description: In reaction to the analytic eclecticism of the past few decades that has often gone under the sign of "interdisciplinarity," the question of method has once more returned for consideration in the humanities -- from the "How we Do What We Do: Methodology in the 21st century" 2010 graduate student conference at Harvard, to calls for the "new formalism," "new comparatism," as well as in works such as Fredric Jameson's Valences of the Dialectic, Edward Said's writings on "Traveling Theory," or "late style," the special issue of Representations (2009) on "surface reading," the reprise of attention to ontology in literary and film studies, and so forth. In opposition to mix-n-match, eclectic ("toolkit") approaches, several of these critical ventures seek to revalue the problem of method as a problem of theoretical understanding itself; in this way, they both refuse a conventional theory/practice opposition as well as advocate renewed attention to the ways that conceptual frameworks and methodological standpoints shape the production of knowledge. This seminar will address the problem of method as it impinges on critical theory and comparative studies. We will read classic statements on method such as Georg Lukacs? ?What is Orthodox Marxism,? Theodor Adorno? ?Skoteinos? and ?The Actuality of Philosophy,? Walter Benjamin? ?Epistemological Prologue? from his Origins of German Tragic Drama, Max Horkheimer? ?Traditional and Critical Theory,? selections from Louis Althusser? ?Lenin and Philosophy,? Raymond Williams? ?On Materialism,? Perry Anderson? ?Components of the National Question,? Roland Barthes? ?The Rhetoric of the Image,? ?late style," the special issue of Representations (2009) on "surface reading," the reprise of attention to ontology in literary and film studies, and so forth. In opposition to mix-n-match, eclectic ("toolkit") approaches, several of these critical ventures seek to revalue the problem of method as a problem of theoretical understanding itself; in this way, they both refuse a conventional theory/practice opposition as well as advocate renewed attention to the ways that conceptual frameworks and methodological standpoints shape the production of knowledge. This seminar will address the problem of method as it impinges on critical theory and comparative studies. We will read classic statements on method such as Georg Lukacs? ?What is Orthodox Marxism,? Theodor Adorno? ?Skoteinos? and ?The Actuality of Philosophy,? Walter Benjamin? ?Epistemological Prologue? from his Origins of German Tragic Drama, Max Horkheimer? ?Traditional and Critical Theory,? selections from Louis Althusser? ?Lenin and Philosophy,? Raymond Williams? ?On Materialism,? Perry Anderson? ?Components of the National Question,? Roland Barthes? ?The Rhetoric of the Image,? ?Pierre Bourdieu? ?propositions about ? habitus? or ?field,? as well as secondary works of criticism whose methodological assumptions and implications we will collectively evaluate. Seminar participants will be required to present on a reading of their choosing and write a final paper that presents a methodological statement appropriate to their interest in a specific object or field of study. [Professor Keya Ganguly]

CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Critical Pedagogy & the New Humanities
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Brown Jr, Robert L
Description: Let's get real: the essays often suck, and we beat ourselves up?asking what we didn't give 'them,' what we mis-said, how our prompts could have been clearer to prevent this heartbreaking mess. Or worse: we fall into those endless, guilty-pleasurable conversations about how awful our students are and how we really deserve better ones. They are not that bad. Nor are we. And those are the wrong questions. This workshop / seminar identifies the underlying and often occulted structures determining our teaching lives and those of our students. Paolo Freire calls them 'limit conditions.' They were there before we arrived; identify them and we have some measure of agency. At stake: (but not limited to): disciplines, institutions, literacy (big sense), 'development' (and its discontents), technology and techne, liberation?all engaged through the multiple lenses of theory, history, and economics. We'll create a community where we can talk?safely?about what goes on in classrooms, and how things might go better. We'll read 'pedagogical theory?'some
CSDS 8993 Directed Study in Comparative Studies in Discourse and Society

1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Mowitt, John W
Description: Student may contact the instructor or department for information.


3 credit(s), max credits 24, 8 completions allowed;
Instructor: Rabinowitz, Paula
Description: This course looks at repositories of memory?documentary film, museum and archival collections, sites of remembrance. It seeks out the stuff contained within them as it tries to sheer off bits for the sake of producing new forms of understanding. Each form encodes history even as it fragments its narrative into millions of bits and pieces. The course will use the laboratories of archives and museums available in the Twin Cities and online to build students? archives; it will seek to examine the practices that go into using, cataloguing, retrieving and excising the materials and traces of lived history. The course will thus be at once a hands-on encounter with the document, archive, museum and monument as well as a theoretical investigation of their origins, function and meaning to contemporary culture. Readings include: works by Michel Foucault, Jacques Derrida, Carolyn Steedman, Henry James, Michael Renov among others as well as readings in museum studies, locations of cultural memorializing, theories of documentary, the archive, and memory.
Style: 5% Film/Video, 60% Discussion, 15% Student Presentation, 15% Field Trips, 5% Guest Speakers.
Grading: 70% reports/papers, 30% special projects.

CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Gramsci & the Marxist theory of language

3 credit(s), max credits 24, 8 completions allowed;
Instructor: Brennan, Timothy Andres
Description: When viewed across the disciplines, no single 20th-century theorist has been more influential in more diverse areas than Antonio Gramsci. His work accounts for many of the core ideas of the modern disciplines of cultural studies, popular literary criticism, postcolonial theory, and contemporary political theorizations of the state and of intellectuals as a caste. There is literally no one who commands as much attention simultaneously in the humanities, social sciences and the arts. Gramscian concepts such as ?hegemony,? ?the subaltern,? ?passive revolution,? ?organic intellectual,? ?Fordism,? ?transformism,? and the ?modern Prince? continue to orient modern thinking in fields as diverse as foreign relations and comparative literature, even exerting their force outside of academia in the realm of the media and extra-parliamentary politics. A new ?Italian? school of international relations, for example, has recently arisen using Gramsci as its inspiration; on the European far right, analysts have singled out Gramsci as their most worthy enemy ? necessary to master so that his project of ?cultural revolution? might be curtailed from within. If other celebrated figures in European theory have wielded authority, no one resembles Gramsci?s extraordinary reach as a person who knew poverty and yet rose to celebrity; who was a practical organizer and prisoner and yet critically original and theoretically innovative; who avidly followed events in the public sphere and in popular culture, but who also mastered areas of philosophical thought; who was trained in language and linguistics, and yet was drawn to the vivid humanistic studies of industry, unions, and technological change. How Gramsci came to possess this status is not at all easy to determine. Although our primary purpose in this course is to come to understand his work as he wrote it, we are also interested in the many ?Gramscis? who have arisen over the past three decades. We want, in part, to answer the question of why Gramsci became so important, and whether it is his writing alone that makes him so ? whether, that is, Gramsci he wrote it, we are also interested in the many ?Gramscis? who have arisen over the past three decades. We want, in part, to answer the question of why Gramsci became so important, and whether it is his writing alone that makes him so ? whether, that is, Gramsci does not stand for a much larger body of thinkers from the interwar period who are not as readily mentioned. In this course, we are particularly interested in the extraordinary research on Gramsci?s theories of language ? and the impact of his philological and linguistic studies on the formation of his political and social theories. Since Marxist literary theory has for long been supposed to have little to offer a theory of language, and since so many of the claims of post-Marxism have relied on a stipulated ?turn to language? in post-structuralist theories as a way of making good on that supposed lack, we are especially interested in pursuing this line of inquiry, since it upsets commonly held assumptions.

CSDS 8993 Directed Study in Comparative Studies in Discourse and Society

1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Mowitt, John W
Description: Student may contact the instructor or department for information.
Comparative and Molecular Biosciences

CMB 5381 Pathogenesis of Infectious Zoonotic Diseases
A-F only, 3 credit(s);
Instructor: Ji,Yinduo
Description: Student may contact the instructor or department for information.

CMB 5594 Directed Research in Comparative and Molecular Biosciences
1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

CMB 8012 Basic Concepts in Skeletal Biology
A-F only, 2 credit(s);
Instructor: Mansky,Kim
Description: Student may contact the instructor or department for information.

CMB 8100 Research Rotation in Comparative and Molecular Biosciences
S-N only, 1 credit(s), max credits 2;
Instructor: Murtaugh,Michael P
Description: Student may contact the instructor or department for information.

CMB 8303 Comparative Models of Disease
A-F only, 2 credit(s);
Instructor: Collister,John Peter
Description: Student may contact the instructor or department for information.

CMB 8394 Research in Comparative Biomedical Sciences
1-6 credit(s), max credits 18, 5 completions allowed;
Instructor: Murtaugh,Michael P
Description: Student may contact the instructor or department for information.

CMB 8550 Comparative and Molecular Biosciences Seminar
S-N only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Rutherford,Mark Stephen
Description: This is a seminar course in which students will be exposed to graduate student research activities via the oral presentation of scientific data. Students will prepare and present one 25 minute seminar of their work. It is expected to enhance the student’s public speaking skills and to provide experience in the preparation of visuals for scientific presentations. Formal review of presentation effectiveness is provided by the instructor and other students in the class.

CMB 8560 Research and Literature Reports
S-N only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Skinner,Pamela Jo
Description: Student may contact the instructor or department for information.

Computer Science

CSci 1001 Overview of Computer Science
4 credit(s); Meets CLE req of Mathematical Thinking; meets CLE req of Technology and Society
Instructor: Barry,Phillip
Description: CSci 1001 is a broad introduction to the key ideas of computer science. This course is designed to help you understand
the foundations and limits of computing and information technology, to help you reason about possible future applications and technological advances, and to help you be informed contributors to the public dialog about technology. This is not a beginning computer skills or programming course, although we will do some computing projects. Instead, it is an overview of many of the areas of computer science including how to automate problem solutions, how to generalize or abstract design and problem solutions, how to organize and use data collections, networks, and 'intelligent' computer systems. The course also covers core ideas behind the Internet, web, desktop software, and personal computers. The course is structured around six major activities: (i) class lectures; (ii) class discussions; (iii) lab sections that provide a chance for hands-in or in-depth exploration of topics covered more generally in lecture; (iv) reading assignments that will form the basis for the lecture and discussion; (v) problem sets; (vi) a book report.

Style: 40% Lecture, 20% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Guest Speakers.
Grading: 25% mid exam, 20% final exam, 10% reports/papers, 10% class participation, 20% laboratory evaluation, 15% problem solving.

CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers

4 credit(s);  
Instructor: Jensen, Steve  
Description: Student may contact the instructor or department for information.

CSci 1901 Structure of Computer Programming I

4 credit(s);  
Instructor: Dovolis, Chris John  
Description: CSci 1901 is the first required course for Computer Science majors. CSci 1901 is a prerequisite for CSci 1902 and many other CSci courses. Therefore, students planning to major in computer science and non-majors who plan to take other more advanced computer science courses should take CSci 1901 first. CSci 1901 is a challenging course that covers many fundamental programming and software design principles in a practical manner. The following topics are covered: data abstraction, data representations, procedural abstraction, recursion, iteration, lists, tables, intro to object oriented programming and intelligent data. The Scheme programming language is used to implement programs using these concepts. The text for the course is Abelson and Sussman's "Structure and Interpretation of Computer Programs." CSci 1901 is very time consuming, and the pace is quick. Be sure to allot plenty of time for this course. There is a very large programming component to this course. Students may work in pairs on programming assignments.

Style: 70% Lecture, 30% Discussion.
Grading: 30% mid exam, 30% final exam, 40% other evaluation. Programming assignments

Exam Format: Programming

CSci 1902 Structure of Computer Programming II

4 credit(s);  
Instructor: Shekhar, Shashi  
Description: Student may contact the instructor or department for information.

CSci 2011 Discrete Structures of Computer Science

4 credit(s);  
Instructor: Barry, Phillip  
Description: CSci 2011 covers discrete mathematical techniques and structures used in computer science. This includes introductory logic, set theory, recursion, induction, combinatorics, algorithmic analysis, and graphs. Much of computer science assumes familiarity and skill with the fundamental structures, concepts, proof techniques, and problem solving techniques in this class. Upon successful completion of the course students should be able to do the following: (1) For each of the structures (e.g., graphs) or techniques (e.g., counting methods, proof techniques) discussed in class, the student should be able to (a) define the basic terminology and use it correctly, (b) give an explanation of why it is important, (c) provide and discuss specific CSci examples of its use, (d) be able to identify its important characteristics, as well as any variants or special cases, (e) perform the basic operations associated with it, (f) use it, when applicable, to analyze and solve problems. (2) Given a problem, students should be able to (a) identify which structures and/or techniques could be useful in analyzing or solving the problem, and why, (b) modify or specialize structures or techniques to make them applicable to problems that are not amenable to straightforward use of the structure or technique, (c) present a clear, concise, logically accurate, and rigorous solution, d) tell whether a purported solution or analysis is accurate.

Style: 80% Lecture, 20% Discussion.
Grading: 15% mid exam, 25% final exam, 10% quizzes, 40% problem solving, 10% other evaluation. In-class exercises

Exam Format: Short problem

CSci 2021 Machine Architecture and Organization

4 credit(s);  
Instructor: Yew, Pen-Chung
CSci 2033 Elementary Computational Linear Algebra
4 credit(s);
Instructor: Swanson, Charles D
Description: Linear Algebra plays a central role in many areas of engineering, physical and biological science, statistics, social science, and computer science. The fundamental concepts of linear algebra and matrix theory as they are used in these application areas will be introduced, with emphasis on computer science. A combination of written exercises and programming projects will be used to illustrate the concepts. Programming will be done in MATLAB (or a similar system) which has extensive on-line introductory material for those unfamiliar with it.
Style: 75% Lecture, 25% Discussion. Several informal classroom exercises will be included.
Grading: 30% mid exam, 30% final exam, 30% written homework, 10% class participation.

CSci 3003 Introduction to Computing in Biology
3 credit(s);
Instructor: Myers, Chad Leighton
Description: Introduction to computing for biology. New genomic and proteomic technologies are generating enormous amounts of data, giving us an unprecedented view of cellular function. To make sense of these data, biology researchers are becoming increasingly dependent on using computation in their work. This course will provide a practical introduction to several programming concepts including variables, flow control, input/output, strings, pattern matching, arrays, hash tables, functions, and subroutines. Students will complete lab assignments in the Perl and Matlab programming languages, which will focus on answering biological questions through analysis of real genomic and proteomic data.

CSci 3081W Program Design and Development
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 3970 Industrial Student Co-op Assignment
S-N only, 2 credit(s), max credits 4;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 4011 Formal Languages and Automata Theory
4 credit(s);
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 4041 Algorithms and Data Structures
4 credit(s);
Instructor: Sturtivant, Carl
Description: Algorithms & Data structures, their implementation, and the analysis of their performance are the subjects of this class. We will examine many well known algorithms that solve important problems efficiently, and also learn something of the art of algorithm design, especially through the paradigms of "divide and conquer", "dynamic programming", and "greedy methods", as well as through adapting existing algorithms and data structures to the task at hand. Performance analysis will be a central feature of the class, both for well known algorithms, and for ones we have newly designed as exercises. Subject areas we cover will include sorting & searching, priority queues, hash tables, binary search trees, disjoint set forests, elementary graph algorithms, minimum spanning trees, single-source shortest paths, all-pairs shortest paths and Huffman coding.
Style: 70% Lecture. Recitation
Grading: 10% mid exam, 35% final exam, 40% problem solving, 15% other evaluation. Programming assignments
Exam Format: Problem-solving

CSci 4061 Introduction to Operating Systems
4 credit(s);
Instructor: STAFF
Description:

CSci 4107 Introduction to Computer Graphics Programming
CSci 4131 Internet Programming
3 credit(s); 4041 or instr consent; cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for:
CSCI 5107;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 4203 Computer Architecture
4 credit(s); 2021 or instr consent; credit will not be granted if credit received for:
5201, EE 5361
Credit will not be granted if credit has been received for:
EE 4363;
Instructor: Sobelman, Gerald Edward
Description: Student may contact the instructor or department for information.

CSci 4211 Introduction to Computer Networks
3 credit(s); 4061 or instr consent; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for:
CSCI 5211;
Instructor: He, Tian
Description: Student may contact the instructor or department for information.

CSci 4211 Introduction to Computer Networks
3 credit(s); 4061 or instr consent; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for:
CSCI 5211;
Instructor: Raabe, John J
Description: Concepts, principles, protocols, and applications of computer networks. Layered network architectures, data link protocols, local area networks, routing, transport, network programming interfaces, networked applications. Examples from Ethernet, Token Ring, TCP/IP, HTTP, WWW.

CSci 4511W Introduction to Artificial Intelligence
4 credit(s); 2011 or instr consent; cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for:
CSCI 5511; Meets CLE req of Writing Intensive
Instructor: wetzel, baylor
Description: Introduction to Artificial Intelligence will study the classic AI techniques of problem solving as a search problem, formal logic (propositional and first-order) and planning (the combination of search and logic). We will also give a brief overview of machine learning techniques. 4511W is a writing intensive class. Throughout the course, we will discuss how to analyze problems and compare techniques (including algorithms and data structures). Essays will involve explaining techniques in context and arguing for the use of one technique over another for specific problems.

CSci 4950 Senior Software Project
A-F only, 3 credit(s), max credits 6;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Collins, John  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Karypis, George  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Hopper, Nicholas J  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Jensen, Steve  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Yew, Pen-Chung  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Zhang, Zhi-Li  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Barry, Phillip  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Konstan, Joseph Andrew  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Boley, Daniel L  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Papanikolopoulos, Nikolaos P  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Riedl, John T  
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory  
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Janardan, Ravi  
Description: Student may contact the instructor or department for information.
CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Shekhar, Shashi
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Gini, Maria L
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Interrante, Victoria
Description: Student may contact the instructor or department for information.
Instructor: Kuang,Rui
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: He, Tian
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.
CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 4994H Honors Thesis
A-F only, 1-3 credit(s), max credits 6;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 5103 Operating Systems
3 credit(s);
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 5105 Introduction to Distributed Systems
3 credit(s);
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 5108 Fundamentals of Computer Graphics II
3 credit(s);
Instructor: Meyer, Gary W
Description: This course presents advanced topics in computer graphics. Its coverage includes hidden surface algorithms, sampling theory, local illumination models, volumetric rendering, advanced ray tracing, and radiosity. It also incorporates material that is not likely to be found in existing computer graphics textbooks and has only recently appeared in journals and conference proceedings. It is a "hands on" course in which students implement several of the algorithms discussed in class. The course is intended for individuals who have already had at least one semester or two quarter courses in computer graphics. It is assumed that students are familiar with basic rasterization algorithms, two and three dimensional geometric transformations, perspective projection, and simple illumination models. Individuals who have implemented a basic ray tracer are ideally prepared to take this course. Others who have programmed at least one hidden surface algorithm should also be able to handle the material.
Style: 100% Lecture.
Grading: 20% mid exam, 80% other evaluation. programming assignments and final project
Exam Format: problem solving and essay

CSci 5109 Visualization
3 credit(s);
Instructor: Interrante, Victoria
Description: This course will cover the fundamental theory and practice of data visualization, with an emphasis on programming visualization applications. Students will learn techniques for generating effective visual representations of 2D and 3D scalar and vector data. Topics will include: volume visualization, vector field visualization, information visualization (including a summary of graphic design techniques for information display), multivariate visualization, uncertainty visualization, visualization of large datasets, visualization in immersive virtual environments, and perceptual issues in effective data representation, including techniques for the
successful use of color and texture in visualization, and strategies and methods for evaluating a visualization's effectiveness. Projects will be implemented in C++ using VTK or a similar visualization API.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 20% mid exam, 5% reports/papers, 55% special projects, 20% other evaluation. second midsemester exam

**Exam Format:** essay, short answer, problem solving

CSci 5161 Introduction to Compilers

3 credit(s);

Instructor: Zhai, Antonia Bingheng

Description: Student may contact the instructor or department for information.

CSci 5221 Foundations of Advanced Networking

3 credit(s);

Instructor: Du, David Hung-Chang

Description: Student may contact the instructor or department for information.

CSci 5231 Wireless and Sensor Networks

3 credit(s);

Instructor: He, Tian

Description: Student may contact the instructor or department for information.

CSci 5302 Analysis of Numerical Algorithms

3 credit(s);

Instructor: Boley, Daniel L

Description: Student may contact the instructor or department for information.

CSci 5421 Advanced Algorithms and Data Structures

3 credit(s);

Instructor: Sturtivant, Carl

Description: Student may contact the instructor or department for information.

CSci 5451 Introduction to Parallel Computing: Architectures, Algorithms, and Programming

3 credit(s);

Instructor: Karypis, George

Description: Student may contact the instructor or department for information.

CSci 5461 Functional Genomics, Systems Biology, and Bioinformatics

3 credit(s);

Instructor: Myers, Chad Leighton


CSci 5512 Artificial Intelligence II

3 credit(s); [STAT 3021, 4041] or instr consent Credit will not be granted if credit has been received for: CSCI 5512W;

Instructor: Banerjee, Arindam

Description: Student may contact the instructor or department for information.

CSci 5525 Machine Learning

3 credit(s);

Instructor: Kuang, Rui

Description: Student may contact the instructor or department for information.

CSci 5552 Sensing and Estimation in Robotics

3 credit(s);

Instructor: Roumeliotis, Stergios

Description: Student may contact the instructor or department for information.
CSci 5561 Computer Vision
3 credit(s);
Instructor: Papanikolopoulos, Nikolaos P
Description: The course objective is to introduce the students to the ‘Computer Vision’ area. In particular, the course will start from simple problems in perspective transformations, edge detection, image filtering, image segmentation, and feature tracking. Later in the semester, more complex problems in shape recovery, stereo, active vision, and autonomous navigation will be discussed.
Style: 60% Lecture, 40% Discussion.
Grading: 20% final exam, 30% reports/papers, 20% problem solving, 30% other evaluation. Programming assignments
Exam Format: Take-home exam

CSci 5708 Architecture and Implementation of Database Management Systems
3 credit(s);
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 5801 Software Engineering I
3 credit(s);
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 5802 Software Engineering II
3 credit(s);
Instructor: Rayadurgam, Sanjai
Description: Student may contact the instructor or department for information.

CSci 5980 Special Topics in Computer Science: Fundamentals of computing for biology
3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Introduction to computing for graduate students in biology. New genomic and proteomic technologies are generating enormous amounts of data, giving us an unprecedented view of cellular function. To make sense of these data, biology researchers are becoming increasingly dependent on using computation in their work. This course will provide a practical introduction to several programming concepts including variables, flow control, input/output, strings, pattern matching, arrays, hash tables, functions, and subroutines. Students will complete lab assignments in the Perl and Matlab programming languages, which will focus on answering biological questions through analysis of real genomic and proteomic data.
Style: 60% Lecture, 40% Laboratory.
Grading: 20% mid exam, 20% final exam, 20% special projects, 40% written homework.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.
CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.
CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Shekhar, Shashi
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Gini, Maria L
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Interrante, Victoria
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kuang, Rui
Description: Student may contact the instructor or department for information.
CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: He, Tian
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.
CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Sturtivant, Carl
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CSci 5994 Directed Research
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Instructor: Kumar, Vipin
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CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Tripathi, Anand R
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CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Du, David Hung-Chang
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Instructor: Heimdahl, Mats
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Instructor: Shekhar, Shashi
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Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
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CSci 5994 Directed Research
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CSci 5994 Directed Research
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Instructor: Nadathur, Gopalan
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CSci 5994 Directed Research
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CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;  
**Instructor:** Terveen, Loren Gilbert  
**Description:** Student may contact the instructor or department for information.

**CSci 5994 Directed Research**  
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**CSci 5994 Directed Research**  
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**CSci 5994 Directed Research**  
1-3 credit(s), max credits 9, 9 completions allowed;  
**Instructor:** Isler, Volkan Ibrahim  
**Description:** Student may contact the instructor or department for information.

**CSci 5996 Curricular Practical Training**  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
**Instructor:** Carlis, John Vincent  
**Description:** Student may contact the instructor or department for information.

**CSci 5996 Curricular Practical Training**  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
**Instructor:** Dovolis, Chris John  
**Description:** Student may contact the instructor or department for information.
CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Hopper, Nicholas J
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CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Jensen, Steve
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CSci 5996 Curricular Practical Training
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**CSci 5996 Curricular Practical Training**
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

**CSci 8002 Introduction to Research in Computer Science, II**
A-F only, 2 credit(s);
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

**CSci 8115 Human-Computer Interaction and User Interface Technology**
3 credit(s);
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

**CSci 8205 Parallel Computer Organization**
3 credit(s); 5204 or EE 5364 or instr consent Credit will not be granted if credit has been received for: EE 8367;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

**CSci 8314 Sparse Matrix Computations**
3 credit(s);
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

**CSci 8725 Databases for Bioinformatics**
3 credit(s);
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

**CSci 8760 Plan B Project**
S-N only, 3 credit(s);
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

**CSci 8760 Plan B Project**
S-N only, 3 credit(s);
Instructor: Dovolis, Chris John
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CSci 8760 Plan B Project
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   Instructor: Collins, John
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CSci 8760 Plan B Project
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S-N only, 3 credit(s);
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S-N only, 3 credit(s);
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
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CSci 8760 Plan B Project
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CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 8970 Computer Science Colloquium
S-N only, 1 credit(s);
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 8980 Special Advanced Topics in Computer Science: Research Topics in Geometric Algorithms
3 credit(s), max credits 27, 9 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 8980 Special Advanced Topics in Computer Science: Highly Available and Scalable Distributed Systems
3 credit(s), max credits 27, 9 completions allowed;
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

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1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Mokbel,Mohamed F
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Banerjee,Arindam
Description: Student may contact the instructor or department for information.
CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.
CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.
CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Shekhar, Shashi
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Gini, Maria L
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Interrante, Victoria
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kuang, Rui
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: He, Tian
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.
CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

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1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

Conservation Biology 199 McNeal Hall

CBio 8001 Conservation Biology Seminar
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Oberhauser, Karen S
Description: Student may contact the instructor or department for information.

CBio 8004 Economic and Social Aspects of Conservation Biology
3 credit(s);
Instructor: Polasky, Stephen
Description: This course is the second semester of a year-long introductory course for graduate students in the Conservation Biology

Graduate Program. Other graduate students who are interested in the field of conservation biology are welcome to enroll. Conservation biology is a mission-oriented science that focuses on how to protect and restore biological diversity. In this course, we will review the ecological concepts constituting the scientific basis for biological conservation. However, since most of the threats to biodiversity originate from human actions, understanding human behavior and the social, political and economic systems in which people act is an essential component for those interested in conserving biodiversity. Consequently, we will review ideas and methods from the social sciences relevant for biological conservation.

CBio 8095 Contemporary Problems in Conservation Biology
S-N only, 1 credit(s), max credits 3, 1 completion allowed;
Instructor: Jordan, Nicholas Royal
Description: Student may contact the instructor or department for information.

Construction Management  
20 Ruttan Hall

CMgt 2019 AutoCAD for Construction Managers
2 credit(s);
Instructor: Johnson, Ann M
Description: Introduction to AutoCAD software skills. Learn and apply the techniques of computer-aided design and drafting (CAD) at a job entry level of proficiency. Combined lecture and laboratory.

CMgt 3001 Introduction to Construction
3 credit(s);
Instructor: Kuehni, Rose Marie
Description: Introduction to construction and processes that shape our environment. A discussion of the construction industry, key participants and their vocabulary, building systems, planning and scheduling, project delivery systems, construction documents, sustainability, and project management. Course consists of lectures, site visits, guest speakers.

CMgt 3011 Construction Plan Reading
2 credit(s);
Instructor: Kuehni, Rose Marie
Description: Introductory level course in construction plan reading and construction documents. Course materials include architectural, civil, mechanical, electrical drawings and project manual. The emphasis is on the development of skills necessary for the reading, understanding and interpretation of commercial construction plans and project manuals, including notes, symbols, and plan layout. This course is appropriate for third year Construction Management and CALA students, and at any time for students in IT and other colleges.

CMgt 4011 Construction Documents and Contracts
3 credit(s);
Instructor: Hauser, Stephen George
Description: Definition, interpretation, and utilization of drawings; specifications; agreements; bidding forms; general conditions; bonds, contracts, subcontracts, and related documents. Appropriate provisions for minority business participation will be included such as tax exempt status and wage rates.

CMgt 4021 Construction Planning and Scheduling
3 credit(s);
Instructor: Styrlund, Kenneth Andre
Description: Concepts of project planning, scheduling, and control. Understanding project scheduling models with emphasis on the critical path method. Introduction to the techniques used in the industry utilizing commercial software on personal computers. The importance of periodic updating and analysis of schedules and of considering and understanding alternatives will be stressed.

CMgt 4022 Construction Estimating
3 credit(s);
Instructor: Adamson, Mark Richard
Description: Purposes and uses of various kinds of estimates. Techniques for performing quantity take-off, organizing bidding process, requesting and analyzing subcontractor proposals, unit pricing, utilizing published resources, and preparing systems-based estimates. Personal computer programs, spreadsheets, and custom applications to be introduced and used. The linkages between estimates, budgets, cost control systems, and historical cost records will be established.
CMgt 4031 Construction Safety and Loss Control
3 credit(s);
Instructor: Carroll, Mil

CMgt 4041W Specifications and Technical Writing for Construction Professionals
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hilger, Peter
Description: Application of written communication throughout the construction process, including information gathering, bidding and contract documentation, project manual use and interpretation, and construction administration tools and processes related to communication from the perspectives of all team members (designers, contractors, owners, suppliers). In-depth technical writing exercises exploring a variety of communication formats will develop skills associated with effective construction communication.

CMgt 4051 Construction Materials for Managers
3 credit(s);
Instructor: Hale, Jupe
Description: Basic concepts of physical properties, manufacture and installation of construction materials such as wood, concrete, aggregate/soils, and steel. Engineering design methods, specifications and laboratory techniques for evaluation and use of each material.
Style: 70% Lecture, 20% Laboratory, 10% Field Trips.
Grading: 16% mid exam, 12% final exam, 10% reports/papers, 42% written homework, 5% class participation, 15% laboratory evaluation.

CMgt 4073 Building Codes for Construction Managers
1 credit(s);
Instructor: Holm, Scott Franklin

CMgt 4196 Construction Management Internship
S-N only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Hilger, Peter
Description: Career preparation in construction management. Students will gain hands-on work experiences in a construction company, applying coursework in the work place, contributing knowledge of best practices to make a positive impact on the construction industry, and participate in career development exercises. For further information please contact: cceintm@umn.edu

CMgt 4422 Advanced Construction Cost Estimating
2 credit(s);
Instructor: Elthon, Dwight J
Description: Building on prior construction estimating knowledge, this course examines advanced estimating concepts including: procurement; productivity; value engineering. Working in teams, students develop and deliver a competitive bid for a real project and examine strategies to meet the owner's budget and expectations through value engineering approaches.

CMgt 4471 Sustainability for Construction Managers
A-F only, 2 credit(s);
Instructor: Forsberg, Dale John
Description: This course will cover the building industry's impact on the environment; sustainable building initiatives; environmental principles and practices throughout pre-con, construction, close-out and operations; impact on the construction manager's role, procurement methods, contracts, estimating and scheduling, and team structure; adoption issues facing green construction; current technologies and future movements. Real world knowledge will be applied through case studies, guest lectures, and team projects.

CMgt 4542 Building Energy Systems
A-F only, 3 credit(s);
Instructor: Jain, Nirmal
Description: Conceptual understanding of functions of building mechanical systems and their integration with other building components through case studies. Residential and commercial HVAC systems, alternative energy sources, energy efficiency, structural implications of mechanical systems, indoor air quality, and environmental control strategies.
CMgt 4861 Construction Management Capstone
A-F only, 2 credit(s);
Instructor: Hilger, Peter
Description: Concepts of project management and leadership needed to solve critical, complex and recurring problems on construction projects. Students apply core construction management coursework to industry case studies to create, solve, critically consider and effectively articulate solutions.

Continuing Dental Education  6-406 Moos Tower

CDEd 6101 Postgraduate Contemporary Esthetic Dentistry I: Level I--Lecture/Laboratory Series
S-N only, 5 credit(s);
Instructor: Olin, Paul S
Description: Student may contact the instructor or department for information.

CDEd 6202 Postgraduate Contemporary Esthetic Dentistry: Level II--Patient Series
S-N only, 5 credit(s);
Instructor: Olin, Paul S
Description: Student may contact the instructor or department for information.

CDEd 7302 Postgraduate Contemporary Esthetic Dentistry: Level III--Orthodontic and Periodontal Esthetics
S-N only, 1-1.5 credit(s), max credits 1.5, 1 completion allowed;
Instructor: Olin, Paul S
Description: Student may contact the instructor or department for information.

CDEd 7307 Postgraduate Contemporary Esthetic Dentistry: Level III--Technology in Restorative Dentistry
S-N only, 1 credit(s);
Instructor: Olin, Paul S
Description: Student may contact the instructor or department for information.

Control Science and Dynamical Systems  107 Akerman Hall

CSDy 8899 Seminar in Control Science and Dynamical Systems
S-N only, 1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Balas, Gary John
Description: Student may contact the instructor or department for information.

Cultural Studies and Comparative Literature  235 Nicholson Hall

CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Sweet, S. Paige
Description: This course explores how we create cultural meaning. We will examine various cultural texts, and develop ways of critically reading them. We will be especially attentive to ways that power structures our lived experiences and our built environment, as well as ways that writers, artists, and filmmakers have sought to contest or recreate social meaning. Class time will consist of interactive lectures, discussion, and group work. Workload is approximately 60 pages per week. There will be short writing assignments in-class exams, and presentations.

CSCL 1101 Literature
4 credit(s); Meets CLE req of Literature
Instructor: Stout, Graeme Allen
Description: This course is meant both for people who already love reading literature, as well as for those who would love to learn how to love reading literature. We will examine literary texts through the trope of the voyage, both literal and metaphorical. Here we will look at voyages across the face of the known world, down into the depths of hell, and inward into the abyss of madness. But we will also think of the goals behind these journeys and how they tell us of duty, hope and love. Our own literary voyage will begin in antiquity and will end in the late twentieth century. Our "journey" and our texts will help us to understand the practice of critical and close reading. Apart from exposing us to a vast range of literary texts, this class will: - encourage us to be active and critical readers, -
familiarize us with the key concepts of literary studies, - teach us how to identify literary structures, - show us (both individually and collectively) how to generate novel and imaginative critiques of literary texts. When we read we are often unaware of what and how we are reading; by the end of this course, we will understand how structures and images determine how we read a text and why we might interpret it in a certain manner.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 10% mid exam, 20% final exam, 70% reports/papers.

**CSCL 1201 Introduction to Cinema and Media Culture**

4 credits; Credit will not be granted if credit has been received for: SCMC 1201; Meets CLE req of Arts/Humanities

**Instructor:** STAFF

**Description:** The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

**CSCL 1301W Reading Culture: Theory and Practice**

4 credits; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** CSCL 1301W Reading Culture: Theory and Practice 4 credits, meets Lib Ed req of Other Humanities Core; meets Lib Ed req of Writing Intensive Instructor: STAFF Description: This course turns on one central question: How do things 'mean'? Specifically, how do cultural texts mean in relation to each other and to human life in society and across history? 'Cultural texts' are made objects and forms of communication that encode messages and values, and that produce effects--anything from movies, TV shows, magazine ads and rock concerts to 'high art' (paintings, classical music, plays, poems, etc.). The course specifically examines: (1) the role played by cultural forms in creating, maintaining or challenging social boundaries and power relationships; and (2) the ways art and culture function as sites where creative and alternative visions of 'the good life' come into being. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it's a good place to start thinking about what "culture" is and how it works. It will also help you develop reading and writing techniques useful for many courses and majors. Class Time: 40% lecture, 60% discussion

**CSCL 1401W Reading Literature: Theory and Practice**

4 credits; Meets CLE req of Literature; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** CSCL 1401W Reading Literature: Theory and Practice 4 credits, meets Lib Ed req of Literature Core; meets Lib Ed req of Writing Intensive Instructor: STAFF Description: What is Literature? How do definitions of it differ over time and across cultures? How does literature play a role in the ways people see themselves and others? How do our histories - personal and cultural - determine how we read it? CSCL 1401W examines such questions in relation to larger patterns of culture and power. You'll emerge from the course with a solid sense of the differences among various genres, and the cultural contexts from which they arise - between an epic poem emerging from a Greek city state and a novel by a German civil servant, say. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it will give you a good sense of the field of Comparative Literature as well as reading and writing skills useful in many other courses and disciplines. Class Time: 40% lecture, 60% discussion

**CSCL 1501W Reading History: Theory and Practice**

4 credits; Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** CSCL 1501W Reading History: Theory and Practice 4 credits, meets Lib Ed req of Historical Perspective Core; meets Lib Ed req of Writing Intensive Instructor: STAFF Description: What is history - is it what we get on The History Channel, or is it something else? Who controls it, who decides what gets included and what's important? Why has history become such a hot political topic - textbooks in schools, for example? This course examines such questions, starting from two assumptions: (1) that history can have explanatory power--it can tell us why things got to be the way they are; but (2) that all history comes to us in a mediated way, that is, as a "text" that encodes someone's or some group's version of it. Small classes focus on reading a variety of texts "in" history - the Mall of America, a Nazi rally, a 17th century Dutch painting; "history on television," the representation of the human body, etc., as well as some critical theory "about" history, designed to help you think about its importance, its uses and abuses. Class Time: 40% lecture, 60% discussion

**CSCL 1921 Introduction to Film Study**
CSCL 3115 Cinema and Ideology
4 credit(s); Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: This course is about movies—what they are, how they work, and ways we can watch, read, and enjoy them with a critical eye. Our basic questions are: How do films make meaning? How do they construct a world for us, while (often) giving the impression that that constructed world is natural and inevitable? How do films position us as viewers and shape us as subjects? What is the relation between the film text and the political economy of the industry? We'll look at a wide variety of films from different times and places and consider some of the rich diversity of writing known collectively as Film Theory. This is a basic introductory course designed for those who love going to the movies, but want to understand them better.

CSCL 3172 Music as Discourse
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Labidi, Imed
Description: Student may contact the instructor or department for information.

CSCL 3173W The Rhetoric of Everyday Life
3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Hudecova, Eva Ruth
Description: "The rhetoric of everyday life" examines how the sights, sounds, built environments, and various texts that surround us build our identities, our ways of making knowledge, and our views of the world. We'll read core works in rhetorical and cultural theory, as well as literary, musical, video and cinema texts. We'll gather materials from both high culture and everyday life to analyze and interpret. We'll engage history through archival case studies. It's an active-learning course that sets out to make sense of our lived experience and the history that surrounds it. Class Time: 25% lecture, 50% discussion, 25% other Work Load: 50 pages of reading per week, 20 pages of writing per semester Grade: 25% mid-semester exam(s), 50% written report(s)/paper(s), 25% class participation Exam format: Essay

CSCL 3174 Poetry as Cultural Critique
3 credit(s); Credit will not be granted if credit has been received for: ENGL 3012;
Instructor: Damon, Maria
Description: Student may contact the instructor or department for information.

CSCL 3175 Comedy: Text and Theory
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Johnson, Kjel Wayne
Description: Course Description: CSCL 3177 investigates comedy and the comic as mechanisms of pleasure, as modes of discourse and metadiscourse, as narratives incorporating the extremes of violent subversion and utopian salvation, and ultimately as a way of being in the world: comedy, in other words, as a philosophy and as a way of life. We'll explore a wide range of comic phenomena, dirty? to ?divine,? flatulence to afflatus, scatology to eschatology ? something, that is, not only to edify but also to delight and (it is sincerely hoped) offend everybody. And we'll have some fun along the way. We will, in short, take comedy seriously ? while taking the serious issues to which it relates in the fullest comic spirit. Caveat Emptor: The course will gleefully and wildly swing between ?high philosophy? and ?low filth?: we are here to play, to explore, even to mock and deride?but never at the expense of a productive dialogue. We will read ourselves as we read these texts, hopefully to learn as much about the texts from which we derive pleasure as we learn about ourselves and the structures of meaning and discourse in which we exist and act. We will weave through, dig into, and play within the following questions: What are the sources of comic pleasure, the causes of laughter? What are the psychic and social ends of comedy? What is the necessary relation between comedy, violence, and cruelty? What is comedy?s relation to play, ritual, sports and games, festivals, holidays, and religion? How does the human body ? its desires, its physical processes, its secretions and excretions, its decay and death ? function in comic discourse? What are some of the principal narrative modes of comedy? How are comic pleasures mobilized to persuade, educate, and communicate values; to reproduce, reinforce, or subvert authority, asymmetrical power relations and the ideologies on which they depend? What is it about comedy that renders it so politically useful? Why do gender and the conventions of the theater (e.g., role-playing, performance, and archetypal formations) figure so prominently in comedy? What fears and anxieties, monsters and grotesques lurk beneath the festive surfaces and masks of the comic? And finally: what can we make of comedy today, in what H. Frankfurt has identified as ?the age and culture of B.S.? Did I mention that this will be fun, too? No joke here. Seriously.

CSCL 3176 Oppositional Cinemas
4 credit(s);Meets CLE req of Global Perspectives
Instructor: Adamson,Morgan Marie
Description: In this class, we will deal with a deceptively simple question: what is oppositional cinema? Over the course of our inquiry, we will unpack the series of more complicated questions that the former implies, for example: What is cinema? What has been its historical and political role outside of the norm of Hollywood cinema? What is the power of cinema to stand in opposition to anything? be it political, aesthetic, or otherwise? In essence, the goal of this course is to not only expand our understanding of cinematic practices, but also, to expand our understanding of the roles they have played at various moments within the tumultuous history of the twentieth century (and into the twenty-first). How has cinema been a medium through which to both challenge and transform dominant cultural norms? We will seek to understand the legacy of historical oppositional cinematic practices in our present moment, while addressing the profound impact that transformations in both the production and distribution of moving images (television, the digital age, Youtube, etc.) have had in expanding and altering the meaning of oppositional cinema. Far from being a survey of oppositional cinematic practices, this course will look at a key set of case studies from avant-garde and documentary traditions. Class time: 40% Lecture, 60% Discussion 50-75 pages of reading per week 2 exams, 10 pages of writing, 1 presentation per term.

CSCL 3177 On Television
4 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Hudecova,Eva Ruth
Description: It was the German theoretician Theodor Adorno who argued that the manner in which members of advanced industrial societies spent their "free time" had in fact nothing to do with relaxation and was only a way to keep the working citizen in a regular routine. Watching TV at night after a long days' work had no enjoyment in it. The TV-viewer did not 'collect' any food for thought or discussion. It was a bland, brainless activity that gave the worker the illusion of not having worked while in actuality being a mere extension of work. TV, with its own specific routine prepared the viewer for the routine of the coming day. These are the kinds of -- still widely believed -- reservations a course dealing with a critical examination of the current world of TV and TV criticism will have to face. Some of the examined questions will be: What is entertainment? What makes the private watching of TV in our living rooms TV different from other forms of entertainment? Is TV a useful escape from the world or is it a dangerous threat to the world? Or, is TV, as a key element of reality, filled with contradiction and struggle? TV mediates relationships, whether it is on the inter-personal level, between races, classes, or in our relationship to technology. It is constantly changing. It is the largest export of the USA. And, as many have argued, it is one of the most important nation-building factors in the USA. TV has made the private public in a way no other medium heretofore ever has. These are just a few of the reasons to build a critical vocabulary and develop a watchful eye towards something that takes up significant sections of the day for many of us.

CSCL 3177 On Television
4 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Wlodarczyk,Holley Ann
Description: While early developers and promoters saw TV's democratic and commercial potential, critics were quick to denounce its impractical demands on attention, decrying TV's lack of cultural value compared to art, literature, theater, or even more established mass media like film and radio. While its birth was greeted with varying degrees of skepticism, it has over time survived--and even thrived--despite recent repeated pronouncements of its death. Television--then as now--competes with, contributes to, and depends upon a vast array of media technologies and innovation, industrial and fan practices, programming formats and content. It is neither a...
simple, discreet object nor a monolithic institution, an instrumental form of social control nor an inconsequential entertainment. In this class, we will engage the complexity of television as a transforming—and transformative—cultural force, one with which we all interact on multiple levels and with varying degrees of collective influence and personal investment. Together, we will critically examine: * trends in television technologies, aesthetics, broadcast standards, and audience expectations * the history of television's cultural texts, as well as their socio-political and economic contexts * the evolution and adaptation of television genres, formats, marketing strategies, and fan bases * the impact of television on various cultural institutions and ideologies, and vice versa. As we explore the growing academic fields of television and media studies—drawing upon many theoretical tools and insights developed in film and cultural studies—we will consider several questions, including: * How has TV affected our understanding of concepts like "public" and "private" over time? * What role does TV technology play in the development of local, national and global communities? * Does representation of cultural diversity on TV contribute to greater social equality off screen? * To what extent is "reality" mediated by TV production techniques and (con)textual manipulation? * Are viewers merely passive consumers of TV products or active participants in TV culture? Also, together we will analyze our own constantly changing roles in relation to television and media culture more broadly—as viewers, producers, fans, critics, and, of course, as scholars.

**CSCL 3178W Documentary Cinema: History and Politics**

4 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Adamson, Morgan Marie

**Description:** This course will introduce students to the history and theory of documentary cinema. We will review and analyze through extensive readings and viewings the evolution of the documentary film genre. We will look at the diverse set of approaches adopted by non-fiction filmmakers engaged in producing films that focus on a variety of political, economic, cultural, social, and historical subjects. Importantly, we will explore the ethical and theoretical dimensions of documentary cinema and the ways that the genre, far from transparently representing a pre-cinematic reality, forces us to challenge our fundamental assumptions about the distinction between truth and fiction. Through a systematic examination of the formal strategies employed by documentary filmmakers, we will analyze, question, and trouble the ways that documentary film produces meaning. We will also explore the role documentary cinema has played in social and political movements of the twentieth and twenty-first centuries. In doing so, we will look at the consequences of new media and internet technologies and the ways they have transformed the manner in which documentary footage is produced and disseminated. 60% lecture, 40% discussion and film viewings 50-75 pages of reading per week 20 pages of writing per term.

**CSCL 3179 Reading Literary Movements**

3 credit(s); Meets CLE req of Literature

**Instructor:** Tageldin, Shaden M

**Description:** This course will take a transcultural approach to two modern literary movements usually understood in exclusively European terms: Romanticism and realism. We will rethink these literary movements as *movements of literature* between Europe and two countries—Egypt and India—whose experiences of modern European colonialism sparked surprisingly similar debates about the "proper" content and form of literature. In the 1700s, Europeans reimagined Egypt and India both as traditions that could breathe new life into Western literature and, paradoxically, as lands that they should colonize and "civilize." Egyptian and Indian literati, in turn, imagined that they could resist European domination by revitalizing their own literary traditions with transfusions from the West and thereby becoming—at least in part—"like" Europe. With these problematic histories in mind, we will explore a range of questions: How does the idea of literature itself migrate between East and West in an age of imperialisms, nationalisms, and (post)colonialities? How and why do specific literary genres (especially the novel) travel under these conditions, and what ideological baggage do they carry along the way? Does poetry offer a counternarrative? Might Romanticism or realism anticipate the "postmodernism" of the late 20th century? Readings from Shelley, Hugo, Baudelaire, Dickens, Balzac, Haykal, Mahfouz, Ramadan, Dutt, Tagore, Rushdie, and others. Open to undergraduate majors and non-majors.

**Style:** 25% Lecture, 50% Discussion, 25% Student Presentation.

**Grading:** 65% reports/papers, 20% in-class presentation, 15% class participation.

**CSCL 3321W Theories of Culture**

3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive

**Instructor:** Ganguly, Keya

**Description:** The goal of the course is to build a conceptual and historical framework for understanding "culture." While the study of culture has emerged as central to a number of different disciplines (such as anthropology, cultural studies, history, literature, sociology, media criticism, or theatre studies) what remains less well understood are the terms and problems that shape disciplinary investigations of cultural objects, ideas, and practices. Accordingly, we will examine the central definitional issues that accompany the term "culture," and examine key theoretical problems addressed in various approaches to cultural analysis. Our guiding questions will be: What is at stake in thinking about culture? How does culture serve as the terrain on which everyday life is understood and narrated? Who are the major theorists and critics of culture? How do terms such as "culture" and "civilization" define our aesthetic and political judgments about "value"?
CSCL 3331 Science and Culture
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Brown Jr, Robert L
Description: Science and the Humanities centers on the struggle over truth, the methods, language and technologies used to articulate it, and the political systems within which it plays out. We'll read central works in the history / philosophy of science to support 'case studies' on science and society, including medicine(s), psychiatry, sexuality, food and nutrition, religious practice, and ecology / environmental practice. We'll examine systems of power and economics underlying the culture and science 'industries,' examining how work (in science and the humanities) creates both knowledge and the identities of the workers who make and use it. We'll discuss what counts as 'good' science, 'good' history of science and 'good' technical applications of scientific knowledge? and what makes them 'good,' and for whom. We will be working simultaneously in three dimensions, woven together throughout the course. The first dimension looks at how science and technology work? really. The second tries to theorize science and technology: their history, nature and place in society. The third raises the question of ethics in doing, describing and applying science. Our job is to get these three dimensions of the problem to talk to each other.
Style: 10% Lecture, 30% Discussion, 40% Small Group Activities, 10% Student Presentation, 10% Web Based. Active learning at all times; every effort made never to bore any of us. 'Anyone? Bueller?, Bueller?--Not.
Grading: 20% reports/papers, 45% special projects, 5% class participation, 30% other evaluation. Blog mediated; many small, defined projects; active group work and presentations--do what we ask, and you'll do well.

CSCL 3361 Visions of Nature: The Natural World and Political Thought
3 credit(s); Credit will not be granted if credit has been received for: EEB 3361; Meets CLE req of Environment
Instructor: Licht, Melissa Vera
Description: Visions of Nature: The Natural World and Political Thought This class will explore how we envision nature and how these visions relate to cultural and historical conditions. We will investigate how nature has been conceptualized and acted on, considering how biology, environmentalism, philosophy, religion, and other discourses encourage us to "know" nature, and how what we know informs human activities. The connection between nature and culture will be a major theme, as perceptions of humans as "natural" beings or as separate from the natural world are intertwined with our attitudes and actions. Reading across various disciplines and cultural perspectives, students will come to a new understanding of how nature and politics intersect. The class format will combine lecture and discussion. Assignments will include short essays, an independent research project, and student presentations. An optional service-learning component will allow students to work with local nature or environmental organizations and become involved in their research, development, or communications projects.

CSCL 3456W Sexuality and Culture
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Hubbard, Kysa Koerner
Description: Looking beyond questions of representational truth, this course explores the modern history of sexuality in the West, examining and theorizing the relationship between the abstract, ever-changing ways in which we have understood it, and the concrete, material ways in which we have subsequently lived it. Readings will include the psychoanalytic writings of Sigmund Freud and Jessica Benjamin, the historical accounts of Thomas Laqueur and Patricia Hill Collins, and the historical-critical analyses of Michel Foucault and Anne Fausto-Sterling.
Style: 30% Lecture, 20% Film/Video, 30% Discussion, 20% Small Group Activities.
Grading: 50% reports/papers, 10% quizzes, 20% written homework, 20% class participation.

CSCL 3456W Sexuality and Culture
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Labidi, Imed
Description: Anchored in Postcolonial, psychoanalysis, and feminist theories, this course engages the dialectics of sexuality and power and the way cultural forms as texts and images represent, express, and capture the constructions of sexuality. Concepts such as biopolitics, masculinity, femininity, gender, and sexual difference are central topics in the course's debate. Moving between political discourse, theoretical texts, and media essentialist notions, we interrogate the (in)visible cultural structures that dictate popular understanding of sexual roles and contest the amorphous conceptualization of race and sexuality. In particular, our discussion places extraordinary emphasis on the political intersection of race, sexuality, and violence. What does it mean to mark some people with excessive sexual appetite and stigmatize others as sexual predators that must be contained? When politicized, how does sexualizing/de-sexualizing facilitate the marginalization of "Others"? Can sexuality serve the purposes of domination? And how does sexual violence become an interrogation technique? We seek to answer these questions through the careful study of influential thinkers such as Bell Hooks, Judith Butler, Frantz Fanon, Michel Foucault, and Sigmund Freud among others. Readings 50-75 pages a week. Assignments: 3 essays, 1 presentation, 1 final 8 page paper. Attendance is a must.

CSCL 3458W The Body and the Politics of Representation
3 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Lekas, Michelle Yvonne
Description: Student may contact the instructor or department for information.

CSCL 3461 Monsters, Robots, Cyborgs
3 credit(s); Meets CLE req of Literature
Instructor: Stout, Graeme Allen
Description: This course investigates three inter-related tropes or figures (Monsters, Robots, and Cyborgs) in order to understand why our culture is obsessed with these strange or uncanny representations of life. If all three of these figures are inhuman or non-human, they are, at the very same time, super human, more than human. What do monsters tell us about ourselves and our own notion of ? normal?? Why do we fear robots? Is it simply that they will take our jobs away from us? Or, do they tell us more about ourselves as parts of economic and social machines than we would care to admit? And, finally, what do cyborgs tell us about our vexed relationship to our own bodies and our own technology? These questions will guide our discussions throughout the term and will lead us to creative and critical readings of our numerous literary, cinematic, scientific, and theoretical texts. Required Course Texts: Philip K. Dick, Do Androids Dream of Electric Sheep? Mary Shelley, Frankenstein Karel Capek, R.U.R. William Gibson Neuromancer Additional Readings available on Moodle
Style: 40% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: 10% mid exam, 20% final exam, 60% reports/papers, 10% written homework.

CSCL 5154W Theoretical Constructions of Space
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Archer, John
Description: People conceptualize, understand, fashion, and make use of the space in which we all exist in a variety of ways, the diversity of which becomes evident when examined across time and disciplines. The goals of this class are to obtain a sense of several principal strands of spatial thinking that have come to inform our present culture; and to inquire into the interests that they serve and sustain. Or, to put it differently, our agenda concerns the manners in which space articulates and sustains the interests and purposes of society. Our inquiries are located in various disciplines, including anthropology, architecture, geography, history, landscape design, philosophy, planning, and sociology. The readings concentrate on the Western Enlightenment heritage from Locke to the late 20th century, including phenomenological, structuralist, poststructuralist, marxist, feminist, and materialist perspectives. Student projects are encouraged to analyze other temporal, geographic, and theoretical modes of space in order to understand limitations of present formulations, and explore ground for new potentialities. This course focuses entirely on theory. Undergraduates unfamiliar with spatial theory should consult the instructor before enrolling.
Style: 45% Lecture, 35% Discussion, 20% Student Presentation.
Grading: 15% mid exam, 15% final exam, 45% reports/papers, 10% class participation, 15% other evaluation. The 15% “Other” is one a rewrite of one paper. GRAD STUDENT grading differs: research prospectus 10%, research paper 45%, class presentation 35%, class participation 10%
Exam Format: short essay

CSCL 5331 Discourse of the Novel
3 credit(s); Credit will not be granted if credit has been received for: CL 5331;
Instructor: Tageldin, Shaden M
Description: The novel, argued Mikhail Bakhtin, is “the only developing genre,” the only one “as yet uncompleted.” Georg Lukacs similarly characterized the novel as “something in process of becoming.” If both Bakhtin and Lukacs provocatively imagined the novel as an open future, they less productively fixed its “real” birth in the eighteenth century and its birthplace in Europe. Embedded not just in novels, then, but in the very idea of the novel is a potent ideology of history, often Eurocentric. Gamal al-Ghitani, for one, would issue the novel a different birth certificate. The Egyptian novelist maintains that the Arabic novel is in fact 1,600 years old—as old as the recorded history of Arabic literature. Indeed, the novel might be less “novel” than we think, old as the history of human literature: it turns up in ancient Greece (as even Bakhtin is forced to acknowledge), in eleventh-century Japan, and in eighteenth-century China. This course will explore the novel both as genre and as idea: as a story of origins—a type of fiction that tells us how a person, place, or time comes into being and becomes—and an origin story of modernity and progress (not just literary but also social, economic, and technological). Taking a broadly comparative worldview of the genre, we will try to imagine a more novel history and definition of the novel. What makes a novel a “novel”? Why are so many cultures so eager to claim it? In what language do and “must” novels speak? What kinds of subjectivity do and “must” novels represent, and how? How does the novel relate the fictional to the real and to the historical? How is the rise of the novel linked to the rise of corporate capitalism, the nation-state, mass production, and mass literacy and reading publics—and must it always be predicated on these social facts? Is the novel as “democratic” a genre, linguistically and politically, as it is sometimes held to be? What is the novel’s relationship to other genres (epic, lyric, other forms) and to other media (newspaper, photography, film)? Was Bakhtin right to say that the novel is a composite of all other literary genres—and kills off whatever it swallows? Are other genres really dead at the hands of the novel? Is the novel itself getting old? Will it ever die? Readings will be chosen from Heliiodorus, Murasaki, The Arabian Nights, Cervantes, Defoe, Caom, Montesquieu, Balzac, Scott, Bronte, Dickens, Chatterjee, al-Muwaylihi, Anand, Ali, Camus, Yacine, Mahfouz, Aidoo, Ngugi, Ramadan, and Rushdie, as well as a broad range of theoretical, critical, and literary-historical texts.

Student may contact the instructor or department for information.
CSCL 5910 Topics in Cultural Studies and Comparative Literature: Film Music (Theory, History, Practice)
4 credit(s), max credits 32, 8 completions allowed;
Instructor: Leppard, Richard
Description: FILM MUSIC (THEORY, HISTORY, PRACTICE). This course considers the role of music in film from silent cinema in the early twentieth century to the near present, with particular emphasis on Hollywood, including narrative features, shorts, documentary, horror, thriller, science fiction, comedy, and cartoon. Broadly speaking, the course investigates the principal functions, practices, impacts and semiotics of music specific to various film genres across time. It will focus on theory, history, affect, and effect, addressing questions about film music as a social and cultural practice, including its role as part of broad political economy within the context of the culture industry. Although the syllabus is arranged in approximate chronological order of film history, the course is organized topically and is intended less as an historical survey and more as a critical investigation into the development and use of music central to the sound-image relation.
Style: 40% Lecture, 30% Film/Video, 20% Discussion, 10% Student Presentation. Some weeks: additional required screenings (3:30-6:00 p.m.)
Grading: 30% written homework, 50% reflection paper, 20% in-class presentation. Up to 15% extra credit for active in-class participation

CSCL 5910 Topics in Cultural Studies and Comparative Literature: The Document, the Archive, and the Museum
3 credit(s), max credits 32, 8 completions allowed;
Instructor: Rabinowitz, Paula
Description: This course looks at repositories of memory?documentary film, museum and archival collections, sites of remembrance. It seeks out the stuff contained within them as it tries to shear off bits for the sake of producing new forms of understanding. Each form encodes history even as it fragments its narrative into millions of bits and pieces. The course will use the laboratories of archives and museums available in the Twin Cities and online to build students? archives; it will seek to examine the practices that go into using, cataloguing, retrieving and excising the materials and traces of lived history. The course will thus be at once a hands-on encounter with the document, archive, museum and monument as well as a theoretical investigation of their origins, function and meaning to contemporary culture. Readings include: works by Michel Foucault, Jacques Derrida, Carolyn Steedman, Henry James, Michael Renov among others as well as readings in museum studies, locations of cultural memorializing, theories of documentary, the archive, and memory.
Style: 5% Film/Video, 60% Discussion, 15% Student Presentation, 15% Field Trips, 5% Guest Speakers.
Grading: 70% reports/papers, 30% special projects.

CSCL 5910 Topics in Cultural Studies and Comparative Literature: Neorealism
3 credit(s), max credits 32, 8 completions allowed;
Instructor: Casarino, Cesare
Description: The title of this course points to its main premise: neorealism did not concern only the cinema. Although outside of Italy it is known as a film movement, neorealism was enmeshed in a thick fabric of other cultural phenomena, and, crucially, was also a literary movement. Moreover, literary neorealism preceded cinematic neorealism of two decades, as it emerged from the antifascist literary circles of the 1920s, which included figures such as Vittorini, Pratolini, Pavese, Moravia, Zavattini, several of whom worked with neorealist filmmakers from the 1940s onwards. Furthermore, many of these literary figures were influenced by the nineteenth- and twentieth-century literature of the U.S., which was at first tolerated and then banned by the Italian fascist regime. U.S. authors from Poe to Faulkner, from Melville to (Minnesota's own) Lewis and Fitzgerald, were translated into Italian as well as written about by the most important protagonists of literary neorealism. To make matters even more complex, what has been considered by many the first neorealist film?Visconti's 1942 Ossessione?was a cinematic adaptation of Cain's 1934 pulp fiction The Postman Always Rings Twice (which has had also two Hollywood film adaptations, in 1946 and 1981). While none of the above takes anything away from the fact that cinematic neorealism constituted an event that changed the cinema as an aesthetic form, it is nonetheless essential to consider how it found crucial inspiration in the literary traditions of both Italy and the U.S. This course, hence, will begin by investigating the links between these literary traditions and neorealist cinema. But this will be only the beginning. The course will proceed to study the most iconic as well as the lesser-known films of neorealism: we will analyze films by De Sica, Rossellini, Visconti, De Santis, and by filmmakers whose early works were rooted in neorealist cinema and who developed in different directions (Fellini, Pasolini, Antonioni, Bertolucci, Olmi, Rosi, Scola). The course will end with some reflections regarding the return of neorealism in contemporary Italian cinema, especially after 1992 (the inception of the European Union): the films of Amelio, Moretti, and Martone will be taken into consideration. Ultimately, this course is founded on a paradox: on the one hand, neorealism constituted a coherent new form in the cinema (i.e. an identifiable new set of stylistic and thematic features), and, on the other hand, it cannot be reduced to a unified aesthetic field, especially in view of the different types of cinematic developments it generated. In the end, this course aims to question the very category of ?neorealism.? In the process of this investigation, we will be watching one and often two films per week, and we will be reading both literary works that influenced neorealist cinema (Pavese, Moravia, Pasolini) as well as secondary literature on neorealist cinema (Bazin, Deleuze, Sitney, Liehm, Marcus, Restivo.)
**Style:** 30% Lecture, 50% Film/Video, 20% Discussion. Requirements for the course might include film viewings outside of class times.

**Grading:** 20% final exam, 80% reports/papers. Attendance is required.

**CSCL 5910 Topics in Cultural Studies and Comparative Literature: Knowledge/Science and Truth**
- **3 credit(s), max credits 32, 8 completions allowed;**
- **Instructor:** Pepper, Thomas Adam
- **Description:** Student may contact the instructor or department for information.

**Curriculum and Instruction 145 Peik Hall**

**CI 1001 Introduction to the Elementary School**
- **A-F only, 3 credit(s);**
- **Instructor:** Rosebrook, Cheryl K
- **Description:** Student may contact the instructor or department for information.

**CI 1903 Freshman Seminar: Citizenship and Public Ethics: Fresh Sem: Intentional Community for Social Change**
- **3 credit(s), max credits 6; Meets CLE req of Civic Life and Ethics**
- **Instructor:** Englund, Lynn A.
- **Description:** Students in this class look at historic and contemporary examples of intentional communities to see what ideals for social change motivated their formation. Students also discuss the communities in which they participate to think about what it is to bring intention to what we do. And we create an intentional community within our classroom where people get to know each other and share stories from their experience and comment on readings and videos. There are four reflective essays and a final paper, but no tests or exams.
- **Style:** 10% Film/Video, 65% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Guest Speakers. Students share stories from their experience to help connect course concepts to lived experience of family and community life.
- **Grading:** 15% reports/papers, 40% reflection paper, 5% in-class presentation, 40% class participation. On-time class attendance and in class participation is important. Participation includes listening attentively to others and being prepared to share your response to readings and videos.
- **Exam Format:** No exams.

**CI 2311W Introduction to Technology and Ethics in Society**
- **3 credit(s); credit will not be granted if credit already received for: WHRE 3011W or CI 3311W; Credit will not be granted if credit has been received for: CI 4311W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive**
- **Instructor:** Feyissa, Solen Desalegn
- **Description:** Student may contact the instructor or department for information.

**CI 2311W Introduction to Technology and Ethics in Society**
- **3 credit(s); credit will not be granted if credit already received for: WHRE 3011W or CI 3311W; Credit will not be granted if credit has been received for: CI 4311W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive**
- **Instructor:** Bakir, Nesrin
- **Description:** Student may contact the instructor or department for information.

**CI 2312 Sex, Drugs, and the Internet: Educational Perspectives**
- **A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 4312; Meets CLE req of Technology and Society**
- **Instructor:** Koseoglu, Suzan
- **Description:** Student may contact the instructor or department for information.

**CI 2312 Sex, Drugs, and the Internet: Educational Perspectives**
- **A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 4312; Meets CLE req of Technology and Society**
- **Instructor:** Pazurek, Angelica
- **Description:** This discussion-based course is designed as an introductory exploration of the current dangers lurking on the Internet, particularly for children, and those which could potentially arise with future developments and innovations. A humanitarian perspective will provide the lens by which we will examine universal concerns and explore strategies and measures we can take in the community as well as in educational institutions to combat these dangers. As we investigate the impact of online technologies within educational environments, we will also focus our attention on their potential for teaching and learning. All topics will be introduced and discussed in terms of current educational practices.
CI 3001 Survey of Art Activities  
A-F only, 2 credit(s);  
Instructor: Delisle, Heather A  
Description: Student may contact the instructor or department for information.

CI 3001 Survey of Art Activities  
A-F only, 2 credit(s);  
Instructor: Johnson, Jeremy L  
Description: Student may contact the instructor or department for information.

CI 3211 Introduction to Elementary Teaching  
A-F only, 3 credit(s);  
Instructor: Berkem, Celeste Andrea  
Description: Student may contact the instructor or department for information.

CI 3211 Introduction to Elementary Teaching  
A-F only, 3 credit(s);  
Instructor: Tank, Kristina Maruyama  
Description: Student may contact the instructor or department for information.

CI 3212 Practicum: Elementary Teaching  
S-N only, 2 credit(s);  
Instructor: Ahlgren, Erica Jean  
Description: Course Description This is a field-based practicum for students enrolled in their introductory block of elementary education methods classes. Students are expected to apply learning from their university courses to the elementary school setting. Students will engage in in-class discussions and online reflection about the application of classroom learning to the school setting.

CI 3283 Practicum: Special Education K-6  
S-N only, 2 credit(s);  
Instructor: Fautsch-Patridge, Terri  
Description: Student may contact the instructor or department for information.

CI 3401W Diversity in Children’s Literature  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Rapport, Rebecca T  
Description: Student may contact the instructor or department for information.

CI 3401W Diversity in Children’s Literature  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Causey, Lauren L  
Description: Student may contact the instructor or department for information.

CI 3401W Diversity in Children’s Literature  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Rogers, Aimee A  
Description: Student may contact the instructor or department for information.

CI 3610 Linguistics for Teachers  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
Instructor: Godfrey, Lee Anne Berger  
Description: The course is designed to provide future K-6 pre-service teachers (PTs) with a general introduction to the field of linguistics, the scientific study of language. PTs will learn about linguistic terminology, acquire a deeper understanding of the English language, and learn to apply methods of linguistic analysis (both to English and to other languages). PTs will be become familiar with theories and research about how both first and other languages are learned, and will critically analyze some of the educational implications of language use, learning and policy. In the first half of the course, PTs will learn how to describe and analyze the sound, form, and meaning patterns of language, and of English in particular. We begin with the physical and mental aspects of speech sound production, moving on to an examination of linguistic structure and meaning, and building toward a greater understanding of the ways in which people use and interpret language in different contexts. In learning about the various subsystems of language, PTs will
acquire not only new ways of thinking about language, but also the ability to extract regularities from linguistic data in unfamiliar languages. With this as a foundation, we will move on to exploring a variety of issues in applied linguistics (specifically, how first and second languages are learned) and sociolinguistics (language and culture, dialect variation, and language and politics) with an emphasis on how these issues relate to education and classroom teaching.

**CI 4311W Technology and Ethics in Society**
3 credit(s); credit will not be granted if credit already received for: CI 5311, WHRE 5011W Credit will not be granted if credit has been received for: CI 2311W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Feyissa, Solen Desalegn
Description: Student may contact the instructor or department for information.

**CI 4312 Sex, Drugs, and the Internet: Educational Perspectives**
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 2312; Meets CLE req of Technology and Society
Instructor: Koseoglu, Suzan
Description: Student may contact the instructor or department for information.

**CI 4413 Practicum: Working With Developing Readers**
S-N only, 2 credit(s);
Instructor: Houck, Bonnie Dee
Description: Student may contact the instructor or department for information.

**CI 4413 Practicum: Working With Developing Readers**
S-N only, 2 credit(s);
Instructor: Huang, Yu-chih
Description: Student may contact the instructor or department for information.

**CI 4413 Practicum: Working With Developing Readers**
S-N only, 2 credit(s);
Instructor: Brodeur, Katherine
Description: Student may contact the instructor or department for information.

**CI 5008 Theory and Practice of Teaching Art in Elementary Schools**
A-F only, 1-2 credit(s), max credits 3, 1 completion allowed;
Instructor: Petkau, Judi W
Description: Student may contact the instructor or department for information.

**CI 5050 Issues in Art Education**
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Petkau, Judi W
Description: Issue: Learning and Museums This course explores current theories and practices of teaching and learning in museum
(arts and heritage, science-focused, and children-focused) sites across age groups. Students will investigate aspects of constructivist, experiential, object-centered, informal and social learning approaches, and the educational intentions of diverse museum sites. Students will explore praxis through facilitated area museum visits, surface questions and design a brief research project that explores issues of non-school institutional learning spaces.

**Style:** 10% Lecture, 30% Discussion, 20% Small Group Activities, 20% Student Presentation, 20% Field Trips. at least 4 class periods will meet off-site at area museums.

**Grading:** 50% special projects, 25% in-class presentation, 25% class participation.

### CI 5050 Issues in Art Education
- **3 credit(s), max credits 12, 12 completions allowed;**
- **Instructor:** Clover, Faith M.
- **Description:** Student may contact the instructor or department for information.

### CI 5097 Student Teaching in Art Education
- **S-N only, 8 credit(s);**
- **Instructor:** STAFF
- **Description:** Observation of, participation in, and supervisory experiences with various types and levels of art classes.

### CI 5155 Contemporary Approaches to Curriculum: Instruction and Assessment
- **A-F only, 3 credit(s);**
- **Instructor:** Dyke, Erin Lee
- **Description:** Student may contact the instructor or department for information.

### CI 5177 Practical Research
- **A-F only, 3 credit(s);**
- **Instructor:** STAFF
- **Description:** Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and carrying out a project, further investigating the topics, and writing a report on the project.

### CI 5181 Clinical Experience in Elementary School Teaching
- **S-N only, 2-8 credit(s), max credits 16, 3 completions allowed;**
- **Instructor:** Carlson, Ann Ruhl
- **Description:** Students spend full days in the elementary classroom gradually assuming responsibility for teaching the class. Students prepare a portfolio based on criteria given. One seminar per week.

### CI 5183 Applying Instructional Methods in the Elementary Classroom
- **S-N only, 1-2 credit(s), max credits 8, 4 completions allowed;**
- **Instructor:** Cramer, Kathleen Ann
- **Description:** Student may contact the instructor or department for information.

### CI 5186 School-Related Projects
- **A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;**
- **Instructor:** STAFF
- **Description:** Research or evaluation project related to teaching, curriculum, or other aspect of schooling. Approved and supervised by faculty adviser.

### CI 5187 Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools
S-N only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: Elementary school classroom teaching project designed to improve specific teaching skills. Approved and directed by advisor.

CI 5190 Directed Individual Study in Curriculum and Instruction
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Directs students to individual studies that focus on producing and evaluating curriculum materials; literature review of issues and problems; and assessing curriculum processes.

CI 5285 Clinical Experience in Elementary School Teaching
S-N only, 12 credit(s), max credits 24;
Instructor: Olson, Judith Martha
Description: Student may contact the instructor or department for information.

CI 5286 Student Teaching Seminar: Elementary Education
S-N only, 3 credit(s), max credits 6;
Instructor: Berken, Celeste Andrea
Description: Student may contact the instructor or department for information.

CI 5286 Student Teaching Seminar: Elementary Education
S-N only, 3 credit(s), max credits 6;
Instructor: Byrn, Katherine Margaret
Description: Student may contact the instructor or department for information.

CI 5286 Student Teaching Seminar: Elementary Education
S-N only, 3 credit(s), max credits 6;
Instructor: Robbins, Lois Marie
Description: Student may contact the instructor or department for information.

CI 5300 Teaching Introductory Computer Concepts and Skills
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cherry, Jennifer E
Description: Style: 25% Lecture, 25% Discussion, 25% Small Group Activities, 10% Student Presentation, 5% Demonstration, 10% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 20% special projects, 20% in-class presentation.

CI 5301 Foundations of Computer Applications for Business and Education
3 credit(s);
Instructor: Lin, Jing-Huey
Description: Student may contact the instructor or department for information.

CI 5301 Foundations of Computer Applications for Business and Education
3 credit(s);
Instructor: North, Sarah
Description: This course examines the instructional uses of computers and representative business, education, and marketing applications, including word processing, spreadsheets, and web design. This is an online course with all course activities being completed online through the University's course management system, Moodle (http://myu.umn.edu). We will be guided by the following themes and questions: (1) Computer Literacy and Proficiency and Business Software? How should educators prepare students for the necessary computer literacy skills (ie word processing, presentation, data analysis software, web browsing, etc) needed in their personal and professional lives? ? How should the fields of education and business address the changing role of client based software applications to web based applications? (2) Computer Supported Cooperative Work, Virtual Collaboration Tools for Business and Education? How are communication tools like email, instant messaging, and SMS converging? ? How is mobile computing shaping the way businesses function? ? What opportunities and challenges to businesses and educators have using web conferencing tools (Adobe Connect, WebEx, Elluminate)? ? How are video/tele conferencing systems (webcams, ITV) and voice over IP systems (ie Skype) changing collaboration opportunities? ? In what ways are knowledge management systems (knowledge
bases/wikis) influencing business operations? (3) Authoring on the Web? What are the differences between basic web languages (HTML/CSS) and web-based applications/content management systems? How can educators and a business provide a presence on the web? What are the best ways to provide web development opportunities for students? (4) Using a Course Management System in the Workplace or School? How can educators and a business provide a presence on the web?

**Style:** 100% Web Based. Nearly entirely asynchronous, with the exception of one group project which requires scheduling a synchronous meeting.

CI 5303 Data Analysis and Information Design for Business and Education  
3 credit(s);  
**Instructor:** Horazdovsky PhD, Jerry Edward  
**Description:** Student may contact the instructor or department for information.

CI 5323 Online Learning Communities  
A-F only, 3 credit(s);  
**Instructor:** Pazurek, Angelica  
**Description:** Student may contact the instructor or department for information.

CI 5327 Designing Online Adventure Learning  
A-F only, 3 credit(s);  
**Instructor:** Henrickson, Jeni Kathryn  
**Description:** Student may contact the instructor or department for information.

CI 5336 Planning for Multimedia Design and Development  
3 credit(s);  
**Instructor:** Koivula, Matti Juhani  
**Description:** Student may contact the instructor or department for information.

CI 5351 Technology Tools for Educators  
A-F only, 3 credit(s);  
**Instructor:** STAFF  
**Description:** Develop skills in using selected technology applications to support teaching and learning. Internet applications, presentation software, multimedia authoring tools, desktop publishing software, Web page creation. May also include a field-site project.

CI 5361 Teaching and Learning with the Internet  
3 credit(s);  
**Instructor:** Donna, Joel Dominic  
**Description:** Student may contact the instructor or department for information.

CI 5362 Foundations of Interactive Design for Web-based Learning  
3 credit(s);  
**Instructor:** Armagost, Andrea Lynn  
**Description:** Student may contact the instructor or department for information.

CI 5390 Learning Technologies Field Experiences  
S-N only, 1-3 credit(s), max credits 3, 3 completions allowed;  
**Instructor:** Cherry, Jennifer E  
**Description:** Student may contact the instructor or department for information.

CI 5410 Special Topics in the Teaching of Literacy  
3 credit(s), max credits 12, 12 completions allowed;  
**Instructor:** Swiss, Thom  
**Description:** This course is taught using a combination of on-campus meetings and workshops (4 weeks) and online meetings and
Interested in thinking about creative writing in the classroom and in the community? And learning how to teach poetry and fiction? And developing your own assignments for students and others? And trying your own hand at creative writing? This course will focus on these topics -- with readings, examples of creative writing, some of your own creative writing, and so on. You will learn how to 'workshop' creative writing, improve others work (and your own), make assignments and encourage writing in general. Thom Swiss is a poet and Professor of Culture and Teaching. <http://en.wikipedia.org/wiki/Thomas_Swiss>

**Style:** 10% Lecture, 90% Discussion. Online except for 4 meetings on campus. Dates for campus meetings to be announced.

**Grading:** NO exams. Written work, including responses to readings/ comments to colleagues/ your own creative writing/assignments for students.

**CI 5413 Foundations of Reading**
A-F only, 3 credit(s);
Instructor: Houck,Bonnie Dee
Description: Student may contact the instructor or department for information.

**CI 5413 Foundations of Reading**
A-F only, 3 credit(s);
Instructor: Brodeur,Katherine
Description: Student may contact the instructor or department for information.

**CI 5422 Teaching Writing in Schools**
A-F only, 3 credit(s);
Instructor: Lensmire,Timothy J.

**CI 5425 Reading Instruction in the Elementary Grades**
A-F only, 3 credit(s);
Instructor: Jacobson,Mary J.
Description: Curricular/methodological issues in teaching of reading. Reading/orthographic processes, strategy instruction for word recognition/comprehension, authentic assessment strategies, and teaching diverse students.

**CI 5426 Language Arts Instruction in the Elementary Grades**
A-F only, 3 credit(s);
Instructor: Jacobson,Mary J.
Description: Student may contact the instructor or department for information.

**CI 5431 Introduction to Instructional Leadership in K-12 Reading**
A-F only, 3 credit(s);
Instructor: O'Brien,David
Description: Student may contact the instructor or department for information.

**CI 5433 Instructional Leadership in Reading for the Middle and Secondary Grades**
A-F only, 3 credit(s);
Instructor: O'Brien,David
Description: Student may contact the instructor or department for information.

**CI 5434 Professional Development and Evolving Practice in K-12 Reading**
A-F only, 3 credit(s);
Instructor: Houck,Bonnie Dee
Description: Student may contact the instructor or department for information.

**CI 5452 Reading in the Content Areas for Initial Licensure Candidates**
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Kolb,Christopher L
Description: Web-based course for content disciplines whose primary responsibility is to foster students' reading related to learning from text.

**CI 5452 Reading in the Content Areas for Initial Licensure Candidates**
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
CI 5461 Teaching Composition in the Secondary School
A-F only, 2 credit(s);
Instructor: Majors,Yolanda
Description: Student may contact the instructor or department for information.

CI 5469 Minnesota Writing Project Directed Studies
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Thompson,Muriel
Description: Student may contact the instructor or department for information.

CI 5481 Developments in Teaching English and Speech
A-F only, 3 credit(s);
Instructor: Stutelberg,Erin
Description: Student may contact the instructor or department for information.

CI 5496 Directed Experiences in Teaching English
S-N only, 8 credit(s);
Instructor: STAFF
Description: Student teaching/clinical experience for English post-baccalaureate students only.

CI 5501 Teaching Science and Health in the Elementary School
A-F only, 2 credit(s);
Instructor: Wunsch,Hallie B
Description: Student may contact the instructor or department for information.

CI 5502 Science Instruction in the Elementary Grades
A-F only, 3 credit(s);
Instructor: Upadhyay,Bhaskar
Description: Student may contact the instructor or department for information.

CI 5532 Teaching Secondary School Science
A-F only, 3 credit(s);
Instructor: Billington,Barbara Lynne
Description: Student may contact the instructor or department for information.

CI 5534 Studies in Science Education
A-F only, 3 credit(s);
Instructor: Finley,Fred N
Description: Student may contact the instructor or department for information.

CI 5535 Foundations of Science Education
A-F only, 3 credit(s);
Instructor: Billington,Barbara Lynne
Description: Student may contact the instructor or department for information.

CI 5597 Clinical Experience in Secondary School Science Teaching
S-N only, 4-8 credit(s), max credits 8, 1 completion allowed;
Instructor: STAFF
Description: Supervised clinical experience in secondary school science teaching.

CI 5634 Content-Based Instruction in Second Language Settings
A-F only, 3 credit(s);
Instructor: Ranney,Susan Elaine
Description: Content-based language instruction: principles, models and methods; learning strategy instruction; developing content-
based language curriculum; traditional and alternative approaches to assessing cognitive-academic language proficiency; use of technology to enhance content-based instruction.

CI 5635 Culture and Diversity in Second Language Classrooms
3 credit(s);
Instructor: King PhD,Kendall Amy
Description: Developing skills for teaching a diverse student population in both foreign language and English as a second language instructional settings through study, practice, and reflection.

CI 5641 Language, Culture, and Education
A-F only, 3 credit(s);
Instructor: Hermes,Mary Rose
Description: Student may contact the instructor or department for information.

CI 5642 Assessing English Learners
A-F only, 3 credit(s);
Instructor: Walker,Constance L
Description: Explores policies, procedures, and instruments in use in assessing the English language proficiency and academic readiness of limited English proficient students in American public schools; academic competence, bilingualism and special needs populations; alternative assessment; preparation of students for mainstream classrooms.

CI 5644 Teaching English Learners in Content-Area Classrooms
A-F only, 1 credit(s);
Instructor: Dillard,Elizabeth A
Description: Student may contact the instructor or department for information.

CI 5645 Teaching English Learners in the Elementary Classroom
A-F only, 3 credit(s);
Instructor: Young,Amy I
Description: Student may contact the instructor or department for information.

CI 5645 Teaching English Learners in the Elementary Classroom
A-F only, 3 credit(s);
Instructor: Benegas,Michelle Elizabeth
Description: Student may contact the instructor or department for information.

CI 5645 Teaching English Learners in the Elementary Classroom
A-F only, 3 credit(s);
Instructor: Mitchell,Kathleen
Description: Student may contact the instructor or department for information.

CI 5657 Teaching Speaking and Listening in Second Language Classrooms
A-F only, 3 credit(s);
Instructor: Martel,Jason Peter
Description: This course will introduce students to theory and practice in the teaching of oral skills in foreign and second languages. An interactive and proficiency-oriented approach to the teaching of speaking and listening will be emphasized. Students will explore factors that affect listening comprehension in a second language and will learn about ways of developing second language students' strategies and skills in listening. Students will reflect on social and cultural factors in discourse and on how they affect what language students need to learn. Students will experience a variety of materials and ideas for teaching oral skills and will examine ways of implementing such ideas in their own context of interest.

CI 5660 Special Topics in the Teaching of Second Languages and Cultures
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Ranney,Susan Elaine
Description: This course will help ESL teachers, as well as content area teachers, develop the expertise they need to deliberately target academic language skills. The course will raise awareness of the academic language structures and functions needed for success in content classes, and it will guide teachers to develop a range of instructional strategies to integrate academic language development with instruction and assessment in content areas. Some of the issues to be addressed in the course are: 1) What are the...
linguistic differences between informal spoken English and formal written English? How do language learners acquire both types of English? 2) What are the language functions and discourse patterns that are required in schools? How do the language demands of school vary by content area? 3) What is the intersection of language and content instruction? How can teachers create space for attention to language while focusing on content? 4) How does language proficiency interact with performance on standardized tests? 5) How can teachers scaffold academic language in instruction and assessment? Course requirements: Students will read current textbooks and research publications on the development of academic English and will analyze the language demands of academic materials. Students will have options for some of the readings as well as the course project in order to make them relevant to their particular areas of teaching or research.

CI 5662 Second Language Curriculum Design
A-F only, 3 credit(s);
Instructor: Martel, Jason Peter
Description: COURSE DESCRIPTION The course offers an historical overview of curriculum development in second language education, explores factors that influence curriculum development (e.g., state and national standards, school/program policies, technology, professional development), and presents a range of models for curriculum development in second language settings. The course is designed for all students in the second languages and cultures education program and may be of interest to students in other programs who have an interest in second language curriculum development. This course fulfills foreign language and ESL licensure requirements. This course is an M.Ed. requirement and can also be used on M.A. and Ph.D. programs. The course includes a combination of lecture, technology-based activities, cooperative group activities, and discussions. COURSE GOALS During the course, students will: ? reflect on themselves as second language learners and teachers; ? become aware of the scope of second language curriculum decision-making and the contexts that influence curricular decisions; ? gain an understanding of more than one model in developing a second language curriculum; ? gain an in-depth understanding of content-based curriculum development; ? apply an understanding of curriculum development; ? review and critique the literature of second language curriculum development; ? explore the politics of curricular reform, including attention to school-based reform efforts such as interdisciplinary approaches and standards-based approaches, particularly as they relate to second languages and cultures; ? participate in collaboration with classroom participants in developing curricula and providing feedback to one another in the process of growth.

CI 5670 Foundations of Dual Language and Immersion Education
3 credit(s);
Instructor: Tedick PhD, Diane J
Description: Student may contact the instructor or department for information.

CI 5693 Directed Study in Second Languages and Cultures
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Individual or group work on curricular, instructional, or assessment problems.

CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools
2-6 credit(s), max credits 6, 1 completion allowed;
Instructor: STAFF
Description: Teaching and learning experiences in second languages and cultures at the elementary school level. Requires students to work in a public school setting.

CI 5697 Practicum: ESL in the Elementary School
2-6 credit(s), max credits 6, 1 completion allowed;
Instructor: STAFF
Description: Teaching and learning experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

CI 5698 Student Teaching in Second Languages and Cultures
2-6 credit(s), max credits 14, 5 completions allowed;
Instructor: STAFF
Description: Student teaching in Second Languages and Cultures at the secondary level for teachers already licensed in another field. Requires students to work in a public school setting.

CI 5699 Clinical Experiences in Second Languages
A-F only, 6-12 credit(s), max credits 16;
Instructor: Pettitt, Nicole Marie
Description: Student may contact the instructor or department for information.
CI 5701 Teaching Social Studies in the Elementary School
   A-F only, 2 credit(s);
   Instructor: Winkelaar, Jessica
   Description: Student may contact the instructor or department for information.

CI 5702 Social Studies Instruction in the Elementary Grades
   A-F only, 3 credit(s);
   Instructor: Engebretson, Kathryn Ellerhoff
   Description: Student may contact the instructor or department for information.

CI 5744 Seminar: Reflecting on Professional Development in Social Studies Education
   A-F only, 3 credit(s);
   Instructor: Engebretson, Kathryn Ellerhoff
   Description: Student may contact the instructor or department for information.

CI 5745 Engaging Youth With Social Studies Texts
   A-F only, 3 credit(s);
   Instructor: Avery, Patricia Grant
   Description: Student may contact the instructor or department for information.

CI 5746 Global and Multicultural Education in the Secondary Classroom
   A-F only, 3 credit(s);
   Instructor: Mayo Jr, J.B.
   Description: Issues, classroom practices, and controversies surrounding global/multicultural perspective-taking in social studies education. Strategies for helping secondary social studies students develop global/multicultural worldviews.

CI 5747 Global and Environmental Education: Content and Practice
   A-F only, 3 credit(s);
   Instructor: Finley, Fred N
   Description: Prepares educators for leadership responsibilities in the area of global environmental education. Focus on the knowledge and process skills necessary to carry out a leadership role in the curriculum

CI 5762 Developing Civic Discourse in the Social Studies
   A-F only, 3 credit(s);
   Instructor: Mayo Jr, J.B.
   Description: This course is designed for middle and high school teachers, and other educators, who wish to improve the quality of discussions in their courses. Through reading and reflecting on educational philosophy, research, and techniques, we will explore key questions about the purposes and methods of incorporating discussion as an instructional strategy into social studies courses. A combination of papers, original lesson plans, and participation in various discussion techniques in class will help participants accomplish their goals, which will promote excellent classroom practices.
   Style: 10% Lecture, 60% Discussion, 20% Small Group Activities, 10% Student Presentation.
   Grading: 55% reports/papers, 30% special projects, 15% class participation.

CI 5821 Teaching Mathematics in the Elementary School
   A-F only, 2 credit(s);
   Instructor: STAFF
   Description: Principles of learning pertinent to the modern program of mathematics in elementary grades. Objectives, content, philosophy, instructional materials and methods of instruction and evaluation.

CI 5822 Mathematics Instruction in the Elementary Grades
   A-F only, 3 credit(s);
   Instructor: Wyberg, Terrence R
   Description: Student may contact the instructor or department for information.

CI 5900 Special Topics in Family, Youth, and Community
   3 credit(s), max credits 20, 20 completions allowed;
   Instructor: Englund, Lynn A.
**CI 5900** Special Topics in Family, Youth, and Community  
1 credit(s), max credits 20, 20 completions allowed;  
Instructor: Magistad, Beth Maddock  
Description: Student may contact the instructor or department for information.

**CI 5923** Educational Strategies in Family Education  
A-F only, 3 credit(s);  
Instructor: Gentzler, Yvonne S.  
Description: Examination, development, and implementation of a variety of educational strategies.

**CI 5926** Family and Consumer Sciences Student Teaching III  
8 credit(s);  
Instructor: Lundell, Amy Jo  
Description: Full-time supervised teaching experience in family/consumer sciences programs. On-campus seminars.

**CI 5927** Family and Consumer Sciences Student Teaching IV  
1 credit(s);  
Instructor: Lundell, Amy Jo  
Description: Full-time supervised student teaching experience in family/consumer sciences programs.

**CI 5937** Parent-Child Interaction  
A-F only, 3 credit(s);  
Instructor: Cline, Heather Marie  
Description: Student may contact the instructor or department for information.

**CI 5942** Everyday Experiences of Families  
A-F only, 2 credit(s);  
Instructor: Jerpbak, Michael  
Description: Students will examine everyday experiences of families and their relevance to parent education and to the professional development of parent educators. Diversity in family structure, culture, socio-economic status, sexuality, values, etc. are addressed with special attention to socio-ecological factors, educational contexts, personal bias, power, and privilege. Research and theoretical knowledge are woven together with observation and personal reflection to create a strength-based approach to families, education, and professional development. This course meets a requirement for the State of Minnesota Parent and Family Education Teaching license. Students not pursuing the parent education license are welcomed in this course given our focus on strengths and honoring a diversity of perspective.  
Style: 100% Web Based. Online chats 8:15 pm on Tuesdays 2/7, 2/14, 2/28, 3/6, 3/22, 4/5.  
Grading: 50% reports/papers, 12% reflection paper, 32% class participation, 6% other evaluation.

**CI 5943** Parent Learning and Development: Implications for Parent Education  
A-F only, 2 credit(s);  
Instructor: Walker, Susan K  
Description: Students will examine adult, adolescent, and parent learning and development from the perspective of their relevance for parent education. Research information and a variety of theoretical perspectives will be presented and critiqued. Personal professional development will be facilitated through challenging assumptions and examining knowledge and competencies required for parent educators. This course meets a requirement for the Teachers of Parent and Family Education Minnesota Board of Teaching teacher license. Course Goals: Students will:  
- Analyze theories of adolescent, adult, and parent learning and development and their
implications for parent education? Explore the nature of attachment and reciprocity in parent-child relationships? Examine how the context of parenting impacts parent-child relationships and parent development and learning? Develop insight into the parenting experience and development of parents through reflection on the lives of parents and theories of learning and development? Gain insight into professional development and parent education through critical reflection on one?s assumptions about parent learning and development

NOTE: This is an 8 week, ONLINE course.

**Style:** 60% Discussion.
**Grading:** 62% written homework, 38% class participation.

**CI 5946 Assessment and Evaluation in Parent Education**
- **A-F only, 2 credit(s);**
- **Instructor:** Walker, Susan K
- **Description:** Students will be introduced to theory, terminology, issues, and approaches in assessment and evaluation. Students will apply this new material to the tasks of monitoring program performance, assessing program quality, and measuring parent learning and development. This course is taught online for 8 weeks. Asynchronous weekly discussion, weekly synchronous discussion, and short reflection papers are regular features. Student activities include practical application of parent education program evaluation and review of instruments. This course meets a requirement for the Teachers of Parent and Family Education Minnesota Board of Teaching teacher license, and is a required course in the Parent Education Certificate.
- **Style:** 100% Web Based.

**CI 5949 Student Teaching in Parent Education**
- **A-F only, 2 credit(s);**
- **Instructor:** Brown, Michael Patrick
- **Description:** Supervised parent education practice to meet individual student needs/interests. Online discussion, reflection, cooperative learning.

**CI 5954 Experiential Learning: Pedagogy for Community and Classroom**
- **3 credit(s);**
- **Instructor:** Ross PhD, Terrance Kwame
- **Description:** Student may contact the instructor or department for information.

**CI 5958 Community: Context for Youth Development Leadership**
- **A-F only, 3 credit(s);**
- **Instructor:** Stein, Jerome A
- **Description:** Issues/policies in family, school, and community that drive the professional practice of community-based youth work. Practical projects explore what it means to be local, to build social capital for youth, and to involve youth in community change.

**CI 5960 Seminar in Youth Development Leadership**
- **S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;**
- **Instructor:** Stein, Jerome A
- **Description:** Student may contact the instructor or department for information.

**CI 5962 Leadership Field Experience: Youth Development**
- **S-N only, 4 credit(s);**
- **Instructor:** Stein, Jerome A
- **Description:** Student may contact the instructor or department for information.

**CI 5993 Directed Study in Family, Youth, and Community**
- **A-F only, 1-3 credit(s), max credits 9, 9 completions allowed;**
- **Instructor:** Lundell, Amy Jo
- **Description:** Student may contact the instructor or department for information.

**CI 8131 Curriculum and Instruction Core: Critical Examination of Curriculum in Context**
- **A-F only, 3 credit(s);**
- **Instructor:** Lensmire, Timothy J.
- **Description:** Student may contact the instructor or department for information.

**CI 8132 Curriculum and Instruction Core: Teaching Theory and Research**
- **A-F only, 3 credit(s);**
CI 8133 Research Methods in Curriculum and Instruction
A-F only, 3 credit(s);
Instructor: Chhuon, Vichet
Description: Student may contact the instructor or department for information.

CI 8148 Conducting Qualitative Studies in Educational Contexts
3 credit(s);
Instructor: Dillon, Deborah R.
Description: Student may contact the instructor or department for information.

CI 8149 Qualitative Research: Coding, Analysis, Interpretation, and Writing
A-F only, 3 credit(s);
Instructor: Demerath, Peter
Description: Student may contact the instructor or department for information.

CI 8150 Research Topics Curr & Instruc
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Bequette, James W.
Description: Student may contact the instructor or department for information.

CI 8195 Problems: Improvement of Instruction
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Lensmire, Timothy J.
Description: Student may contact the instructor or department for information.

CI 8412 Research in Reading
3 credit(s), max credits 6;
Instructor: Helman, Lori A
Description: Student may contact the instructor or department for information.

CI 8461 Sociocultural Theory, Education, and Literacy
3 credit(s);
Instructor: Lewis, Cynthia

CI 8492 Readings in English Education and Reading
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Lensmire, Timothy J.
Description: Student may contact the instructor or department for information.

CI 8495 Problems: Teaching English and Reading
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Lensmire, Timothy J.
Description: Student may contact the instructor or department for information.

CI 8511 Seminar: Research in Science Education
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Post, Thomas R
Description: Student may contact the instructor or department for information.

CI 8570 Advanced Topics in Science Education
A-F only, 3 credit(s), max credits 6, 6 completions allowed;
Instructor: Roehrig, Gillian Heather
Description: Student may contact the instructor or department for information.
CI 8595 Problems: Science Education
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Johnson,Roger T
Description: Independent research.

CI 8650 Seminar: Special Topics in Second Languages and Cultures Research
3 credit(s), max credits 6, 6 completions allowed;
Instructor: Tedick PhD,Diane J
Description: Student may contact the instructor or department for information.

CI 8650 Seminar: Special Topics in Second Languages and Cultures Research
3 credit(s), max credits 6, 6 completions allowed;
Instructor: Bigelow,Martha
Description: Student may contact the instructor or department for information.

CI 8691 Readings in Second Languages and Cultures Education
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ranney,Susan Elaine
Description: Independent reading.

CI 8795 Problems: Social Studies Education
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Avery,Patricia Grant
Description: Student may contact the instructor or department for information.

CI 8796 Research Internship in Social Studies Education
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Avery,Patricia Grant
Description: Student may contact the instructor or department for information.

CI 8900 Family, Youth, and Community Colloquium
S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Gentzler,Yvonne S.
Description: Student may contact the instructor or department for information.

Dakota

Dakota 1122 Beginning Dakota II
5 credit(s); 1121 Credit will not be granted if credit has been received for: DAKO 4122;
Instructor: Bendickson,Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 3124 Intermediate Dakota II
5 credit(s); 1121, 1122, 3123 Credit will not be granted if credit has been received for: DAKO 4124;
Instructor: Bendickson,Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 3126 Dakota Language for the Classroom
A-F only, 3 credit(s);
Instructor: McKay,Neil Troy
Description: Student may contact the instructor or department for information.

Dakota 3127 Dakota Language for Teachers
A-F only, 3 credit(s);
Instructor: McKay,Neil Troy
Description: Student may contact the instructor or department for information.
Dakota 4122 Beginning Dakota II
3 credit(s); [1121, 1004 in another language] or passing score on LPE or grad student credit will not be granted if credit has been received for: DAKO 1122;
Instructor: Bendickson, Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 4124 Intermediate Dakota II
3 credit(s); 1121, 1122, 3123 Credit will not be granted if credit has been received for: DAKO 3124;
Instructor: Bendickson, Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 5129 Advanced Dakota Language II
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: McKay, Neil Troy
Description: Student may contact the instructor or department for information.

Dance  Barbara Barker Center for Dance

Dnce 1002 Modern Dance Technique 2
1 credit(s);
Instructor: Jenson, Matthew Paul
Description: This course is a continuation of Dance 1001 and the second of a two-sequence introduction course to modern dance technique. In this course, students will gain greater self-awareness of the body, explore with greater depth the rhythms and dynamics underlying movement and explore orientation of the moving body through space. More emphasis will be placed on longer movement phrases and more in-depth improvisations. Emphasis will also be placed on the successful performance of fundamental elements that comprise modern dance technique. Successful completion of previous level, Modern Dance Technique 1, or departmental approval by audition required for registration.
Style: Studio

Dnce 1002 Modern Dance Technique 2
1 credit(s);
Instructor: Davies, Angharad Sian
Description: Student may contact the instructor or department for information.

Dnce 1020 Modern Dance Technique 4
1-2 credit(s), max credits 4;
Instructor: Thompson, Erin D
Description: This course is the fourth level of eight levels of modern dance technique offered in the Dance Program. Classwork is based on practical application of the principles of space, time and energy with specific emphasis on alignment, power from the pelvic center, rotation and turnout, muscular tonality, joint articulation, clarity of intent, musicality, stretch, strength and stamina. Class consists of in-place warm-ups, specific technical exercises and dance phrases applying the technique addressed.

Dnce 1020 Modern Dance Technique 4
1-2 credit(s), max credits 4;
Instructor: Davies, Angharad Sian
Description: Student may contact the instructor or department for information.

Dnce 1102 Ballet Technique 2
1 credit(s);
Instructor: Wallum, Tina Anderson-
Description: This class is the second of a two-semester sequence of fundamental ballet technique. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute all the elements of a basic level ballet class, including barre exercises, center work, turns, and jumps. Audition for technique placement or successful completion of level one with departmental approval required for registration
Style: Studio

Dnce 1120 Ballet Technique 4
Dnce 1202 Jazz Technique 2
1 credit(s);
Instructor: STAFF
Description: This is the second of an eight-semester sequence in jazz dance technique/style. Class work will continue to focus on fundamental jazz vocabulary and movement. Clear articulation of movement will continue to be emphasized, as well as the use of space, weight, dynamics, focus and musicality. The continued use of improvisation will be used to help build one's self confidence in dance movement. Successful completion of previous level or departmental approval by audition required for registration.
Style: studio

Dnce 1220 Jazz Technique 4
1 credit(s), max credits 2;
Instructor: Grotting,Karla Kaye
Description: This is the fourth of an eight-semester sequence of jazz dance technique/style. This class will introduce vocabulary and develop skills, technique, and style used in classical jazz dance while increasing flexibility and strength. Emphasis will be on the use of space, clear articulation of movement, rhythmic footwork, grounding movement, dynamics, and overall musicality (meter, tempo, syncopation, and phrasing).
Style: Studio
Grading:

Dnce 1302 Tap Technique 2
1 credit(s);
Instructor: Keane, Ellen
Description: This studio class is the second semester in a six-semester sequence of tap dance technique. This course will focus on the fundamentals of tap dance with an emphasis on musicality and rhythm. Students will continue practice of basic footwork and combinations, beginning time steps, tap routines, and exercises for tap dance improvisation.

Dnce 1313 African Based Movement
1 credit(s);
Instructor: STAFF
Description: This course will focus on varied movement of the African Diaspora, primarily West Africa, but not limited to the West African region or the continent of Africa. Class will include traditional movement, but will also focus on movement inspired by Africa, the Caribbean, and the African Diaspora at large. Coursework includes in-class movement participation, one movement midterm, and one two-page paper.

Dnce 1315 Flamenco
1 credit(s);
Instructor: STAFF
Description: This course is an introduction to Spanish Flamenco dance technique. The class will cover the basic terminology and movement styles of Flamenco, focusing on arm movements and footwork, but will also cover basic choreography. One class period is devoted to viewing videos of traditional Flamenco dance.

Dnce 1331 Yoga
1 credit(s);
Instructor: STAFF
Description: This course will give a basic introduction to the theory and practice of Yoga. The course will introduce the student to standing postures, forward bends and twists, balancing and seated postures, inversions, back bends, and guided relaxation and meditation. Course objectives include proper alignment, proper weight placement, body awareness, relaxation, and breathing techniques. Assignments will include a midterm paper and a movement demonstration final.

Dnce 1345 Alexander Technique for Movement Artists
Dnce 1352 African Diasporic Movement 2
OPT No Aud, 1 credit(s);
Instructor: Thompson, Erin D
Description: Student may contact the instructor or department for information.

Dnce 1354 African Diasporic Movement 4
OPT No Aud, 1 credit(s);
Instructor: Sarge, Kenna Jean
Description: Student may contact the instructor or department for information.

Dnce 1401 Introduction to Dance
OPT No Aud, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1401; Meets CLE req of Arts/Humanities
Instructor: Bergeron, Maggie Marie
Description: Dance 1401 is an introduction to global dance forms in society and art. It covers dance forms, choreographers and significant issues in dance through lecture, discussion, viewing of live and taped performances and movement experiences. The course presents international perspectives on how dance functions in specific cultural contexts and how dance traditions influence each other as cultures come into close contact with one another and through globalization. On a broader level, this course is designed to provide perspectives on how contemporary and historic dance forms can be understood as mediums for social, political and cultural expression through the intersection of aesthetic evaluations and varied interdisciplinary lenses. A main objective is for students to develop the aesthetic, cultural and historical awareness needed to form and articulate, verbally and in writing, ideas and opinions about the art of dance. By the end of the course students will be able to recognize a variety of dance traditions and connect their historical development to the specific social, artistic and political currents of their culture. This is both a seminar and a movement course. Come prepared to read, write, move, and discuss dance. You do not need to have prior dance experience to succeed in this course.
Style: 30% Lecture, 20% Film/Video, 20% Discussion, 20% Laboratory, 10% Guest Speakers.

Dnce 1401 Introduction to Dance
OPT No Aud, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1401; Meets CLE req of Arts/Humanities
Instructor: Garcia, Cindy
Description: What is dance? Where do we engage with dance today? Can dance "do" things? How does dance create social meaning? How can we write about dance? In this course, we will ask these questions while considering dance as a framework for the analysis of moving bodies. We will develop ways of interpreting and articulating dance through reading, writing, moving, and watching dance. Throughout, we will focus on the movement politics of race, class, gender, sexuality, and nation and the transnational circulation of various dance genres. This is both a seminar and a movement course. Come prepared to read, write, move, and discuss dance. You do not need to have prior dance experience to succeed in this course.

Dnce 3020 Modern Dance Technique 6
2 credit(s), max credits 4;
Instructor: Flink, Carl Lindsay
Description: This course is the sixth level of eight levels of modern dance technique offered in the Dance Program. The purpose of the technique class is to allow the intermediate modern dance student to explore and discover him/herself as an articulate and expressive mover. Classwork continues to involve space, time and energy with specific emphasis on alignment, power, momentum, articulation, clarity of intent, musicality, strength, stretch, and stamina. Class consists of in-place warm-ups, technical exercises and dance phrases applying the technique addressed.

Dnce 3020 Modern Dance Technique 6
2 credit(s), max credits 4;
Instructor: Smith, Joan A
Description: This course is the sixth level of eight levels of modern dance technique offered in the Dance Program. The purpose of the technique class is to allow the intermediate modern dance student to explore and discover him/herself as an articulate and expressive mover. Classwork continues to involve space, time and energy with specific emphasis on alignment, power, momentum, articulation, clarity of intent, musicality, strength, stretch, and stamina. Class consists of in-place warm-ups, technical exercises and dance phrases applying the technique addressed. Successful completion of previous level or departmental approval by audition required for
Dnce 3120 Ballet Technique 6  
2 credit(s), max credits 4;  
Instructor: Freeh, Penelope Anne  
Description: Student may contact the instructor or department for information.

Dnce 3120 Ballet Technique 6  
2 credit(s), max credits 4;  
Instructor: Sayegh Rodriguez, Abdo  
Description: Student may contact the instructor or department for information.

Dnce 3220 Jazz Technique 6  
1 credit(s), max credits 2;  
Instructor: Lee, Linda Talcott  
Description: This course is the sixth of an eight-semester sequence of jazz dance technique/style. Classwork will continue to explore the eclectic range of jazz dance, covering traditional vernacular styles and the more contemporary styles of today. Focus will continue to be placed on increasing technical skill and more complex movement combinations. Stylistic qualities will be explored through improvisation, and emphasis will be placed on clarity of movement, intent, dynamics, phrasing, and expression. Successful completion of previous level or departmental approval by audition required for registration.  
Style: Studio

Dnce 3302 Tap Technique 4  
1 credit(s);  
Instructor: Keane, Ellen  
Description: This course is the fourth in a six-semester sequence of tap dance technique. This studio class will focus on intermediate skills of tap dance including pick-ups, pull-backs and wings. There will be a continuing emphasis on musicality and rhythm. The class will practice intermediate footwork and combinations, time steps, tap dance routines, and improvisation exercises.

Dnce 3312 Contemporary Indian Dance 2  
OPT No Aud, 1 credit(s);  
Instructor: Chatterjea, Ananya  
Description: Student may contact the instructor or department for information.

Dnce 3312W Dance History 2  
3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Chatterjea, Ananya  
Description: Student may contact the instructor or department for information.

Dnce 3433 Articulate Body  
3 credit(s);  
Instructor: STAFF  
Description: This course will cover an introduction to kinesiology and biodynamics of dance. At the end of this course students will be able to apply the knowledge they gain of anatomical, physiological, and biomechanical principles to dance technique, conditioning and injury prevention. Classwork will include lecture, group exploration, readings, class projects, demonstrations, quizzes and a final exam.

Dnce 3434 Nutrition and Body Maintenance for Movement Artists  
OPT No Aud, 2 credit(s);  
Instructor: Swami, Sandra Christina  
Description: Student may contact the instructor or department for information.

Dnce 3601 Dance Composition 1  
3 credit(s);  
Instructor: Mann, Paula  
Description: This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to
express ideas, emotions and narrative. Successful completion of Improvisation or departmental approval required for registration.

Dnce 3601 Dance Composition 1
3 credit(s);
Instructor: Bergeron, Maggie Marie
Description: This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative.

Dnce 3622 Dance Production II
A-F only, 2 credit(s);
Instructor: Terwilliger, Mat
Description: In this course students will study the technical and administrative aspects of dance production. This includes lighting, costumes, sound, marketing, stage management, fundraising and publicity. Emphasis will be placed on learning practical project management and personal management skills.

Dnce 3700 Performance
1 credit(s), max credits 4, 4 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Dnce 3901 Survival Strategies in Dance
A-F only, 3 credit(s);
Instructor: STAFF
Description: In this course students will explore basic strategies fundamental to a dancer's survival. Essential knowledge about injury prevention and care; the development of healthy dietary and muscular/skeletal habits; and information on career tracks in dance are covered.

Dnce 4601 Dance Composition 3
3 credit(s);
Instructor: Flink, Carl Lindsay
Description: Student may contact the instructor or department for information.

Dnce 4601 Dance Composition 3
3 credit(s);
Instructor: Smith, Joan A
Description: This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing and understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups.

Dnce 5020 Modern Dance Technique 8
2 credit(s), max credits 4;
Instructor: Pierce, Toni L
Description: This course is the eighth level of eight levels in modern dance technique. This course will offer a variety of modern dance techniques and styles from various instructors and guest artists. This course is intended for the advanced dance major.

Dnce 5120 Ballet Technique 8
1 credit(s), max credits 2;
Instructor: Leon, Barry D
Description: This course is the eighth in an eight-semester sequence of ballet technique. This advanced level ballet class will emphasize and further develop the following skills: clarity of arms and head positions, a strong stance, stability and balance, coordination of the joining of steps, use of feet in jumps, the ability to reverse and remember movement combinations. Successful completion of previous level or departmental approval by audition required for registration.

Style: studio

Dnce 5601 Dance Composition 5
1 credit(s);
Instructor: Smith, Joan A
Description: This course is the final semester of a six-semester sequence in dance composition. Class work will consist of exploration and investigation of movement through independently scheduled rehearsals. Choreographic concepts will focus on the continued study of tools in the dance creation process, development and refinement of movement, and structure of group choreography and collaborative process. Successful completion of previous level and departmental approval required for registration.
Style: Studio/Rehearsal/Performance

Dnec 5993 Directed Studies
1-4 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Dance 5993 Directed Studies
1-4 credit(s), max credits 10, 10 completions allowed;
Instructor: Chatterjea, Ananya
Description: Student may contact the instructor or department for information.

Dental Hygiene  9-406 Malcolm Moos Health Sciences Tower

DH 2212 Dental Hygienist-Patient Relationship
A-F only, 2 credit(s);
Instructor: STAFF
Description: This course introduces the use of clinical research and evidence-based clinical decision making when communicating scientifically based clinical therapy and treatment modalities; and promotion of active participation by the patient in clinical decision making.

DH 2215 Oral Histology and Embryology
A-F only, 2 credit(s);
Instructor: Gopalakrishnan, Rajaram
Description: Student may contact the instructor or department for information.

DH 2221 Periodontology
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course introduces periodontal diseases; etiology, assessment and treatment options. It includes clinical experience in debridement, root planing with ultrasonic and hand instruments.

DH 2222 Dental Hygiene Care Process Clinical Application II
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course introduces the School of Dentistry clinical systems. It covers various medical and emergency conditions affecting patient care and preventative strategies for dental diseases. It covers skill development in fluoride, sealents, and air polishing techniques. Includes evaluation of products used in the treatment of dental caries and periodontal diseases.

DH 2231 Cariology and Applied Nutrition in Dental Hygiene Care
A-F only, 3 credit(s);
Instructor: Danielson, Judy Ann
Description: Student may contact the instructor or department for information.

DH 3151 Oral and Maxillofacial Radiology
A-F only, 2 credit(s);
Instructor: Ahmad, Mansur
Description: Student may contact the instructor or department for information.

DH 3227 Oral and Maxillofacial Radiology Clinic II
A-F only, 0 credit(s);
Instructor: STAFF
DH 4125W Dental Hygiene Care Process: Clinical Application V
A-F only, 6 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course covers the advanced dental hygiene care process. You will learn to analyze patient preventive/treatment needs through case-based teaching. There is emphasis on cultural diversity, family violence issues, and using technology in patient care.

DH 4128 Oral and Maxillofacial Radiology Clinic III
A-F only, 0 credit(s);
Instructor: Blue, Christine M
Description: Student may contact the instructor or department for information.

DH 4130 Management and Supervision of a Dental Practice
A-F only, 2 credit(s);
Instructor: STAFF
Description: This course is a lecture series designed to establish skills in planning, organizing, leading, and controlling the clinical, business, and human aspects of a dental practice.

DH 4135W Research Methods in Dental Hygiene
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: In this course you will develop skills in the scientific method and analyzing research findings. There is emphasis on types of research, problem selection, hypothesis writing, research planning and design, data collection and measuring techniques, analysis and interpretation of data, and writing the research proposal.

DH 4136 Periodontology III Lecture
A-F only, 1 credit(s);
Instructor: Bakdash, Bashar
Description: Student may contact the instructor or department for information.

DH 4139 Dental Public Health and Academic Service Learning II
A-F only, 1 credit(s);
Instructor: Stull, Cynthia L
Description: Student may contact the instructor or department for information.

DH 4211 Principles of Restorative Techniques II
S-N only, 3 credit(s);
Instructor: Dittmar, Susan Kyle
Description: Student may contact the instructor or department for information.

DH 4226 Dental Hygiene Care Process Clinical Application VI
A-F only, 6 credit(s);
Instructor: Ahmann, Lisa Webb
Description: Student may contact the instructor or department for information.

DH 4300 Elective Academic Service Learning Experiences and Externships
S-N only, 0-13 credit(s), max credits 13, 1 completion allowed;
Instructor: Blue, Christine M
Description: Student may contact the instructor or department for information.

DH 4302 Dental Hygiene Care: Special Needs Patients
A-F only, 2 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.
DH 4303 Information Literacy
   S-N only, 3 credit(s);
   Instructor: STAFF
   Description: Student may contact the instructor or department for information.

DH 5201 Management Internship
   S-N only, 5 credit(s);
   Instructor: Blue, Christine M
   Description: Student may contact the instructor or department for information.

DH 5203 Capstone Project
   S-N only, 5 credit(s);
   Instructor: Blue, Christine M
   Description: Student may contact the instructor or department for information.

DH 5403 The Discipline of Dental Hygiene
   A-F only, 2 credit(s);
   Instructor: Blue, Christine M
   Description: Student may contact the instructor or department for information.

DH 5409 Dental Hygiene Clinic Administration
   A-F only, 2 credit(s);
   Instructor: Ahmann, Lisa Webb
   Description: Student may contact the instructor or department for information.

DH 5413 Dental Hygiene Supervised Clinic Student Teaching
   A-F only, 3 credit(s);
   Instructor: Stoltenberg, Jill L
   Description: Student may contact the instructor or department for information.

DH 5415 Dental Hygiene Supervised Didactic Course Student Teaching
   A-F only, 1-3 credit(s), max credits 6;
   Instructor: Newell, Kathleen Jane
   Description: Student may contact the instructor or department for information.

DH 7777 Thesis
   S-N only, 10 credit(s);
   Instructor: Blue, Christine M
   Description: Student may contact the instructor or department for information.

**Dental Therapy**

DT 3130 Preclinical Pediatric Dentistry
   A-F only, 2 credit(s);
   Instructor: Yesil, Jasmine
   Description: Student may contact the instructor or department for information.

DT 3212 Local Anesthesia and Pain Management
   A-F only, 2 credit(s);
   Instructor: Kademani, Deepak
   Description: Student may contact the instructor or department for information.

DT 3230 Oral and Maxillofacial Radiology
   A-F only, 2 credit(s);
   Instructor: Ahmad, Mansur
   Description: Student may contact the instructor or department for information.
DT 3250 Oral Histology and Embryology  
A-F only, 2 credit(s);  
Instructor: Gopalakrishnan, Rajaram  
Description: Student may contact the instructor or department for information.

DT 3331 Provider Patient Relationships  
A-F only, 2 credit(s);  
Instructor: Tinberg, RDH, BS, Jacqueline A  
Description: Student may contact the instructor or department for information.

DT 3332 Cariology and Applied Nutrition in Dental Therapy Care  
A-F only, 3 credit(s);  
Instructor: Danielson, Judy Ann  
Description: Student may contact the instructor or department for information.

DT 4335 Dental Practice Management  
A-F only, 2 credit(s);  
Instructor: Johnson, Kimberly S  
Description: Student may contact the instructor or department for information.

DT 4337 Dental Public Health and Service Learning II  
A-F only, 2 credit(s);  
Instructor: Stull, Cynthia L  
Description: Student may contact the instructor or department for information.

DT 4338W Research Methods in Dental Therapy  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Osborn, Joy B  
Description: Student may contact the instructor or department for information.

DT 4460 Essentials of Clinical Care I For the Dental Therapist  
S-N only, 1-12 credit(s), max credits 12, 1 completion allowed;  
Instructor: Riggs, Sheila  
Description: Student may contact the instructor or department for information.

DT 5130 Preclinical Pediatric Dentistry  
A-F only, 2 credit(s);  
Instructor: Yesil, Jasmine  
Description: Student may contact the instructor or department for information.

DT 5141 Clinical Pediatric Dentistry III  
A-F only, 2 credit(s);  
Instructor: Yesil, Jasmine  
Description: Student may contact the instructor or department for information.

DT 5212 Local Anesthesia and Pain Management  
A-F only, 2 credit(s);  
Instructor: Kademani, Deepak  
Description: Student may contact the instructor or department for information.

DT 5230 Oral and Maxillofacial Radiology  
A-F only, 2 credit(s);  
Instructor: Ahmad, Mansur  
Description: Student may contact the instructor or department for information.

DT 5250 Oral Histology and Embryology  
A-F only, 2 credit(s);  
Instructor: Gopalakrishnan, Rajaram
Description: The oral histology and embryology portion of this course focuses on basic knowledge of human embryology with emphasis on development of the orofacial region, including the development of the face, palate and teeth. Structural microscopic anatomy of the oral hard and soft tissues is emphasized to provide a sound background for rendering clinical treatment. Examples of clinical and histopathologic variations of the hard and soft tissues will be presented to demonstrate clinical relevance. The material presented in this portion of the course is based upon you having a working knowledge of the general histology of cells and tissues as presented in DDS 6214 General Histology. The genetics portion of this course focuses on human chromosomes, single gene traits, complex traits, population genetics and genetic diagnosis. These topics provide a sound background for understanding chromosomal anomalies, the genetics of oral and maxillofacial conditions such as facial clefts, periodontal disease and oral cancer. Upon successful completion of the course, the student will be able to critically evaluate histologic appearance of normal tissues, understand the important developmental processes, and the structural specialization of the cells and tissues of the oral cavity. This is a basic course that should prepare the student for critical thinking and improve their problem-solving ability necessary for other basic and clinical courses.

DT 5320 Comprehensive Care Clinic
S-N only, 4 credit(s);
Instructor: Nadeau, Richard D
Description: Student may contact the instructor or department for information.

DT 5331 Provider Patient Relationships
A-F only, 2 credit(s);
Instructor: Tinberg, RDH, BS, Jacqueline A
Description: Student may contact the instructor or department for information.

DT 5332 Cariology and Applied Nutrition in Dental Therapy Care
A-F only, 3 credit(s);
Instructor: Danielson, Judy Ann
Description: Student may contact the instructor or department for information.

DT 5335 Dental Practice Management
A-F only, 2 credit(s);
Instructor: Johnson, Kimberly S
Description: Student may contact the instructor or department for information.

DT 5337 Dental Public Health and Service Learning II
A-F only, 2 credit(s);
Instructor: Stull, Cynthia L
Description: Student may contact the instructor or department for information.

DT 5338W Research Methods in Dental Therapy
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Osborn, Joy B
Description: Student may contact the instructor or department for information.

DT 5443 Operative Clinic III
A-F only, 4 credit(s);
Instructor: Hildebrandt, Gary Howard
Description: Student may contact the instructor or department for information.

DT 5460 Essentials of Clinical Care I For the Dental Therapist
S-N only, 1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Riggs, Sheila
Description: Student may contact the instructor or department for information.

DT 5960 Essentials of Clinical Care II for the Dental Therapist
S-N only, 5-10 credit(s), max credits 20;
Instructor: Riggs, Sheila
Description: Student may contact the instructor or department for information.
<table>
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<th>Course Code</th>
<th>Course Title</th>
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<th>Credits</th>
<th>Instructor</th>
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<td>Dent 5351</td>
<td>Introduction to Dental Biomaterials</td>
<td>A-F only</td>
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<td>Combe, Edward Charles</td>
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<td>Dent 5402</td>
<td>Prevention and Oral Health Promotion</td>
<td>A-F only</td>
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<td>Professional Problem Solving</td>
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<td>Dent 6133</td>
<td>Oral Medicine/Diagnosis Clinic III</td>
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<td>Dent 6414</td>
<td>Professional Problem Solving</td>
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<td>Dent 6451</td>
<td>Dental Auxiliary Utilization (DAU) Clinic</td>
<td>S-N only</td>
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<td>Klein, David William</td>
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<td>Dent 6465</td>
<td>Emergency Clinic</td>
<td>S-N only</td>
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<td>Pediatric Dentistry Clinic</td>
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<td>Periodontology Clinic</td>
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<td>Dent 6840</td>
<td>Introduction to CAD/CAM CEREC Restorations</td>
<td>S-N only</td>
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<td>Dent 7021</td>
<td>Contemporary Diagnosis and Management of Orofacial Pain</td>
<td>A-F only</td>
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<td>Bowles, Walter Ray</td>
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Dent 7032 Field Experience: Administration in a Multidisciplinary Health Center  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Shuman, Stephen K  
Description: Student may contact the instructor or department for information.

Dent 7033 Teaching and Evaluation in Dentistry  
A-F only, 3 credit(s);  
Instructor: Bebeau, Muriel J  
Description: Student may contact the instructor or department for information.

Dent 7052 Oral and Maxillofacial Radiologic Interpretation  
A-F only, 2 credit(s);  
Instructor: Ahmad, Mansur  
Description: Student may contact the instructor or department for information.

Dent 7062 Special Oral Pathology II  
A-F only, 2 credit(s);  
Instructor: Koutlas, Ioannis George  
Description: Student may contact the instructor or department for information.

Dent 7071 General Practice Residency Dental Clinic  
S-N only, 13 credit(s), max credits 52, 4 completions allowed;  
Instructor: Chapman, Deborah L  
Description: Student may contact the instructor or department for information.

Dent 7101 Management Philosophy for Dental Practices  
S-N only, 1 credit(s);  
Instructor: Hinrichs DDS, MS, James Edward  
Description: Student may contact the instructor or department for information.

Dent 7111 Current Literature Review in Dentistry  
S-N only, 2 credit(s);  
Instructor: Conrad, Heather Joan  
Description: Student may contact the instructor or department for information.

Dent 7112 Treatment Planning Seminar  
A-F only, 2 credit(s), max credits 4;  
Instructor: Conrad, Heather Joan  
Description: Student may contact the instructor or department for information.

Dent 7121 Psychological Issues in Medical and Dental Patient Management  
1 credit(s);  
Instructor: Hathaway, Kate M  
Description: Student may contact the instructor or department for information.

Dent 7991 Independent Study  
OPT No Aud, 1-4 credit(s), max credits 8;  
Instructor: Shuman, Stephen K  
Description: Student may contact the instructor or department for information.

Dent 8031 Topics and Problems in Dental Education  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Born, David Omar  
Description: Student may contact the instructor or department for information.

Dent 8120 Advanced Principles and Techniques of TMJ and Orofacial Pain Disorders  
A-F only, 3 credit(s);  
Instructor: Schiffman, Eric L
Design

Des 1101W Introduction to Design Thinking
A-F only, 4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Hemmis, Patricia
Description: Course Description: Students in DES 1101w will explore, through lecture and hands-on projects, the many ways that design thinking has become a powerful force in the 21st century. On the one hand, design methods and processes are seen as an important means of tackling complex social and cultural problems. On the other hand, designers stimulate desire and need through their manipulation of the form and function of places and objects. Designers are asked to re-think and re-shape processes as well as products. Design production has expanded to include the design of interactions, communications services, and collaborations. Design thinking is a crucial means of fostering creativity and innovation when employed as a problem-solving tool in such fields as business or medical practice. More than ever, designers are called upon to place human needs at the center of their design engagement. As a result, design thinking has become a powerful tool to address issues such as sustainability and social justice, at both a macro and micro level. Audience: This course is intended for undergraduate students who are interested in learning how design thinking and design processes can be used as a catalyst for exploration, innovation and research. Rationale: This course exposes students to many facets of design thinking and provides them with an interdisciplinary perspective about design and human behavior. DES 1101w offers the opportunity to raise awareness about the value and the power of design thinking in our culture. Readings, Notes and Handouts: All course materials will be posted to the DES 1101w course website.

Style: 50% Lecture, 15% Film/Video, 25% Small Group Activities, 10% Guest Speakers. Students complete and present two hands-on group projects on design topics. Students work on projects in recitation periods, although outside time is also necessary.
Grading: 30% reports/papers, 30% special projects, 35% quizzes, 5% reflection paper.
Exam Format: Exams are composed of short answer, essay, and fill in the blank. Exams require students to identify and apply course concepts

Des 1111 Creative Problem Solving
A-F only, 3 credit(s);
Instructor: Hokanson, Brad
Description: How we generate new ideas is a critical skill in any field. It is a skill that can be employed on a small project or on a large project, but it must be developed and practiced. All of us can improve our capability for creative output and innovation. This course presents classic and new techniques through student activities, research, papers, projects, and exams. The use and mastery of creativity is the goal for this class and this semester. Assignments, lectures, discussions, and projects all will focus on this development of creative skills. This is the course that is the center of student activities at the University; it is the one course that deals most directly with creativity and creation. It is not directly about artistic creation; creativity is needed in all fields including business, engineering, medicine, and sociology. The nature of a student's university experience, particularly as a first year student, is a unique and different cognitive experience. Students must learn to think logically, utilize their critical thinking skills, explore ideas and to combine, integrate, and re-invent the way they think. No longer is a paper limited to a reiteration of the same information. Independent thought is now required of the successful student and professional; new ideas must be developed. Too often our educational system insists on the development of one single answer. At the University, we select our students on the basis of their ability to play by the rules of high school and standardized tests. Students, however, need the ability to go beyond linear, expected thinking and to be creative. Creativity is a skill that can be taught. It requires extensive work by the learners, but the lessons, while not conveying traditional content, will advance the learner in many ways. The principal activity of the course is the completion of a series of "differents". Starting from your own level of creativity, these exercises will challenge you to push your own limits. <br> <a href= "http://www1.umn.edu/urelate/news/service/Multimedia_Videos/creative_class.htm" target="new">Video of class activities. </a> <a href= "http://hokanson.design.umn.edu/ZumbaFillsMc?MNDaily.pdf" target = "new"> Minnesota Daily story on creativity class. </a><br>

It sounds like...<br>

NOTE: Students from all areas of study are encouraged to enroll in the class.

Style: 20% Lecture, 20% Discussion, 10% Laboratory, 20% Small Group Activities, 10% Demonstration, 5% Field Trips, 10% Guest
Speakers, 5% Web Based.

**Grading:** 10% mid exam, 60% special projects, 10% attendance, 20% reflection paper.

**Des 1111 Creative Problem Solving**

A-F only, 3 credit(s);
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

**Des 1111H Honors: Creative Problem Solving**

A-F only, 3 credit(s);
Instructor: Hokanson, Brad
Description: How we generate new ideas is a critical skill in any field. It is a skill that can be employed on a small project or on a large project, but it must be developed and practiced. All of us can improve our capability for creative output and innovation. This course presents classic and new techniques through student activities, research, papers, projects, and exams. The use and mastery of creativity is the goal for this class and this semester. Assignments, lectures, discussions, and projects all will focus on this development of creative skills. This is the course that is the center of student activities at the University; it is the one course that deals most directly with creativity and creation. It is not directly about artistic creation; creativity is needed in all fields including business, engineering, medicine, and sociology. The nature of a student's university experience, particularly as a first year student, is a unique and different cognitive experience. Students must learn to think logically, utilize their critical thinking skills, explore ideas and to combine, integrate, and re-invent the way they think. No longer is a paper limited to a reiteration of the same information. Independent thought is now required of the successful student and professional; new ideas must be developed. Too often our educational system insists on the development of one single answer. At the University, we select our students on the basis of their ability to play by the rules of high school and standardized tests. Students, however, need the ability to go beyond linear, expected thinking and to be creative. Creativity is a skill that can be taught. It requires extensive work by the learners, but the lessons, while not conveying traditional content, will advance the learner in many ways. Students will challenge you to push your own limits. <br><a href="http://www1.umn.edu/urelate/newsservice/Multimedia_Videos/creative_class.htm" target="new">Video of class activities.</a> <a href="http://hokanson.design.umn.edu/ZumbaFillsMc?MNDaily.pdf" target = "new"> Minnesota Daily story on creativity class.</a>

**Des 1202 Discovering Majors and Careers**

A-F only, 1 credit(s);
Instructor: Rechtzigel, Dana Lee
Description: Undecided or unsure about your major or career? This course will help you conduct an extensive assessment of your unique interests, strengths, personality, values and skills. You will also be taught how to thoroughly research majors and careers so you can determine which options fit you best.

**Des 1909W Freshman Seminar: Across the Borders: Ancient Britain & Minneapolis**

A-F only, 3 credit(s), max credits 6; Meets CLE req of Writing Intensive
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

**Des 2101 Design and Visual Presentation**

A-F only, 3 credit(s);
Instructor: Fogg, Monica
Description: Two basic intentions: 1 - increase design acuity (awareness of design principles in concept and action); 2 - develop design craft with basic skills in Adobe Creative Suite and Microsoft PowerPoint. Spring 2012, the course will be 75-80% online, with 15 or so days when physical attendance is required. There will be one 1-hour assisted lab session (optional) per week. This course introduces basic design practices used in presentation. Students will design and create projects that develop design skills useful in today's society. They will engage in the evaluation, discussion and activity of visual problem solving. Participants will gain skill in conceptual thinking and problem-solving while learning common computer and manual applications. Students will practice use of images, type, color, form, sequencing and layout. Course is oriented toward the beginner. There will be written exam/s on the readings and lectures.

**Style:** It is expected that, between online learning (lectures, discussions), project development and occasional classroom presence, students will work approximately 8-9 hours per week.
Des 3201 Career and Internship Preparation for Design  
A-F only, 1 credit(s);  
Instructor: Perman, Heidi J  
Description: This class is ideal for undergraduate students in Design majors or minors who are confident they’re in the right major and want to begin seeking jobs and internships related to their career goals. Career and Internship Preparation for Design will walk you through the internship or job search process step by step to help you feel more confident in your ability to secure positions in your industry area. Through in-class presentations and activities, you will identify your top skills/strengths and learn how to market these qualities through cover letters, resumes, portfolios and job interviews. Additionally, you will learn the best resources and strategies for finding job openings in your field. Students will also have several opportunities to get advice and insight from industry professionals. Note: If you are still uncertain about your career plans or questioning your major, DES 1202, Discovering Majors and Careers, may be a more appropriate course.  
Style: 30% Lecture, 20% Discussion, 30% Small Group Activities, 20% Guest Speakers. In class activities include both individual reflection activities and small group discussions.  
Grading: 46% reports/papers, 46% special projects, 8% class participation.

Des 3201 Career and Internship Preparation for Design  
A-F only, 1 credit(s);  
Instructor: Daves, Christine  
Description: The skills learned and practiced in the classroom won’t benefit you if you can’t convey them to prospective employers or clients. By the end of this class, you will be more confident about the steps necessary to market yourself to the professional opportunities you seek. Through in-class activities, on-line material, and homework assignments, students learn how to create a strong resume and cover letter, how to market skills to employers, and where to find job openings in your field. Course Learning Outcomes: At the conclusion of this course students will: - Be able to articulate the breadth of skills they have for a career - Understand the industry and know how to research and find professional opportunities in their field. - Identify the most successful job search techniques and be prepared to apply them to job or internship searches. - Know how to communicate skills to potential employers through a resume, cover letter and reference list. - Be able to effectively market themselves verbally in an interview or networking setting. - Have articulated career goals and developed a tangible, practical career action plan tailored to their objectives. - Be prepared to confidently and effectively pursue their career goals.  
Style: 30% Lecture, 10% Film/Video, 15% Discussion, 20% Small Group Activities, 15% Guest Speakers, 10% Web Based.  
Grading: 55% reports/papers, 25% special projects, 5% attendance, 10% class participation, 5% other evaluation.

Des 3311 Travels in Typography  
A-F only, 3 credit(s);  
Instructor: Moran, Bill  
Description: Travels in Typography: A hands-on survey. From Gutenberg to Gill, from papyrus to paper, immerse yourself in the tactile qualities of the printed word. This class will map the development of writing and its offspring, movable type, using the exceptional resources of the internationally-renowned James Ford Bell Library at the University of Minnesota. Throughout the semester students will use the Bell Library’s rare book and map collection to undertake hands-on design exercises that take them on a historical and practical tour of all the major developments in typography, including stonecutting, calligraphy and letterpress printing.

Des 3331 Street Life Urban Design Seminar  
A-F only, 3 credit(s);  
Instructor: Christensen, Carrie Ann  
Description: The street is our civic common ground. To study the street is to assign a value to this most public of urban spaces. Through exploration, interrogation and reflection students will take steps in tending to the physical, social and cultural life of the street. Students will also have the chance to reflect on and engage with local streets through public history, public art, and public participation.
Des 3341 (un)Wrapping It Up: New Materials for Design, Design for New Materials
A-F only, 3 credit(s);
Instructor: Wright, Bruce N
Description: Are you interested in Architecture and product design? Do you feel restricted by wood, stone and plastic? Learn how new materials influence your work! In this seminar, we will explore the nature of new high-tech materials that have been revolutionizing many design arenas, from architecture to clothing, from products to landscapes and in between. A highly popular recent Cooper-Hewitt National Design Museum exhibition, "Extreme Textiles: Designing for High Performance," brought international attention to this exciting field of material development, as examples of specialty textiles carried scientific instruments to the surface of Mars, helped bring first responders safely back from volatile environments, and one billion people watched soccer teams compete for the World Cup in fabric-clad stadiums. In this course, students will learn about new materials - such as high-tech fabrics, foils, electrotexiles, and so-called "intelligent textiles" that respond to environmental stimuli - through hands-on materials research and testing of prototypes. Cross-disciplinary student teams will explore "appropriate use" modeling and applications, testing their design ideas through several quick one-week projects, leading to a larger, more integrated project at term's end. Seminar instructor: Bruce Wright, Editor, Fabric Architecture magazine.

Des 4165 Design and Globalization
A-F only, 3 credit(s); Jr or sr credit will not be granted if credit already received for: DHA 4165 or 5165 Credit will not be granted if credit has been received for: DES 5165; Meets CLE req of Diversity and Soc Justice US
Instructor: Hadjiyanni, Tasoulla
Description: This course meets the Liberal Education Theme?Diversity and Social Justice in the United States? and is open to both graduate and undergraduate students from both design and non-design related fields. As a result, the term 'design' in this course is used broadly and it can mean anything from website design to the design of interior environments and curricula for K-12 education. Drawing from interdisciplinary literature and the experiences of local immigrant groups, the course begins by unraveling the notions of culture and identity and how they relate to globalization. Each subsequent week is devoted to exploring how cultural facets, like architecture, interior design, the natural environment, gender, art, food, dance, dress, language, and religion manifest themselves and their relationship to design. The class's primary requirement is a team design project that responds to a problem identified. Students research a group of their choice and through that experience, develop a project that addresses a need in that community.

Des 4301 Design Minor Seminar
A-F only, 3 credit(s);
Instructor: Hemmis, Patricia
Description: In this course, we will examine the powerful role of metaphors and related tropes when conceptualizing meanings within the designed environment. We will explore Lakoff and Johnson's notion that "our ordinary conceptual system is metaphorical in nature, and that as a result, metaphors affect the ways we perceive, think and act." We will use these ideas to raise questions about the role of tropes in the designed environment. Through discussion and assignments, students will analyze fundamental metaphoric conceptualizations in addition to identifying and analyzing newly emerging metaphors. We will examine the current role of metaphor in the design process and explore the possibility of an expanded usefulness.

Des 5165 Design and Globalization
A-F only, 3 credit(s); Grad student credit will not be granted if credit already received for: DHA 4165/DHA 5165 Credit will not be granted if credit has been received for: DES 4165;
Instructor: Hadjiyanni, Tasoulla
Description: This course meets the Liberal Education Theme?Diversity and Social Justice in the United States? and is open to both graduate and undergraduate students from both design and non-design related fields. As a result, the term 'design' in this course is used broadly and it can mean anything from website design to the design of interior environments and curricula for K-12 education. Drawing from interdisciplinary literature and the experiences of local immigrant groups, the course begins by unraveling the notions of culture and identity and how they relate to globalization. Each subsequent week is devoted to exploring how cultural facets, like architecture, interior design, the natural environment, gender, art, food, dance, dress, language, and religion manifest themselves and their relationship to design. The class's primary requirement is a team design project that responds to a problem identified. Students research a group of their choice and through that experience, develop a project that addresses a need in that community.

Style: 10% Lecture, 50% Discussion, 20% Student Presentation, 5% Field Trips, 15% Guest Speakers.

Des 8103 Qualitative and Mixed Methods Research
Des 8164 Innovation Theory and Analysis
- A-F only, 3 credit(s);
- Instructor: LaBat, Karen Louise
- Description: Seminar format using two texts (Csikszentmihalyi and Rogers) as basis for exploring theories of innovation and creativity. Additional readings (current and historic) and discussions with scholars and business leaders add to understanding of cultural context and questions of how innovation is defined and encouraged in various settings.
- Style: 40% Discussion, 10% Small Group Activities, 30% Student Presentation, 20% Guest Speakers.

Des 8811 Research Ethics
- S-N only, 1 credit(s);
- Instructor: Ziebarth PhD, Ann
- Description: Student may contact the instructor or department for information.

Development Studies and Social Change 537 Heller Hall

DSSC 8112 Scholarship and Public Responsibility
- S-N only, 2 credit(s);
- Instructor: Gidwani, Vinay Krishin
- Description: Student may contact the instructor or department for information.

DSSC 8212 Doctoral Research Workshop in Development Studies and Social Change
- S-N only, 1 credit(s);
- Instructor: Brown, Karen
- Description: Student may contact the instructor or department for information.

DSSC 8310 Topics in Development Studies and Social Change
- S-N only, 1 credit(s), max credits 3, 3 completions allowed;
- Instructor: Oberhauser, Karen S
- Description: Student may contact the instructor or department for information.

Doctor of Dental Surgery 15-209 Malcolm Moos Health Sciences Tower

DDS 6113 Periodontology III Lecture
- A-F only, 1.5 credit(s);
- Instructor: Bakdash, Bashar
- Description: Student may contact the instructor or department for information.

DDS 6122 Periodontology Clinic
- A-F only, 4 credit(s);
- Instructor: Bakdash, Bashar
- Description: Student may contact the instructor or department for information.

DDS 6131 Pediatric Dentistry Pre-Clinic
- A-F only, 1.7 credit(s);
- Instructor: Yesil, Jasmine
- Description: Student may contact the instructor or department for information.

DDS 6141 Pediatric Dentistry Clinic
A-F only, 3.6 credit(s);
Instructor: Yesil,Jasmine
Description: Student may contact the instructor or department for information.

DDS 6151 Pain and Anxiety Control
A-F only, 1.2 credit(s);
Instructor: Kademani,Deepak
Description: Student may contact the instructor or department for information.

DDS 6153 Oral and Maxillofacial Surgery II
A-F only, 1.2 credit(s);
Instructor: Hughes,Pamela Jean

DDS 6153 Oral and Maxillofacial Surgery II
A-F only, 1.2 credit(s);
Instructor: Swift,James Q

DDS 6161 Oral & Maxillofacial Surgery Clinic Rotation
S-N only, 2.5 credit(s);
Instructor: Swift,James Q
Description: Student may contact the instructor or department for information.

DDS 6172 Orthodontics II
A-F only, 1.5 credit(s);
Instructor: De Felippe,Nanci Lara
Description: Student may contact the instructor or department for information.

DDS 6181 Orthodontic Clinic Rotation
S-N only, 0.2 credit(s);
Instructor: De Felippe,Nanci Lara
Description: Student may contact the instructor or department for information.

DDS 6211 Introduction to Oral Biology
S-N only, 0.6 credit(s);
Instructor: Rudney,Joel David
Description: Student may contact the instructor or department for information.

DDS 6231 Physical Evaluation I
A-F only, 2.9 credit(s);
Instructor: Hamamoto,Darryl T
Description: Student may contact the instructor or department for information.
Description: Introduction to Oral Medicine and Diagnosis (Physical Evaluation I) is a dental course presenting essential aspects of patient evaluation that you will use during the examination of all patients in the various adult clinical programs in the School of Dentistry. For every adult patient that is admitted to the dental school program, it is required that a complete database be collected and a comprehensive diagnosis be determined prior to providing nonemergency dental treatment. This course is the first of two courses (along with Physical Evaluation II). The goal of these two courses is for you to learn the basic skills that you will need to 1) assess the medical history and physical status of a dental patient, 2) determine the condition of the patient’s oral structures, and 3) formulate and document in the dental record a plan to manage the care of the patient’s oral health from both a medical and dental perspective. Physical Evaluation I builds upon what you have learned in previous courses or are learning in concurrent courses including, but not limited to, Gross Anatomy, Physiology, Neuroscience, and Biochemistry. Physical Evaluation I will teach you important concepts that will be built upon in Physical Evaluation II. Furthermore, the concepts and skills that you learn in these two courses will be the foundation of the clinical skills that you will need to become competent in Comprehensive Patient Evaluation.

Style: 67% Lecture, 18% Laboratory, 15% Small Group Activities. Clinical sessions (lab) 6 hrs
Grading: 45% mid exam, 45% final exam, 10% class participation.
Exam Format: short answer, multiple choice, dental record entry

DDS 6232 Physical Evaluation II
A-F only, 2.2 credit(s);
Instructor: Rhodus,Nelson L
Description: This is a READING, LECTURE and PROBLEM-BASED CASE PARTICIPATION series designed to review physical evaluation of common medical-systemic problems encountered in dental practice and to introduce the dental student to the principles of recognition and management of dental patients with these medical problems. The foundation upon which the principles of medical management is based is thorough evaluation, and recognition of the medically compromised patient. The course is designed to meet the practical needs for encountering dental patients in the clinical setting. The series of class meetings in this course will be dedicated to these objectives. A thorough understanding of the textbook is essential to accomplishing the specific objectives.
Style: 100% Lecture.
Grading: 20% mid exam, 30% final exam, 20% reports/papers, 20% quizzes, 10% class participation. PARTICIPATION (lecture, quizzes, labs, cases, exercises**) : 50% MIDTERM EXAM : 20% FINAL COMPREHENSIVE EXAMINATION : 30% Final scores will be curved to class maximum.

DDS 6233 Oral and Maxillofacial Radiology
A-F only, 2 credit(s);
Instructor: Ahmad,Mansur
Description: Student may contact the instructor or department for information.

DDS 6235 Oral Radiology Preclinical Lab I
S-N only, 0.9 credit(s);
Instructor: Ahmad,Mansur
Description: Student may contact the instructor or department for information.

DDS 6241 Oral Medicine/Diagnosis Clinic I
S-N only, 0.7 credit(s);
Instructor: Rhodus,Nelson L
Description: Student may contact the instructor or department for information.

DDS 6243 Oral Radiology Clinic
S-N only, 0.5 credit(s);
Instructor: Ahmad,Mansur
Description: Student may contact the instructor or department for information.

DDS 6251 Oral Histology and Embryology and Medical Genetics
A-F only, 2.6 credit(s);
Instructor: Gopalakrishnan,Rajaram
Description: The oral histology and embryology portion of this course focuses on basic knowledge of human embryology with emphasis on development of the oro-facial region, including the development of the face, palate and teeth. Structural microscopic anatomy of the oral hard and soft tissues is emphasized to provide a sound background for rendering clinical treatment. Examples of clinical and histopathologic variations of the hard and soft tissues will be presented to demonstrate clinical relevance. The material presented in this portion of the course is based upon you having a working knowledge of the general histology of cells and tissues as presented in DDS 6214General Histology. The genetics portion of this course focuses on human chromosomes, single gene traits, complex traits, population genetics and genetic diagnosis. These topics provide a sound background for understanding chromosomal
anomalies, the genetics of oral and maxillofacial conditions such as facial clefts, periodontal disease and oral cancer. Upon successful completion of the course, the student will be able to critically evaluate histologic appearance of normal tissues, understand the important developmental processes, and the structural specialization of the cells and tissues of the oral cavity. This is a basic course that should prepare the student for critical thinking and improve their problem-solving ability necessary for other basic and clinical courses.

**DDS 6252 Oral and Maxillofacial Pathology**

- A-F only, 3.1 credit(s);
- Instructor: Rohrer, Michael D
- Description: Student may contact the instructor or department for information.

**DDS 6312 Comprehensive Care Clinic I**

- S-N only, 4 credit(s);
- Instructor: Nadeau, Richard D
- Description: Student may contact the instructor or department for information.

**DDS 6313 Comprehensive Care Clinic II**

- S-N only, 4 credit(s);
- Instructor: Gambucci, James Robert
- Description: Student may contact the instructor or department for information.

**DDS 6322 Treatment Planning Clinic II**

- A-F only, 1 credit(s);
- Instructor: Nadeau, Richard D
- Description: Student may contact the instructor or department for information.

**DDS 6332 Prevention and Oral Health Promotion**

- S-N only, 2.3 credit(s);
- Instructor: Born, David Omar
- Description: Student may contact the instructor or department for information.

**DDS 6334 Professional Problem Solving**

- S-N only, 0.8 credit(s);
- Instructor: Quick, Karin
- Description: Student may contact the instructor or department for information.

**DDS 6335 Professional Problem Solving**

- S-N only, 0.3 credit(s);
- Instructor: Quick, Karin
- Description: Student may contact the instructor or department for information.

**DDS 6336 Dental Practice Management**

- A-F only, 2 credit(s);
- Instructor: Johnson, Kimberly S
- Description: Student may contact the instructor or department for information.

**DDS 6339 Emergency Preparedness**

- S-N only, 1 credit(s), max credits 2;
- Instructor: Berthold, Peter
- Description: Student may contact the instructor or department for information.

**DDS 6361 Senior Outreach Experience**

- S-N only, 6.4 credit(s);
- Instructor: Schulz DDS, Paul D
- Description: This outreach course is designed to involve students in a variety of clinical settings throughout Minnesota, exposing them to patient populations of diverse age, ethnicity and need. Included in this course is a strong commitment to initiate student involvement in community health education promotion and service opportunities. Students will also provide dental care to under served populations while being supervised by adjunct faculty from the University of Minnesota School of Dentistry.
Style: 5% Web Based. 95% addressing patient based dental education or care.
Grading: 25% journal. 75% Patient communication and clinical care skills. Students must complete course evaluation to receive a grade.

**DDS 6411 Applied Dental Biomaterials**
- A-F only, 2 credit(s);
- Instructor: Combe, Edward Charles
- Description: Student may contact the instructor or department for information.

**DDS 6438 Operative Dentistry III**
- A-F only, 3.8 credit(s);
- Instructor: Lee, Ignatius Kaiyan
- Description:

**DDS 6441 Operative Dentistry Clinic II**
- A-F only, 4 credit(s);
- Instructor: Hildenbrand, Gary Lee
- Description: Student may contact the instructor or department for information.

**DDS 6442 Operative Dentistry Clinic V**
- A-F only, 7.5 credit(s);
- Instructor: Ziegler, Edgar F
- Description: Student may contact the instructor or department for information.

**DDS 6461 Endodontic Clinic D3**
- A-F only, 2 credit(s);
- Instructor: Baisden, Michael Kenneth
- Description: Student may contact the instructor or department for information.

**DDS 6462 Endodontic Clinic**
- A-F only, 2 credit(s);
- Instructor: Baisden, Michael Kenneth
- Description: Student may contact the instructor or department for information.

**DDS 6471 Preclinical Prosthodontics Lecture II**
- A-F only, 1.5 credit(s);
- Instructor: Adarve, Ranier Marfil
- Description: Student may contact the instructor or department for information.

**DDS 6472 Preclinical Prosthodontic Technique Laboratory II**
- A-F only, 2.6 credit(s);
- Instructor: Adarve, Ranier Marfil
- Description: Student may contact the instructor or department for information.

**DDS 6477 Preclinical Prosthodontics Technique Lecture V, Removable Partial Dentures**
- A-F only, 2.5 credit(s);
- Instructor: Grady, Robert D
- Description: This is an introductory course for D2 students. In it they will be taught the knowledge and skills necessary to treat the partially edentulous patient with a removable partial denture. The rationale and indications for use will be reviewed with special emphasis on diagnosis and design. The unique vocabulary needed for this discipline will be presented and mastered by the student. Laboratory communications are particularly important for proper control of the fabrication of the device. Patient selection and alternative treatments will be presented. New technologies in this field will be introduced as well. Concurrent with the lecture course a separate lab course will be presented but coordinated with it.
- Style: 80% Lecture, 5% Film/Video, 5% Discussion, 10% Web Based. A clicker system will be used for Quizzes and Problem sets.
- Grading: 30% mid exam, 40% final exam, 10% quizzes, 5% attendance, 15% problem solving. Extra credit will be given for special projects on an individual basis. These will be voluntary and the student must meet with the course director and be approved. Maximum credit will be 10 points and awarded at the discretion of the director.
- Exam Format: Quizzes are T/F or multiple choice. Exams are multiple choice Problem sets will be patient based scenarios.
DDS 6478 Preclinical Prosthodontics Technique Laboratory V, Partial Dentures
A-F only, 2.2 credit(s);
Instructor: Grady, Robert D
Description: Student may contact the instructor or department for information.

DDS 6479 Clinical Occlusion
A-F only, 1.3 credit(s), max credits 2.6;
Instructor: Schulte, John K
Description: Student may contact the instructor or department for information.

DDS 6481 Fixed Prosthodontics Clinic II
A-F only, 5 credit(s);
Instructor: Cook, Gary Eugene
Description: Student may contact the instructor or department for information.

DDS 6482 Removable Prosthodontics Clinic II
A-F only, 5 credit(s);
Instructor: Cook, Gary Eugene
Description: Student may contact the instructor or department for information.

DDS 6483 Fixed Prosthodontics Clinic IV
A-F only, 7.5 credit(s);
Instructor: Cook, Gary Eugene
Description: Student may contact the instructor or department for information.

DDS 6484 Removable Prosthodontics Clinic IV
A-F only, 4 credit(s);
Instructor: Cook, Gary Eugene
Description: Student may contact the instructor or department for information.

DDS 6493 Prosthodontics I
A-F only, 1.1 credit(s), max credits 2.2;
Instructor: Larson DDS, MS, William Richard
Description: Student may contact the instructor or department for information.

DDS 6496 Predoctoral Prosthodontic Honors Course
S-N only, 1.3 credit(s);
Instructor: Conrad, Heather Joan
Description: This clinical, laboratory and seminar based course is designed to provide the senior dental honors student with a fundamental and an advanced level of theory and practice in complete denture construction and implant restoration.

DDS 6511 Foundations of Interprofessionalism, Communication, and Collaboration
S-N only, 1 credit(s);
Instructor: Berthold, Peter
Description: Student may contact the instructor or department for information.

DDS 6611 Elective Short Term Externship IV
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Koskela, Carol J
Description: (Fourth in a sequence of courses.) Short Term Externships. This course will accommodate a dental student who seeks a short term externship to broaden their experience of oral health research, delivery of dental care or healthcare policies by exposure to different schools, hospitals or institutions in the United States or elsewhere in the world including participation in an approved international exchange program. (1.0-5.0 cr; S/N). Dr. Peter Berthold: berthold@umn.edu.

DDS 6613 Endodontic Topics for the General Dentist
S-N only, 0 credit(s);
Instructor: Baisden, Michael Kenneth
Description: Student may contact the instructor or department for information.

**DDS 6615 Oral and Maxillofacial Pathology Independent Study**

S-N only, 1 credit(s), max credits 2;
Instructor: Rohrer, Michael D

Description: Oral & Maxillofacial Pathology Independent Study (Honors Oral Pathology). Students participate in independent projects in oral and maxillofacial pathology designed by the faculty and student. This elective covers primarily retrospective surgical pathology studies although active laboratory research may be possible. (1.0 cr, S/N) Dr. Michael Rohrer: rohre008@umn.edu.

**DDS 6616 Advanced Simulation Clinic Elective I**

S-N only, 0.5 credit(s);
Instructor: Berthold, Peter

Description: Advanced Simulation Clinic Elective I - Exposes students to operative dental procedures and the advanced simulation clinic. Further develops psycho-motor skills so basic operative preparations can be performed according to specifications of DentSim software at an acceptable level. (0.5 cr, S/N) Dr. Peter Berthold: berthold@umn.edu

**DDS 6617 Advanced Simulation Clinic Elective II**

S-N only, 0.5 credit(s);
Instructor: Berthold, Peter

Description: Advanced Simulation Clinic Elective II - Provides additional exposure to development of psychomotor skills with emphasis on further operative procedures and crown preparations using DentSim software. (0.5 cr, S/N) Dr. Peter Berthold: berthold@umn.edu

**DDS 6621 Introduction to CAD/CAM Restorations**

S-N only, 2 credit(s);
Instructor: Zidan, Omar

Description: Introduction to CAD/CAM CEREC Restorations. Course emphasizes clinical aspect and delivery of CAD/CAM restorations to patients. (2.0 cr; S/N) Dr. Omar Zidan: zidano@umn.edu.

**DDS 6623 Oral Disease Clinic Elective**

S-N only, 0 credit(s);
Instructor: Madden, Richard P

Description: Student may contact the instructor or department for information.

**Dutch**

**Dtch 1002 Beginning Dutch**

5 credit(s); 1001 Credit will not be granted if credit has been received for: DTCH 4002;
Instructor: Oosterhoff, Jennieke A

Description: Welkom terug in Nederlands 1002. This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main book is the text book package of Code volume 1. The book is accompanied by a cd-rom which is meant for independent work by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: health, comparing school systems, the arts, finding a job, friends and family etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

Style: 20% Lecture. Interactive exercises (inc. lab)
Grading: 10% mid exam, 10% final exam, 40% quizzes, 20% class participation, 20% other evaluation. written homework
Exam Format: Quizzes and essays

**Dtch 1004 Intermediate Dutch**

5 credit(s); 1003 Credit will not be granted if credit has been received for: DTCH 4004;
Instructor: Oosterhoff, Jennieke A

Description: This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 1003 with special focus on the extension of speaking and writing skills (In preparation for the LPE and OPI). The main course book used in this class is the textbook and dvd package of 'Nederlands in actie'. This book is accompanied by audio materials which the instructor
will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 6 formal essays, each of which will be followed by a rewrite. In addition, you will read two Dutch novels. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dtc 4004 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

**Style:** 20% Lecture. pre-writing and interactive exercises

**Grading:** 10% mid exam, 10% final exam, 30% quizzes, 20% class participation, 30% other evaluation. written assignments

**Exam Format:** quizzes, essays

### Dtc 3993 Directed Studies

**1-5 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

### Dtc 4002 Beginning Dutch

**2 credit(s); 1004 in another language or passing score on LPE or grad student Credit will not be granted if credit has been received for: DTCH 1002;**

**Instructor:** Oosterhoff, Jennike A

**Description:** Welkom terug in Nederlands 1002. This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main book is the text book package of Code volume 1. The book is accompanied by a cd-rom which is meant for independent work by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: health, comparing school systems, the arts, finding a job, friends and family etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtc 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

**Style:** 20% Lecture. Interactive exercises (inc. lab)

**Grading:** 10% mid exam, 10% final exam, 40% quizzes, 20% class participation, 20% other evaluation. written homework

**Exam Format:** Quizzes and essays

### Dtc 4004 Intermediate Dutch

**2 credit(s); 1004 in another language or passing score on LPE or grad student Credit will not be granted if credit has been received for: DTCH 1004;**

**Instructor:** Oosterhoff, Jennike A

**Description:** This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtc 1003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main course book used in this class is the textbook and dvd package of 'Nederlands in actie'. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 6 formal essays, each of which will be followed by a rewrite. In addition, you will read two Dutch novels. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dtc 4004 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

**Style:** 20% Lecture. pre-writing and interactive exercises

**Grading:** 10% mid exam, 10% final exam, 30% quizzes, 20% class participation, 30% other evaluation. written assignments

**Exam Format:** quizzes, essays

### Dtc 5993 Directed Studies

**1-4 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

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**Early Modern Studies **

1030 Heller Hall
EMS 8100 Workshop in Early Modern Studies
S-N only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Chambers,Sarah C
Description: Student may contact the instructor or department for information.

EMS 8250 Seminar in Early Modern Studies
3 credit(s), max credits 6;
Instructor: Chambers,Sarah C
Description: The encounters and subsequent struggles and negotiations for power among Europeans, Native Peoples, and Africans in Latin America after 1492 led to the formation of rich and hybrid colonial cultures. These cultures left imprints in both texts (administrative documents, chronicles, sermons, etc.) and varied material artifacts (codices, paintings, architecture, etc.). This seminar will explore the scholarship on colonial cultures and identities in Latin America from multiple vantage points and disciplinary methods (especially, but not exclusively, art history and history). Participants will discuss a common set of readings from these various perspectives, but students may design a final project that meets degree objectives in either Art History, History, or Early Modern Studies (and are advised to register under the appropriate designation).

EMS 8500 Topics in Early Modern Studies: Art of Islamic Iran
3 credit(s), max credits 6;
Instructor: Asher,Catherine B
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Spanish and Spanish-American Baroque/ Neobaroque
3 credit(s), max credits 6;
Instructor: Spadaccini,Nicholas
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: New Directions in the Middle Ages, ca. 1100-1500
3 credit(s), max credits 6;
Instructor: Reyerson,Kathryn L
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Baroque Opera
3 credit(s), max credits 6;
Instructor: Harness,Kelley A
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Western Theatre: Medieval Through Renaissance
3 credit(s), max credits 6;
Instructor: Kuftinec, Sonja
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: The Animal, The Savage, and The Exotic
3 credit(s), max credits 6;
Instructor: Brown,Tony C.
Description: To be fully conversant in contemporary theoretical debates one needs to know theory's informing philosophical heritage. This course will aim to provide access to that knowledge by close attention to seven philosophers of crucial importance for contemporary theory. In Spring 2011, we will focus on Descartes, Spinoza, Leibniz, Hobbes, Locke, Kant, and Hegel.

EMS 8500 Topics in Early Modern Studies: Empire and Modernity in the Middle East, 1600-1923
3 credit(s), max credits 6;
Instructor: Casale,Giancarlo
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Pre-Columbian Art of the Andes
3 credit(s), max credits 6;
Instructor: Afanador-Pujol,Angelica J
Description: This upper-division course is designed to provide students with a greater knowledge of the art and architecture of the Inkas and their ancestors in the Andes of South America from the time of their first appearance in the archaeological record until the
Spanish invasion in the sixteenth century. We will study their prolific artistic production starting with textiles, gold works, and earthworks in the deserts of coastal Peru and ending with their exquisite stone architecture in the Andes mountains.

**Grading:** 20% mid exam, 25% final exam, 25% reports/papers, 10% special projects, 10% in-class presentation, 10% class participation.

**Earth Sciences 106 Pillsbury Hall**

**ESci 1001 Earth and Its Environments**

4 credit(s); Credit will not be granted if credit has been received for: ESCI 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences

**Instructor:** Ito, Emi

**Description:** Earth Science is the study of the Earth and its life. This is the world you live in, and geological processes have played an integral role in shaping our society and will affect your entire life. ESCI 1001 is an introduction to Earth Sciences, including the Earth's materials, dynamic processes, and evolution. Earth's physical and biological systems have influenced each other from the rise of atmospheric oxygen to major extinction events. Human civilization is the most recent example of this link. Human cultures are based on Earth resources and processes. Geological factors such as hazards and climate change have played a key role in human history and will likely determine our future. In turn, the human impact on Earth processes is nearly unprecedented, especially the rate at which the impact has been increasing. In a relatively short period of time, humans have become one of the most potent forces affecting the Earth processes. As human population and consumption continue to increase, it is critical that our society gains a better basic understanding of how our Earth operates, in order to better manage our own future. To that end, this course provides an introductory user's manual for the Earth ESCI 1001 satisfies the Council on Liberal Education's requirements for both the environmental theme and as a physical science with lab. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

**Style:** 80% Lecture, 10% Film/Video, 10% Discussion.

**Grading:** 15% final exam, 50% quizzes, 35% laboratory evaluation. 5 best of 7 biweekly quizzes count toward the grade

**Exam Format:** multiple choice, true/false

**ESci 1001 Earth and Its Environments**

4 credit(s); Credit will not be granted if credit has been received for: ESCI 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences

**Instructor:** Edwards, Lawrence

**Description:** Student may contact the instructor or department for information.

**ESci 1001 Earth and Its Environments**

4 credit(s); Credit will not be granted if credit has been received for: ESCI 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences

**Instructor:** Stout, James H

**Description:** Student may contact the instructor or department for information.

**ESci 1003 Dinosaur Evolution, Ecology, and Extinction: Introduction to the Mesozoic World**

3 credit(s);

**Instructor:** Kirkby, Kent Charles

**Description:** Dinosaurs and the Mesozoic Era are used to introduce four of the most important contributions of geology; geologic time; organic evolution; plate tectonics; and the integration of Earth systems. Our world's dynamic nature is revealed by focusing on an era when the Earth began to evolve its present geography, climate and ecological systems. The course also looks at the history and social implications of dinosaur interpretations. Our views of dinosaurs continues to change with new data and new concepts. Previous interpretations are considered in light of the then-existing evidence and social paradigms. Relatively few workers and a short history make dinosaur studies an excellent case study of the social aspects of scientific investigation. A variety of past and present controversies are covered during the course including: the recognition of fossils as remains of past life, organic evolution, continental drift, dinosaur physiology, the origin of mass extinctions and global warming. Evidence, pro and con, are presented with extended class discussions of the unresolved controversies. This course was designed for undergraduate, non-geology majors. There is an optional (but recommended) trip to the Science Museum.

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 100% quizzes.

**Exam Format:** Multiple choice, short answer/short essay

**ESci 1005 Geology and Cinema**

4 credit(s); Credit will not be granted if credit has been received for: ESCI 1105; Meets CLE req of Environment; meets CLE req of Physical Sciences

**Instructor:** Revenaugh, Justin
Description: GEO1005 offers an introduction to the Earth Sciences using the depictions of geology and geophysics offered by the popular media, cinema in particular, as springboards to discussion and development. Much of what most people believe about the geologic history of the Earth, life on it and the processes that shape it is gathered from films. Much of that "knowledge" is wrong, often very wrong, but the myths promulgated by movies can be very enduring. GEO1005 exposes those myths and sets out a basic understanding of the modern Earth Sciences. We cover such topics as: formation of the solar system and Earth, Earth's 4.5-billion-year history, the fossil record of life on the planet, volcanism, earthquakes, climate change, streams, oceans, deserts, glaciers, natural resources and Earth stewardship. Emphasis is placed on the interactions between geologic processes, man and the environment, with the control of nature as an overarching theme. Each lecture topic will be prefaced with clips from Hollywood movies. Several movies will be shown in their entirety (the Core, Dante’s Peak and Jurassic Park) with students asked to critique the reality of science depicted in the movie. The laboratory component introduces students to minerals and rocks, geologic maps and the basics of geology field work. Material in lab follows that of lecture and offers students the opportunity to gain hands-on experience. Meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core.

Style: 45% Lecture, 40% Laboratory. Videos
Grading: 20% reports/papers, 50% quizzes, 10% in-class presentation, 20% laboratory evaluation.

Exam Format: Combination of multiple choice and short answer.

ESci 1012 Natural Hazards and Disasters

3 credit(s); Meets CLE req of Technology and Society
Instructor: Moskowitz,Bruce Matthew

Description: The primary goals of this course are three-fold: (1) To educate students about the underlying natural process that give rise to natural hazards such as earthquakes, volcanic eruptions, tsunamis, floods, and more. (2) To emphasize how society evaluates and confronts the dangers posed by these natural processes from a political, social, and ethical perspective. (3) Expose students to the technological innovations that are allowing an increasing large human population to monitor, predict, and warn society about impending natural hazards and disasters. The aim here is not simply to better understand geologic hazards or be able to assess how hazards are minimized; it is also to give students a foundation for critically evaluating future approaches to managing hazards, from a technical, personal, and societal point of view. Case studies of recent and past natural disasters will be discussed, focusing on both the geological context of the hazard and its impact on society, individuals and the environment. Geo 1012 is designed for students without an extensive background in science or math and is one part of an environmental minor program in Geology and Geophysics.

Grading: 50% mid exam, 25% final exam, 15% special projects, 10% written homework.

ESci 1081 Conspiracies, Fraud, and Deception in Earth History

1 credit(s);
Instructor: Pfannkuch,Hans-Olaf

Description: To show the history of development of geological ideas in the context of the intellectual background of their times, to demonstrate how the scientific method works and how it is capable of correcting errors as demonstrated by abuses exemplified in hoaxes, swindles and fraud from three centuries. The Beringer case takes an example from the transition period between fantastic speculation about fossils and their origin, and the first systematic scientific theories based on comparative anatomy and basic geological principles. The diamond caper demonstrates Clarence King's application of new quantitative theories on metamorphism and mineral genesis as well as field observations to unravel a fraudulent scheme. The Piltdown man controversy centers around the application of quantitative laboratory methods to accurately determine ages of fossil remains. All three demonstrate how people will believe what they want to believe even in a purely scientific context, but where the scientific method applied rigorously and with integrity will lead to uncover scientific fraud.

Style: 65% Lecture, 35% Discussion.
Grading: 45% final exam, 45% reports/papers, 10% class participation.

Exam Format: short essay

ESci 1101 Introduction to Geology

3 credit(s); Credit will not be granted if credit has been received for: ESCI 1001; Meets CLE req of Environment
Instructor: Ito,Emi

Description: Earth Science is the study of the Earth and its life. This is the world you live in, and geological processes have played an integral role in shaping our society and will affect your entire life. ESCI 1001 is an introduction to Earth Sciences, including the Earth's materials, dynamic processes, and evolution. Earth's physical and biological systems have influenced each other from the rise of atmospheric oxygen to major extinction events. Human civilization is the most recent example of this link. Human cultures are based on Earth resources and processes. Geological factors such as hazards and climate change have played a key role in human history and will likely determine our future. In turn, the human impact on Earth processes is nearly unprecedented, especially the rate at which the impact has been increasing. In a relatively short period of time, humans have become one of the most potent forces affecting the Earth processes. As human population and consumption continue to increase, it is critical that our society gains a better basic understanding of how our Earth operates, in order to better manage our own future. To that end, this course provides an introductory user's manual for the Earth. ESCI 1001 satisfies the Council on Liberal Education's requirements for both the environmental theme and as a physical science with lab. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.
**Style:** 80% Lecture, 10% Film/Video, 10% Discussion.
**Grading:** 25% final exam, 75% quizzes. Best 5 out of 7 biweekly quizzes count toward your grade (each one 15%)
**Exam Format:** multiple choice, true/false

**ESci 1101 Introduction to Geology**
3 credit(s); Credit will not be granted if credit has been received for: ESCI 1001; Meets CLE req of Environment
Instructor: Edwards, Lawrence
Description: Student may contact the instructor or department for information.

**ESci 1101 Introduction to Geology**
3 credit(s); Credit will not be granted if credit has been received for: ESCI 1001; Meets CLE req of Environment
Instructor: Kirkby, Kent Charles
Description: GEO 1101 is the lecture-only version of GEO 1001. Geology is the study of the Earth and its life. This is the world you live in and whether you’re aware of them or not, geological processes have played an integral role in shaping our society and will affect your entire life. GEO 1101 is an introduction to physical geology, including the Earth's materials, dynamic processes, and evolution. Earth's physical and biological systems are intimately linked - human civilization being the most recent example. Human cultures are based on Earth resources and processes. Geological factors have played a pivotal role in our past and will largely determine our future. In turn, the human impact on earth systems is nearly unprecedented. In a relatively short period of time, humans have become one of the most potent geological forces. As human population and consumption continue to increase, it is critical that our society gains a better basic understanding of geological processes, in order to better manage our own future. GEO 1101 satisfies the Council on Liberal Education's requirements for the environmental theme. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.
**Style:** 100% Lecture.
**Grading:** 100% quizzes.
**Exam Format:** Lecture quizzes are a mixture of multiple choice and short answer questions.

**ESci 1101 Introduction to Geology**
3 credit(s); Credit will not be granted if credit has been received for: ESCI 1001; Meets CLE req of Environment
Instructor: Stout, James H
Description: Student may contact the instructor or department for information.

**ESci 1105 Geology and Cinema**
3 credit(s); Credit will not be granted if credit has been received for: ESCI 1005; Meets CLE req of Environment
Instructor: Revenaugh, Justin
Description: Student may contact the instructor or department for information.

**ESci 2202 Earth History**
A-F only, 4 credit(s);
Instructor: Fox, David L
Description: Student may contact the instructor or department for information.

**ESci 2203 Earth Surface Dynamics**
A-F only, 4 credit(s);
Instructor: Seyfried Jr, William E
Description: Student may contact the instructor or department for information.

**ESci 2302 Petrology**
3 credit(s);
Instructor: Bouvier, Audrey Marion Nathalie
Description:

**ESci 3093 Problems in Earth Sciences: Junior**
1-4 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.
ESci 3890 Field Workshop
1 credit(s), max credits 2;
Instructor: Stout, James H
Description: Student may contact the instructor or department for information.

ESci 3891 Field Methods
A-F only, 1 credit(s);
Instructor: Feinberg, Joshua M.
Description: Student may contact the instructor or department for information.

ESci 4010 Undergraduate Seminar: Current Topics in Earth Sciences
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Seminar courses are offered to undergraduate students on varying topics taught by departmental faculty. Students interested in learning which seminars are offered during a semester should contact either the department office or individual faculty members. Credit for seminar courses vary from 1-4 credits and this course may be taken more than once.
Style: varies with instructions
Grading: varies with instructions
Exam Format: varies with instructions

ESci 4093 Problems in Earth Sciences: Senior
1-4 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

ESci 4094 Senior Thesis
2 credit(s), max credits 4;
Instructor: STAFF
Description: This course is intended for senior level majors to engage in independent research under faculty supervision. Students select problems according to individual interests and in consultation with faculty committee. Year long project results in a written thesis and oral defense.
Style: varies with instructions
Grading: varies with instructions
Exam Format: varies with instructions

ESci 4103W Fossil Record of Mammals
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Fox, David L
Description: Student may contact the instructor or department for information.

ESci 4212 Solid Earth Geophysics II
A-F only, 3 credit(s);
Instructor: Yuen, David A
Description: Student may contact the instructor or department for information.

ESci 4502 Tectonic Styles
3 credit(s);
Instructor: Hudleston, Peter John
Description: This course examines how structures are associated in space and time within the various tectonic zones of the crust. Characteristic associations of structures are found at specific locations along tectonic plate boundaries and within plate interiors. They can be used to reconstruct tectonic history through time. The first part of the course examines regimes in which convergent plate
motion is dominant. We start with classic orogenic belts, including the Alps, the Appalachians, the Caledonide Mountains of Europe and the Rockies. These have low metamorphic grade, fold-and-thrust belts in their external parts and mobilized, high deformation, high metamorphic grade internal parts. Ancient orogenic belts of Archean age show some similarities and some differences with this pattern. The second part of the course examines structures found where plate motion is dominantly lateral, leading to strike-slip faulting. The third part deals with plate motions that are dominantly divergent, leading to rift zones and, with extreme rifting, metamorphic core complexes. The fourth part looks at specialized regimes that occur within either convergent or divergent plate settings: these include accretionary prisms, salt diapirism and granite emplacement.

**ESci 4602 Sedimentology and Stratigraphy**
- **3 credit(s);**
- **Instructor:** Kleinspehn, Karen L
- **Description:** Student may contact the instructor or department for information.

**ESci 4702 General Hydrogeology**
- **3 credit(s);**
- **Instructor:** Alexander Jr, E Calvin
- **Description:** Student may contact the instructor or department for information.

**ESci 4801 Geomicrobiology**
- **3 credit(s);**
- **Instructor:** Bailey, Jake
- **Description:** Student may contact the instructor or department for information.

**ESci 5203 Mineral and Rock Physics**
- **3 credit(s);**
- **Instructor:** Zimmerman, Mark Edward
- **Description:** Diffusion and deformation play major roles in numerous geologic processes at Earth’s surface and in its deep interior. This course explores fundamental aspects of these two important kinetic processes with an emphasis on the critical role of defects in both.
- **Grading:** 30% final exam, 30% written homework, 40% additional semester exams.

**ESci 8243 Principles of Rock Magnetism**
- **1-3 credit(s), max credits 3, 1 completion allowed;**
- **Instructor:** Moskowitz, Bruce Matthew
- **Description:** Student may contact the instructor or department for information.

**ESci 8511 Mechanics of Sediment Transport**
- **A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CE 8511;**
- **Instructor:** Hill, Kimberly M.
- **Description:** Student may contact the instructor or department for information.

**ESci 8980 Seminar: Current Topics in Earth Sciences**
- **S-N only, 2 credit(s), max credits 30, 30 completions allowed;**
- **Instructor:** Teysier, Christian
- **Description:** Student may contact the instructor or department for information.

**East Asian Studies 214 Social Sciences Tower**

**EAS 3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present**
- **4 credit(s); Credit will not be granted if credit has been received for: HIST 3462; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives**
- **Instructor:** Walker, Brett L
- **Description:** This course explores the histories of China, Japan, and to a lesser extent Korea from about 1500 to the present. The main goal of the course is to familiarize students with the cultural, social, and political changes that swept East Asia at the beginning of the modern age. It is a tale of empires and revolutions, of colonialisms and occupations, as well as of competing visions of modern civilization. The course encourages students to confront stereotypes about modern life in East Asia by illustrating its many diverse forms and by allowing students to think more carefully about the legacies of Western imperialist. This course highlights many of the important similarities and differences that make East Asia among the most diverse and important parts of the world.
Style: 80% Lecture, 20% Discussion.
Grading: 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.

EAS 3479 History of Chinese Cities and Urban Life
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HIST 3479;
Instructor: Wang, Liping
Description: This course aims for students to have a better understanding of present-day China, especially its rapid urban expansion, by exploring history of Chinese cities and urban life. It begins by discussing the question why pre-modern China, an agrarian society, had some of the largest cities in the world. We will study the planning and building of traditional Chinese cities, and the urban life they housed. The course will then focus on Chinese urban experience in the late 19th and the 20th century, when cities became the focal point of modernization. We will analyze the reasons why it was during this period that Shanghai and Hong Kong emerged from obscurity to great metropolises, while many older cities declined. The class will then examine the role of cities given by the Chinese Communist Party, a party well known for its victory based on peasant support. We will look at the ways cities are shaped in PRC, and how their material shapes in turn framed lives in them.

EAS 3940 Topics in Asian History: Women and Family in China
3 credit(s), max credits 16, 16 completions allowed;
Instructor: Wang, Liping
Description: This course offers an in depth examination of women and family life in China from 1600 to the present. It begins by exploring major issues in traditional Chinese society: marriage and family life, foot binding, and the cult of female chastity. Then we will study women's role and changes of family life in successive political and social revolutions of the 20th century. The last part of the course will be devoted to examine gender relations in China since the country was opened to market economy and international trade. We will look at the effect of ideologies (Confucianism, nationalism, and socialism) on women and family, and also differences between ideology and social practice. Reading assignments will include scholarly works, biographies, and novels. Films and other visual materials will be used to compliment lectures and class discussion.

EAS 3940 Topics in Asian History: Samurai, Geisha, and How They Became Japanese
3 credit(s), max credits 16, 16 completions allowed;
Instructor: Mizuno, Hiromi
Description: Description: This course traces how Samurai and Geisha came to be considered the quintessential Japanese tradition through Western Orientalism, Japanese nationalism, international politics, and cultural globalization. You will be learning not only about Samurai and Geisha, but also about Japan's modernization and its political, intellectual, and cultural transformation. We'll examine films (both Japanese and American), autobiographies of samurai and geisha, novels, as well as scholarly works.
Style: 30% Lecture, 30% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: 20% mid exam, 20% final exam, 20% special projects, 20% in-class presentation, 20% class participation.

Echo 3202 Adult Echocardiography I
A-F only, 2 credit(s);
Instructor: Finstuen, Joshua Allen
Description: Student may contact the instructor or department for information.

Echo 3212 Adult Echocardiography II
A-F only, 2 credit(s);
Instructor: Finstuen, Joshua Allen
Description: Student may contact the instructor or department for information.

Echo 3222 Adult Echocardiography III
A-F only, 2 credit(s);
Instructor: Finstuen, Joshua Allen
Description: Student may contact the instructor or department for information.

Echo 3302 Clinical Practicum II
A-F only, 7 credit(s);
Instructor: Finstuen, Joshua Allen
Description: Student may contact the instructor or department for information.
EEB 3001 Ecology and Society
A-F only, 3 credit(s);[Jr or sr] recommended; biological sciences students may not apply cr toward major
Credit will not be granted if credit has been received for: BIOL 3407; Meets CLE req of Environment
Instructor: Borer, Elizabeth
Description: Because of rapid human population growth and even more rapid advances in technology, humans now affect nearly every aspect of our global environment. In this changing world, informed citizens need to understand the interconnectedness of issues such as global warming, habitat destruction, pollution, disease, and biodiversity. In this context, this course introduces basic concepts in ecology for non-majors, with an emphasis on understanding the science relevant to issues facing society. Through projects, readings, discussions, and lectures, we will explore the role of humans in - and reliance on - natural environments. The three main themes of the course are: 1) natural history of local, regional, and global environments, 2) biological diversity in a changing world, and 3) ecosystems that sustain us.

EEB 3002 Sex, Evolution, and Behavior: Examining Human Evolutionary Biology
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: ANTH 3002;
Instructor: Wilson, Michael Lawrence
Description: Evolutionary theory provides unique insights into fundamental aspects of human behavior, including sex differences, courtship, marriage, reproduction, aggression and cooperation. In this course, lectures, reading and discussion of primary literature help students develop a critical understanding of the theory, methods, and findings of this rapidly growing field.

EEB 3603 Science, Protection, and Management of Aquatic Environments
3 credit(s);
Instructor: Cotner, James B
Description: Fundamentals of aquatic ecology. Case study approach to water problems faced by society (e.g., eutrophication, climate change, invasive species, acid rain, wetland protection, biodiversity preservation). Science used to diagnose/remediate or remove problems. The course is divided into six modules, with each module focusing on an important issue in aquatic ecosystems. The first meeting of each module will (a) survey the existing knowledge of the class, (b) introduce the problem(s), and (c) provide background information. The second meeting will continue with background information and introduce some case studies related to the topic. The third meeting will focus primarily on case studies presented by the instructors and by way of student mini-presentations. During the fourth meeting we will discuss or debate an issue and the role that science plays or has played in resolving the issue. Issues include: land-use and wetland loss, climate change, water cycles, and biodiversity.
Style: 50% Lecture, 30% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.
Grading: 30% mid exam, 20% final exam, 20% reports/papers, 10% in-class presentation, 20% class participation.

EEB 4068 Plant Physiological Ecology
OPT No Aud, 3 credit(s); BIOL 2022 or BIOL 3002 or BIOL 3407 or BIOL 3408W or instr consent
Credit will not be granted if credit has been received for: EEB 5068;
Instructor: Cavender-Bares, Jeannine Marie
Description: This lecture and laboratory course will consider how plants function in an ecological context that includes, for example, variation in the abiotic environment, symbioses with fungi and other organisms, competition with neighbors, and herbivore pressure. We examine how the stresses encountered in ecological settings impact the major physiological processes of plants, including photosynthesis, respiration, water uptake and transport, and nutrient uptake and assimilation. We will explore how plants survive in deserts, rainforests, in the Arctic circle, and here in the Minnesota prairie through lectures, discussion of primary literature, in class labs, and a field trip to the Cedar Creek Ecosystem Science Reserve. Lectures and readings will present theoretical advances in physiological ecology, and labs will teach both classic and cutting-edge techniques aimed at understanding how plants function, respond to stress, and compete for and allocate resources in the face of constantly changing environments. Laboratory techniques will prepare students for empirical research in plant physiological ecology. These techniques will include measurement of relative humidity, temperature, vapor pressure deficit and boundary layer conductance; soil moisture; gas exchange; chlorophyll fluorescence; wood and leaf anatomy; water potential; sapflow; and plant hydraulic architecture and water transport. The course includes an interactive website.

EEB 4134 Introduction to Ornithology
4 credit(s);
Instructor: Zink, Robert Martin
Description: Birds constitute one of the better known groups of organisms. In this course, we will deal with many aspects of bird biology in a lecture, field, and laboratory setting. Students will learn to identify many species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul campus. We will spend
considerable time learning about ecology and behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced. Target Audience: Upper-division undergraduates and graduate students.  
**Style:** 40% Lecture, 60% Laboratory.  
**Grading:** 20% mid exam, 20% final exam, 60% laboratory evaluation.  
**Exam Format:** multiple choice; essay

**EEB 4134 Introduction to Ornithology**  
4 credit(s);  
Instructor: Vazquez Miranda, Hernan  
**Description:** Birds constitute one of the better known groups of organisms. In this course, we will deal with many aspects of bird biology in a lecture, field, and laboratory setting. Students will learn to identify many species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul campus. We will spend considerable time learning about ecology and behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced. Target Audience: Upper-division undergraduates and graduate students.  
**Style:** 40% Lecture, 60% Laboratory.  
**Grading:** 20% mid exam, 20% final exam, 60% laboratory evaluation.  
**Exam Format:** multiple choice; essay

**EEB 4611 Biogeochemical Processes**  
3 credit(s);  
Instructor: Cotner, James B  
**Description:** Application of biochemistry, ecology, chemistry, and physics to environmental issues. Impact of humans on biogeochemical processes in soils, lakes, oceans, estuaries, forests, urban/managed ecosystems, and extreme environments (e.g., early Earth, deep sea vents, thermal springs).  
**Style:** 80% Lecture, 20% Discussion.  
**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% in-class presentation, 20% problem solving.  
**Exam Format:** Essay

**EEB 4793W Directed Studies: Writing Intensive**  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Curtsinger, James W  
**Description:** Student may contact the instructor or department for information.

**EEB 4793W Directed Studies: Writing Intensive**  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Stephens, David William  
**Description:** Student may contact the instructor or department for information.

**EEB 4794W Directed Research: Writing Intensive**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: May, Georgiana  
**Description:** Student may contact the instructor or department for information.

**EEB 4794W Directed Research: Writing Intensive**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Stephens, David William  
**Description:** Student may contact the instructor or department for information.

**EEB 4794W Directed Research: Writing Intensive**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Barker, Fredrick K  
**Description:** Student may contact the instructor or department for information.

**EEB 4993 Directed Studies**  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Lanyon, Scott Merrill
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Sorenson, Peter Andrew
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Cotner, James B
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Packer, Craig
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Stephens, David William
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Dean, Antony Michael
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Cavender-Bares, Jeannine Marie
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Powers, Jennifer Sarah
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Bee, Mark Allen
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Borer, Elizabeth
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Seabloom, Eric
Description: Student may contact the instructor or department for information.

EEB 5068 Plant Physiological Ecology
OPT No Aud, 3 credit(s); BIOL 2022 or BIOL 3002 or BIOL 3407 or BIOL 3408W or instr consent Credit will not be granted if credit has been received for: EEB 4068;
Instructor: Cavender-Bares, Jeannine Marie
Description: This lecture and laboratory course will consider how plants function in an ecological context that includes, for example, variation in the abiotic environment, symbioses with fungi and other organisms, competition with neighbors, and herbivore pressure.
We examine how the stresses encountered in ecological settings impact the major physiological processes of plants, including photosynthesis, respiration, water uptake and transport, and nutrient uptake and assimilation. We will explore how plants survive in deserts, rainforests, in the Arctic circle, and here in the Minnesota prairie through lectures, discussion of primary literature, in class labs, and a field trip to the Cedar Creek Ecosystem Science Reserve. Lectures and readings will present theoretical advances in physiological ecology, and labs will teach both classic and cutting-edge techniques aimed at understanding how plants function, respond to stress, and compete for and allocate resources in the face of constantly changing environments. Laboratory techniques will prepare students for empirical research in plant physiological ecology. These techniques will include measurement of relative humidity, temperature, vapor pressure deficit and boundary layer conductance; soil moisture; gas exchange; chlorophyll fluorescence; wood and leaf anatomy; water potential; sapflow; and plant hydraulic architecture and water transport. The course includes an interactive website.

EEB 5146 Science and Policy of Global Environmental Change
A-F only, 3 credit(s); Biol 3407 Biol 5407 or equiv Credit will not be granted if credit has been received for: FR 5146; Instructor: Hobbie, Sarah E
Description:

EEB 8980 Seminar on Current Topics
S-N only, 1 credit(s), max credits 30, 10 completions allowed; Instructor: Zink, Robert Martin
Description: Student may contact the instructor or department for information.

EEB 8980 Seminar on Current Topics
S-N only, 1 credit(s), max credits 30, 10 completions allowed; Instructor: Hobbie, Sarah E
Description: Student may contact the instructor or department for information.

EEB 8980 Seminar on Current Topics
S-N only, 1 credit(s), max credits 30, 10 completions allowed; Instructor: Hobbie, Sarah E
Description: Student may contact the instructor or department for information.

EEB 8980 Seminar on Current Topics
S-N only, 1 credit(s), max credits 30, 10 completions allowed; Instructor: Hobbie, Sarah E
Description: Student may contact the instructor or department for information.

EEB 8990 Graduate Seminar
1-3 credit(s), max credits 30, 10 completions allowed; Instructor: Shaw, Ruth Geyer
Description: Student may contact the instructor or department for information.

EEB 8990 Graduate Seminar
1-3 credit(s), max credits 30, 10 completions allowed; Instructor: Barker, Fredrick K
Description: Student may contact the instructor or department for information.

EEB 8990 Graduate Seminar
1-3 credit(s), max credits 30, 10 completions allowed; Instructor: Powers, Jennifer Sarah
Description: Student may contact the instructor or department for information.

Economics 4-101 Hanson Hall

Econ 1101 Principles of Microeconomics
4 credit(s); knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1104, 1111, ApEc 1101 Credit will not be granted if credit has been received for: APEC 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; Instructor: STAFF
Description: Econ 1101 satisfies the CLE requirements of the Social Science Core and of the Global Perspectives Theme. This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.

Style: 75% Lecture, 25% Discussion.

Grading: All ECON 1101 students (in all sections) will take the midterm exams and final exam at the same time/day; there will be evening exams.

Exam Format: All ECON 1101 lectures (and accompanying recitation sections) will have two common midterm exams and one common final exam. These will be in the evening and will be announced on the course syllabi.

Econ 1101 Principles of Microeconomics
4 credit(s); knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1104, 1111, ApEc 1101 Credit will not be granted if credit has been received for: APEC 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Sager, Erick

Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course examines the choices of individual consumers, firms, and markets. More specifically, you will explore a formal framework and analyze why people purchase certain goods, how firms choose a production strategy to maximize profit, and how changes in certain economic conditions and policies influence prices and quantities in markets.

Style: Online with handwritten assignments and exams

Grading: 20% mid exam, 30% final exam. -2 computerized introductory assignments (5%) -5 computerized assignments (35%) -2 written assignments

Exam Format: Supervised, in-person (not online) exams

Econ 1102 Principles of Macroeconomics
4 credit(s); [1101 or equiv], knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1105, 1112, ApEc 1102 Credit will not be granted if credit has been received for: APEC 1102;
Instructor: STAFF

Description: This is an introductory course in Economics, to be taken after completing Econ 1101. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

Style: 75% Lecture, 25% Discussion. discussion section

Econ 3101 Intermediate Microeconomics
4 credit(s); 1101, 1102 or equiv, Math 1271 or equiv Credit will not be granted if credit has been received for: APEC 3001;
Instructor: STAFF

Description: This is a required course for Economics majors, and is a prerequisite for most upper-division Economics courses. It essentially provides you with tools necessary to work with economic theory. Students should have completed Calculus I successfully PRIOR to taking this course. Students are NOT permitted to take Calc I concurrently. The course includes the study of consumer and producer behavior under competitive and monopolistic conditions; factors influencing production, price, and other decisions of the firm; applications of the theory.

Style: 100% Lecture.

Exam Format: problems, short essays

Econ 3102 Intermediate Macroeconomics
4 credit(s); 3101 or equiv Credit will not be granted if credit has been received for: APEC 3006;
Instructor: STAFF

Description: This is one of the two basic tool courses for Economics majors. The prerequisite is Econ 3101, which students must have completed successfully PRIOR to taking this course. Students are NOT permitted to take both concurrently, or take Econ 3102 prior to Econ 3101. The course includes determinants of national income, employment, and price level; effects of fiscal and monetary policies; with an emphasis on a general equilibrium approach. Economic growth is also discussed.

Style: 100% Lecture.

Exam Format: Problems and short essays

Econ 3951 Major Project Seminar
A-F only, 2 credit(s);
Instructor: STAFF

Description: A senior project is a requirement for the BA and BA-Q degrees in Economics. Students work with the instructor to produce a significant piece of written work in Economics. Criteria for the paper: to demonstrate critical thinking in Economics; collection and analysis of data; economic analysis and effective interpretation of results. Should be modeled as an economics journal article.
Check the Undergraduate Handbook (web version or hard copy) on the four ways to satisfy this requirement. Students will receive the syllabus via email.

**Style:** No formal meeting time. Please contact the instructor via email.

**Grading:** 100% reports/papers.

**Econ 3960 Topics in Economics**

- **Credit(s):** 3
- **Instructor:** STAFF
- **Description:** SPRING 2012: Growth and Development in Sub Saharan Africa post independence-
- **Grading:** 100% reports/papers

**Econ 4100W Undergraduate Writing in Economics**

- **Credit(s):** 1
- **Instructor:** STAFF
- **Description:** Students can sign up for this one-credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various drafts to the TA and receive feedback on every assignment. The final product is the completed paper.
- **Grading:** 100% reports/papers

**Econ 4163 Microeconomic Analysis**

- **Credit(s):** 2
- **Instructor:** Rustichini,Aldo
- **Description:** Students may contact the instructor or department for information.

**Econ 4164 Microeconomic Analysis**

- **Credit(s):** 2
- **Instructor:** Chung,Kim Sau
- **Description:** Students may contact the instructor or department for information.

**Econ 4167 Macroeconomic Theory**

- **Credit(s):** 2
- **Instructor:** Perri,Fabrizio
- **Description:** Students may contact the instructor or department for information.

**Econ 4168 Macroeconomic Theory**

- **Credit(s):** 2
- **Instructor:** Rios-Rull,Jose Victor
- **Description:** This course complements 8105-8107. The ultimate goal of this course is to learn to use a variety of models that can be used to give quantitative answers to economic questions. The models can generate artificial data of both allocations and prices that can be meaningfully related to actual data. In this course most (if not all) of the material will be studied from the strict point of view of the theory, so we will not look at data in any serious manner nor at solving the models with the computer. The emphasis is on economic rigor, i.e. the target is to learn tools that will be useful later. The course, then, is not a survey of topics in macroeconomics. When some specific topic is addressed the objective is not to give a review of known results but rather to give an example of how an issue is addressed and of how tools are used. We will review dynamic general equilibrium models: solving for paths of interest rates, consumption, investment, prices. Models with uncertainty, search, matching, indivisibilities, private information. Implications for measurement and data reporting. Overlapping generations and dynasty models. Variational and recursive methods.

**Econ 4171 History of Economic Thought**

- **Credit(s):** 3
- **Instructor:** STAFF
- **Description:** Covers history of economic thought - includes the Mercantilist and Physiocratic doctrines, Adam Smith, Ricardo, Malthus, Marx, Keynes, and modern theory. Some additional topics at the discretion of the instructor.
- **Style:** 90% Lecture, 10% Discussion.
- **Exam Format:** essays

**Econ 4261 Introduction to Econometrics**
Econ 4301 Economic Development
3 credit(s);[1101, 1102] or equiv, non-econ major
Credit will not be granted if credit has been received for: ECON 4331W;
Instructor: Jamiyansuren, Bolormaa
Description: Student may contact the instructor or department for information.

Econ 4307 Comparative Economic Systems
3 credit(s); 1101, 1102 or equiv; not open to Econ majors
Credit will not be granted if credit has been received for: ECON 4337;
Instructor: Evrin, Alperen
Description: Student may contact the instructor or department for information.

Econ 4311 Economy of Latin America
3 credit(s);
Instructor: STAFF
Description: Economic evolution in Latin America since the 1950s. Development, growth, trade, liberalization, poverty, inflation, budgets, other important issues in the Latin American economies.
Style: 90% Lecture, 10% Discussion.
Exam Format: essays

Econ 4315 The Japanese Economy
3 credit(s);
Instructor: STAFF
Description: Economic development of Japan. Issues covered include trade, development, growth, population, capital formation, international economic relations, agricultural and industrial policies, role of government, and current issues.
Style: 95% Lecture, 5% Discussion.

Econ 4331W Economic Development
3 credit(s); 3101, 3102 or equiv
Credit will not be granted if credit has been received for: ECON 4301; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Econ 4331W is a writing intensive course, and students need at least a C in the paper to pass the course. Economic growth and development - indicators, evidence in low and high income countries. Growth theory. Resource allocation.
Style: 90% Lecture, 10% Discussion.

Econ 4337 Comparative Economic Systems
3 credit(s); 3101, 3102 or equiv
Credit will not be granted if credit has been received for: ECON 4307;
Instructor: STAFF
Description: Study of various economic systems, functions and comparisons. Post-socialist transitions in Eastern Europe, Russia, Asia, and China. Economic reforms. Case studies of various countries.
Style: 90% Lecture, 10% Discussion.
Exam Format: essay, short problems

Econ 4401 International Economics
3 credit(s); Meets CLE req of Global Perspectives
Instructor: STAFF
Description: Econ 4401 satisfies the Global Perspectives Theme requirement as set by the Council on Liberal Education. This course is not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, commercial policy. Exchange rates, international monetary systems. Students write a country paper.
Style: 90% Lecture, 10% Discussion.
Exam Format: problems, short essays
Econ 4431V Honors Course: International Trade
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Offered mainly for Economics majors. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Main emphasis on trade theories. URL address will be available later.
Style: 95% Lecture, 5% Discussion.

Econ 4431W International Trade
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Sahi, Simran
Description: Econ 4431W satisfies the Global Perspectives Theme requirement of CLE. It is also a Writing Intensive course. Offered mainly for Economics majors, though we happily accept other students if they have successfully completed the prerequisites PRIOR to taking the course. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Real world applications and examples abound. URL address will be available later.
Style: 90% Lecture, 10% Discussion.
Grading: 25% mid exam, 25% final exam, 25% reports/papers, 25% problem solving. Evaluation is subject to change.
Exam Format: essay and true/false explain.

Econ 4432W International Finance
3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Balance of payments, international financial markets, exchange rates, international monetary systems, international investment and capital flows, open economy macroeconomic policy.
Style: 95% Lecture, 5% Discussion.

Econ 4531 Labor Economics
3 credit(s); 3101, 3102 or equiv Credit will not be granted if credit has been received for: ECON 3501;
Instructor: STAFF
Description: Economic analysis of labor markets; population and labor force; labor market institutions; wage and employment theories; labor unions and bargaining; public policy.
Style: 90% Lecture, 10% Discussion.
Exam Format: problems, short essay

Econ 4631 Industrial Organization and Antitrust Policy
3 credit(s); 3101 or equiv Credit will not be granted if credit has been received for: ECON 4631H;
Instructor: STAFF
Description: Relations between market structure, economic efficiency and welfare. Economic origins of market imperfections - monopoly and other restraints on competition. Purpose of antitrust and related legislation and effects. Industrial policy. Some case studies. This course is sometimes offered concurrently with Econ 3601.
Style: 90% Lecture, 10% Discussion.
Exam Format: problems and short essays

Econ 4721 Money and Banking
3 credit(s); [3101, 3102] or equiv Credit will not be granted if credit has been received for: ECON 3701;
Instructor: STAFF
Description: Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.
Style: 95% Lecture, 5% Discussion.

Econ 4731H Honors Course: Macroeconomic Policy
4 credit(s);
Instructor: STAFF
Description: The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. We begin by reviewing the household consumption and leisure choice, and the market-clearing model. We then study inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy. This honors section will analyze the topics more in-depth than the corresponding regular section and will require a couple of extra readings.
Style: 95% Lecture, 5% Discussion.
Grading: 45% mid exam, 45% final exam, 10% problem solving.
Exam Format: questions, essays

Econ 4741H Honors: Quantitative Analysis of the Macroeconomy
4 credit(s);
Instructor: STAFF
Style: 95% Lecture, 5% Discussion.
Exam Format: problems, short essays

Econ 4751 Financial Economics
3 credit(s); 3101 or equiv, Math 1271 or equiv, 1 sem statistics
Credit will not be granted if credit has been received for: ECON 4751H;
Instructor: STAFF
Style: 95% Lecture, 5% Discussion.
Exam Format: problems

Econ 4831 Cost-Benefit Analysis
3 credit(s); 3101 or equiv
Credit will not be granted if credit has been received for: ECON 4611H;
Instructor: STAFF
Description: Principles for evaluating benefits and costs of public projects or programs. Issues concerned with definition of benefits and costs. Rate of return, rate of discount. Market imperfections, risk, and uncertainty. Case studies.
Style: 95% Lecture, 5% Discussion.
Exam Format: Essay; problem solving

Econ 4960 Topics in Economics
A-F only, 3 credit(s), max credits 6;
Instructor: Richter, Marcel K
Description: Topics in Social Welfare Economics

Econ 4993 Directed Study
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: This is for economics honors theses only.

Econ 5109H Game Theory for Engineers
A-F only, 4 credit(s);
Instructor: Allen, Beth Elaine
Description: Student may contact the instructor or department for information.

Econ 8003 Microeconomic Analysis
2 credit(s);
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

Econ 8004 Microeconomic Analysis
2 credit(s);
Instructor: Chung, Kim Sau
Description: Student may contact the instructor or department for information.

Econ 8103 Microeconomic Theory
2 credit(s);
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.
**Econ 8104 Microeconomic Theory**
2 credit(s);
Instructor: Chung, Kim Sau
Description: Student may contact the instructor or department for information.

**Econ 8107 Macroeconomic Theory**
2 credit(s);
Instructor: Perri, Fabrizio
Description: Student may contact the instructor or department for information.

**Econ 8108 Macroeconomic Theory**
2 credit(s);
Instructor: Rios-Rull, Jose Victor
Description: This course complements 8105-8107. The ultimate goal of this course is to learn to use a variety of models that can be used to give quantitative answers to economic questions. The models can generate artificial data of both allocations and prices that can be meaningfully related to actual data. In this course most (if not all) of the material will be studied from the strict point of view of the theory, so we will not look at data in any serious manner nor at solving the models with the computer. The emphasis is on economic rigor, i.e. the target is to learn tools that will be useful later. The course, then, is not a survey of topics in macroeconomics. When some specific topic is addressed the objective is not to give a review of known results but rather to give an example of how an issue is addressed and of how tools are used. We will review dynamic general equilibrium models: solving for paths of interest rates, consumption, investment, prices. Models with uncertainty, search, matching, indivisibilities, private information. Implications for measurement and data reporting. Overlapping generations and dynasty models. Variational and recursive methods.

**Econ 8181 Advanced Topics in Microeconomics**
2 credit(s), max credits 4;
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

**Econ 8192 Workshop in Mathematical Economics**
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

**Econ 8192 Workshop in Mathematical Economics**
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Allen, Beth Elaine
Description: Student may contact the instructor or department for information.

**Econ 8207 Applied Econometrics**
2 credit(s);
Instructor: Kim, Kyoo-il
Description: Student may contact the instructor or department for information.

**Econ 8208 Applied Econometrics**
2 credit(s);
Instructor: Luttmer, Erzo
Description: Student may contact the instructor or department for information.

**Econ 8211 Econometrics**
2 credit(s);
Instructor: Kim, Kyoo-il
Description: Student may contact the instructor or department for information.

**Econ 8311 Economic Growth and Development**
2 credit(s);
Instructor: Luttmer, Erzo
Description: Student may contact the instructor or department for information.
Econ 8312 Economic Growth and Development  
2 credit(s);  
Instructor: Schmitz Jr, James A  
Description: Student may contact the instructor or department for information.

Econ 8392 Workshop in Economic Growth and Development  
1-3 credit(s), max credits 10, 10 completions allowed;  
Instructor: Chari, Varadarajan V  
Description: Student may contact the instructor or department for information.

Econ 8403 International Trade and Payments Theory  
2 credit(s);  
Instructor: Perri, Fabrizio  
Description: Student may contact the instructor or department for information.

Econ 8404 International Trade and Payments Theory  
2 credit(s);  
Instructor: Kehoe, Patrick James  
Description: Student may contact the instructor or department for information.

Econ 8492 Workshop in Trade and Development  
1-3 credit(s), max credits 10, 10 completions allowed;  
Instructor: Kehoe, Timothy J  
Description: Student may contact the instructor or department for information.

Econ 8503 Wages and Employment  
2 credit(s), max credits 4;  
Instructor: Rios-Rull, Jose Victor  
Description: This course should be thought of as a Labor course with a close link to Macro that should be of interest to people with interest in both areas. Its main purpose is to learn the map from models to data i.e. to answer quantitative questions that we are interested in (in the process of doing so, some interesting theoretical questions arise). We will develop tools by stating general questions, and then discussing how to approach its answer. We will look at models of individual decision making, obviously, but mostly in the context of equilibrium models. We will look at representative agent models, models with a continuum of agents represented with measures, overlapping generations models, as well as models where agents form households. We will look at models where equilibria are optima and where they are not. We will look at stationary and non-stationary equilibria. We will look at models without perfect commitment and without perfect information. A necessary condition to be able to do applied theory is to be able to characterize some properties of the world. This involves the capability of accessing some data and of understanding the way it is organized as well as the principles that guide the construction of the main sources. This requires some knowledge of NIPA and of the way data are organized.

Econ 8582 Advanced Topics in Labor Economics  
2 credit(s), max credits 4;  
Instructor: Rios-Rull, Jose Victor  
Description: Student may contact the instructor or department for information.

Econ 8692 Workshop in Applied Microeconomics  
1-3 credit(s), max credits 10, 10 completions allowed;  
Instructor: Holmes, Thomas Joseph  
Description: Student may contact the instructor or department for information.

Econ 8703 Monetary Economics  
2 credit(s), max credits 4;  
Instructor: Kehoe, Patrick James  
Description: Student may contact the instructor or department for information.

Econ 8703 Monetary Economics  
2 credit(s), max credits 4;  
Instructor: Phelan, Christopher James  
Description: Student may contact the instructor or department for information.
Econ 8704 Financial Economics
2 credit(s);
Instructor: Werner, Jan
Description: Student may contact the instructor or department for information.

Econ 8705 Financial Economics
2 credit(s);
Instructor: Luttmer, Erzo
Description: Student may contact the instructor or department for information.

Econ 8802 Public Economics
2 credit(s);
Instructor: Chari, Varadarajan V
Description: Student may contact the instructor or department for information.

Econ 8803 Public Economics
2 credit(s);
Instructor: Heathcote, Jonathan
Description: Student may contact the instructor or department for information.

Education and Human Development
110 Wulling Hall

EdHD 1920 CEHD Special Topics: Writing a research proposals from "A" to "IRB"
1 credit(s), max credits 6;
Instructor: Goff, Emily Lee
Description: Student may contact the instructor or department for information.

EdHD 1920 CEHD Special Topics
1-3 credit(s), max credits 6;
Instructor: Boehm, Eva Lynn
Description: Student may contact the instructor or department for information.

EdHD 1920 CEHD Special Topics
1-3 credit(s), max credits 6;
Instructor: Boehm, Eva Lynn
Description: Student may contact the instructor or department for information.

EdHD 1920 CEHD Special Topics
1-3 credit(s), max credits 6;
Instructor: Boehm, Eva Lynn
Description: Student may contact the instructor or department for information.

EdHD 3002 Exploring the Teaching Profession II
A-F only, 2 credit(s);
Instructor: Stone PhD, Karla
Description: Student may contact the instructor or department for information.

EdHD 3100 International Topics for Undergraduates
1-12 credit(s), max credits 36, 3 completions allowed;
Instructor: Ardichvili, Alexandre A
Description: This course is designed exclusively for students, participating in the FIPSE/Brazil study abroad program.

EdHD 5001 Learning, Cognition, and Assessment
3 credit(s); MED/initial licensure student or CLA music ed or preteaching major or instr consent; psych course recommended; Credit will not be granted if credit has been received for: EPSY 3119;
Instructor: Swinburne Romine, Russell E.
Description: OBJECTIVES The main objectives of this course are to: 1. Educate students about current and historical issues in Educational Psychology 2. Introduce students to major psychological theories and research 3. Provide opportunities for students to apply psychological theories to educational practice. LEARNING GOALS Participants in this course will learn about: 1. Theories of cognitive and social development and how they relate to approaches to instruction 2. Behaviorist, cognitive, and social cognitive learning theories 3. Approaches to classroom management, motivation, intelligence, instruction and assessment 4. Issues related to assessment and measuring student learning (validity, reliability, interpretation, etc.) by participating in assessment design (traditional, performance-based)

Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

EdHD 5003 Developmental and Individual Differences in Educational Contexts
A-F only, 2 credit(s);
Instructor: Rodgerson PhD,Richard W
Description: Overview of developmental and individual differences of children and adolescents in educational contexts; emphasis on a dynamic systems, evolutionary (selectionist), and ecological perspectives; development transitions in childhood and adolescence; interactions between the student, environment, and task; and accommodations and adaptations for students in special education.
Grading: 100% reports/papers.

EdHD 5004 Teaching Students With Special Needs in Inclusive Settings
A-F only, 2 credit(s);
Instructor: Seifert PhD,Kathy
Description: Student may contact the instructor or department for information.

EdHD 5005 School and Society
A-F only, 2 credit(s);
Instructor: Kranz,Virginia Davis
Description: Student may contact the instructor or department for information.

EdHD 5005 School and Society
A-F only, 2 credit(s);
Instructor: Erickson,Erik Kristian
Description: Student may contact the instructor or department for information.

EdHD 5007 Technology for Teaching and Learning
A-F only, 1.5 credit(s);
Instructor: McGill,Chuck Roy
Description: Student may contact the instructor or department for information.

EdHD 5009 Human Relations: Applied Skills for School and Society
A-F only, 1 credit(s);
Instructor: Goh PhD,Michael P.
Description: Student may contact the instructor or department for information.

EdHD 5100 International Topics for Graduate Students: Global Talent Development in Brazil
1-12 credit(s), max credits 12, 3 completions allowed;
Instructor: Ardichvili,Alexandre A
Description: This course is designed exclusively for students, participating in the FIPSE/Brazil study abroad program.

Educational Psychology 250 Education Science Building

EPsy 3101 Creativity and Intelligence: an Introduction
OPT No Aud, 3 credit(s);Credit will not be granted if credit has been received for: EPSY 5101;
Instructor: Bart,William M
Description: This course is intended to serve students (undergraduate) interested in intelligence and creativity. The course will feature an examination of theories of intelligence and creativity and perspectives on the assessment and development of intelligence and creativity. Implications for educational practices, psychological research, and the professions and disciplines will also be studied. Attention will be provided to the role of interventions intended to enhance intellectual abilities and creativity and to relevant brain research on creativity and intelligence. The primary readings for the course will be one contemporary paperback text on creativity and one contemporary paperback text on human intelligence. This course will emphasize writing in the evaluation of student performance.
Students will work in small groups to complete approximately 3 group discussion short answer essay questions. Students will learn early in the course the essay questions to be used in the course. Each student will complete a critical review of one scholarly article or book chapter, with either the article or the text chapter to be selected by the student, and one final paper. The course will be "Web Enhanced."

**Style:** 100% Web Based. presentations; web enhanced course (URL not yet available)
**Grading:** 27% reports/papers, 20% special projects, 30% quizzes, 20% reflection paper, 3% other evaluation.

**EPsy 3119 Learning, Cognition, and Assessment**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDHD 5001;

**Instructor:** Swinburne Romine, Russell E.

**Description:** OBJECTIVES The main objectives of this course are to: 1. Educate students about current and historical issues in Educational Psychology 2. Introduce students to major psychological theories and research 3. Provide opportunities for students to apply psychological theories to educational practice. LEARNING GOALS Participants in this course will learn about: 1. Theories of cognitive and social development and how they relate to approaches to instruction 2. Behaviorist, cognitive, and social cognitive learning theories 3. Approaches to classroom management, motivation, intelligence, instruction and assessment 4. Issues related to assessment and measuring student learning (validity, reliability, interpretation, etc.) by participating in assessment design (traditional, performance-based)

**EPsy 3133 Practicum: Service Learning, Psychology of Multiculturalism in Education**

1-3 credit(s), max credits 3, 3 completions allowed;

**Instructor:** delMas, Robert Claude

**Description:** Must be enrolled in the Applied Psychology in Educational and Community Settings (APECS) minor. Thirty hours of service learning in multicultural communities for each credit. Three credits (90 hours) required for the APECS minor. Students work with children, youth, or adults in settings such as ESL tutoring, after-school youth programs, community education programs. Through reflective practice, students develop sensitivities and competencies related to multicultural issues in U.S. society.

**Style:** 100% Discussion.
**Grading:** 15% reports/papers, 35% reflection paper, 10% class participation, 40% other evaluation. The other category consists of hours spent in service learning and an evaluation by the service learning site supervisor.

**EPsy 3264 Basic and Applied Statistics**

3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking

**Instructor:** Everson, Michelle G

**Description:** EPsy 3264 is designed to engage students using a modeling and simulation approach to inference. This course uses pedagogical principles that are founded in research, such as small group activities and discussion. Upon completion of this course, students should have an understanding of the foundational concepts of data, variation and inference, as well as an appreciation for the fundamental role that statistics plays in a host of disciplines, such as business, economics, law, and medicine. This course is intended for undergraduate students who have completed a high school algebra course, but not previously studied statistics. There are no prerequisites for this course. However, students should have familiarity with computers and technology (e.g., internet browsing, Microsoft Word, opening/saving files, etc.). Tinkerplots software will be used extensively in the course and students will learn during the first week of the semester about how to gain access to this software. Please note that while this is a completely online course, there will be several assignments and discussions that you will be expected to work through on a weekly basis, and there will be important deadlines each week that you will need to meet. The purpose of these activities and assignments is to introduce ideas and content, as well as to deepen understanding of material encountered in the readings. In this course, your learning experience is dependent, to some extent, on your classmates and vice versa. Because of this, it is essential that you stay on top of the work in the course, ask questions when you are struggling, and be an active participant in small-group discussion. The classroom version of this course is discussion based and we have attempted to create a very similar active learning environment in the online course.

**Style:** 100% Web Based.
**Grading:** 10% final exam, 35% written homework, 15% class participation, 40% other evaluation. Note other evaluation includes three exams that will occur at roughly equal intervals throughout the semester

**Exam Format:** short-answer

**EPsy 3264 Basic and Applied Statistics**

3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking

**Instructor:** Ziegler, Laura Ann

**Description:** Student may contact the instructor or department for information.

**EPsy 3264 Basic and Applied Statistics**

3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking

**Instructor:** Le, Laura Jean
**EPsy 3264 Basic and Applied Statistics**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking
Instructor: Bjornsdottir, Audbjorg
Description: Student may contact the instructor or department for information.

**EPsy 3264 Basic and Applied Statistics**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking
Instructor: Isaak, Rebekah Ruth
Description: Student may contact the instructor or department for information.

**EPsy 3303 Educational Psychology Undergraduate Research Practicum**
A-F only, 3 credit(s), max credits 6;
Instructor: delMas, Robert Claude
Description: Student may contact the instructor or department for information.

**EPsy 5101 Intelligence and Creativity**
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EPSY 3101;
Instructor: Bart, William M
Description: This course is intended to serve students (graduate, undergraduate, and adult special) interested in intelligence and creativity. The course will feature an examination of theories of intelligence and creativity and perspectives on the assessment and development of intelligence and creativity. Implications for educational practices, psychological research, and the professions and disciplines will also be studied. Attention will be provided to the role of interventions intended to enhance intellectual abilities and creativity and to relevant brain research on creativity and intelligence. The primary readings for the course will be one contemporary paperback text on creativity and one contemporary paperback text on human intelligence. This course will emphasize writing in the evaluation of student performance. Students will work in small groups to complete approximately 7 group discussion short answer essay questions. Students will learn early in the course the essay questions to be used in the course. Each student will complete a critical review of one scholarly article or book chapter, with either the article or the text chapter to be selected by the student, and one final paper. The course will be "Web Enhanced."
Style: 30% Discussion, 20% Small Group Activities, 50% Web Based, presentations; web enhanced course (URL not yet available)
Grading: 25% mid exam, 20% final exam, 42% reports/papers, 10% special projects, 3% other evaluation.
Exam Format: short essay

**EPsy 5112 Knowing, Learning, and Thinking**
A-F only, 4 credit(s);
Instructor: Tennyson, Robert D
Description: This course provides an introduction to the theory and practice of psychology in regards to the concepts of knowing, learning, and thinking. The overriding theme is the influence of psychological theories dealing with human cognition, with a focus on both historical and contemporary views and issues. The goal is to help the student acquire knowledge of learning theories and their applications. Objectives To acquire knowledge of educational foundations in learning philosophies and theories. Including the major theories of behaviorism, cognitive psychology, and constructivism. To develop an understanding of the application of learning theory to improvements in learning. To apply learning philosophy and theory to a self-defined learning environment. Requirements 1. Student Worksheets. To help students in applying information learned in an instructional sessions, student worksheets will be done directly during class. 15% of the final grade. 2. Statement of Learning Philosophy and Theory. The second is a written statement that includes both your philosophy of learning and theory of learning. Each student will make a presentation of his or her report during the last week of class. 30% of the final grade. 3. Selected Key Persons and Concepts. Preparation of a written definition of selected key persons and concepts in educational psychology. Students will present the concepts to the class with accompanying examples. 20% of final grade.
Style: 40% Lecture, 30% Discussion. student presentations
Grading: 20% final exam, 30% reports/papers, 15% special projects, 15% in-class presentation, 20% problem solving.
Exam Format: The final is a two-part examination: an oral presentation of his or her learning philosophy/theory. 15% of the final grade; a written exam of Key Persons and Key Concepts. 20% of the grade.

**EPsy 5114 Psychology of Student Learning**
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EPSY 3301;
Instructor: Pellegrini, Anthony D
Description: Student may contact the instructor or department for information.

**EPsy 5142 Play in Development and Education**
A-F only, 3 credit(s);
Instructor: Pellegrini, Anthony D
Description: Student may contact the instructor or department for information.

**EPsy 5191 Education of the Gifted and Talented**
A-F only, 3 credit(s);
Instructor: Taylor, Lucienne J
Description: The EPSY 5191 online course provides an overview of topics on the education of the gifted and talented. Topics include cognitive and affective characteristics of gifted and talented students, the identification of gifted and talented students, curricular and instructional issues, attracting underrepresented students, and parental and social relationships. The course will feature analysis of ideas, methods, and research findings presented in book chapters and research articles. Students participate with other course members on online discussion groups. At the end of the course you will have a sample plan for a district. EPSY 5191 will be attractive to future and current educators, counselors and other interested parties concerned with the education of the gifted and talented. This course may also be used as part of the certification program in gifted education and talent development.

**Style:** 70% Discussion. researching information on the web

**Grading:** 60% reports/papers, 40% other evaluation. discussion questions

**Exam Format:** No exam

**EPsy 5200 Special Topics: Psychological Foundations: Mind, Brain, and Education**
3 credit(s), max credits 30, 30 completions allowed;
Instructor: Varma, Sashank
Description: EPSY 5200: Special Topics in Psychological Foundations: Mind, Brain, and Education Spring, 2010 3 Credits
Neuroscience has made rapid inroads into the social sciences over the past twenty years. People are increasingly interested in what neuroscience has to tell us about education. The proposed Special Topics course will expose students to this emerging interdisciplinary field. This course will be anchored by an introductory textbook on neuroscience that will provide a common knowledge base for students from different disciplinary backgrounds. In particular, no prior coursework in biology or neuroscience is required. Weekly readings will include empirical papers drawn from the psychological, neuroscience, and educational literatures. The papers will illuminate topics of greatest interest to education - mathematical thinking, reading, scientific reasoning, learning, intelligence, motivation, media comprehension, and social cognition. Students coming from an educational background will gain a better understanding of neuroscience methods and data, and what they can and cannot tell us about education. Those coming from psychological and neuroscience backgrounds will learn how their methods can be applied to more complex forms of cognition than are normally studied, and how the study of these phenomena broadens and enriches basic science.

**Style:** 20% Lecture, 20% Discussion, 60% Student Presentation.

**Grading:** 50% reports/papers, 5% attendance, 40% in-class presentation, 5% class participation.

**EPsy 5220 Special Topics: Quantitative Methods: MESI Conference Reflection Sessions**
1 credit(s), max credits 30, 30 completions allowed;
Instructor: Stout PhD, Karen Evans
Description: Student may contact the instructor or department for information.

**EPsy 5243 Principles and Methods of Evaluation**
3 credit(s); Credit will not be granted if credit has been received for: OLPD 5501;
Instructor: STAFF
Description: Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

**EPsy 5245 Advanced Survey Data Analysis for Categorical and Rating Scale Data**
1 credit(s);
Instructor: Rodriguez, Michael C.
Description: Student may contact the instructor or department for information.

**EPsy 5261 Introductory Statistical Methods**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231;
Instructor: Everson, Michelle G
Description: This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling methods, experimental design, sampling distributions, and methods of statistical estimation and inference. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge gained in the course to analyze simple statistics used in research, and (3) design a research study, use a
statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. Because this version will be conducted entirely online, it is important for all students to keep up with required readings and assignments. Students are also expected to be active participants in this course. Active participation includes asking and answering questions in assigned discussion groups, posting responses to assignments and discussion questions in discussion groups, and responding to the messages posted by other members of the class. Students will also be expected to use statistical software in the course. The instructor will provide students within information on the first day of class about the software that will be used and how to access this software.

**Style:** 100% Web Based. Class involves a lot of discussion/small-group activities and independent learning activities

**Grading:** 19% mid exam, 19% final exam, 19% reports/papers, 22% special projects, 18% written homework, 3% reflection paper.

**Exam Format:** mostly short-answer questions

**EPsy 5261 Introductory Statistical Methods**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231;
Instructor: Ziegler, Laura Ann
Description: Student may contact the instructor or department for information.

**EPsy 5261 Introductory Statistical Methods**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231;
Instructor: Bjornsodtir, Audbjorg
Description: Student may contact the instructor or department for information.

**EPsy 5262 Intermediate Statistical Methods**
3 credit(s);
Instructor: Everson, Michelle G
Description: This course continues where EPSY 5261 (Introductory Statistical Methods) ends. Together, these two courses provide an alternative to the sequence EPSY 8261-8262. It is assumed that students who are registered in EPSY 5262 have successfully completed EPSY 5261 or its equivalent. By the end of the course, students should be able to: (1) understand the basic ideas and types of experimental design and analysis of variance (ANOVA), (2) run and interpret analyses involving real data using SPSS statistical software, (3) decompose data based on different models, applying algebraic notation, (4) check assumptions for models and select appropriate models for data, and (5) complete an independent project where they design an experiment, gather data, analyze and interpret the data, and write up the results in a paper. The SPRING semester offering of the course is classroom-based and students who take this course will need access to SPSS software. Students who desire an online section of the course will need to take the course during fall semester.
Style: 25% Lecture, 25% Discussion, 50% Small Group Activities.
Grading: 24% mid exam, 24% final exam, 24% special projects, 28% written homework.
Exam Format: Mostly short answer questions

**EPsy 5271 Becoming a Teacher of Statistics**
3 credit(s);
Instructor: Garfield, Joan B
Description: Student may contact the instructor or department for information.

**EPsy 5451 College Students Today**
3 credit(s); Credit will not be granted if credit has been received for: OLPD 5704;
Instructor: Gupton, Jarrett Temple
Description: Student may contact the instructor or department for information.

**EPsy 5604 Transition From School to Work and Community Living for Persons With Special Needs**
3 credit(s);
Instructor: Peper, Christine R
Description: This course will emphasize the use and application of effective strategies and models for improving the transition of youth from school to work and community living for students aged 14-21. This will include course content that specifically addresses all phases of student assessment, individualized transition planning, parent, family and student involvement in designing post school options, use of appropriate community-based services (employment, residential living, social and recreational services, etc), and comprehensive interagency approaches for transition.
Style: 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**EPsy 5609 Family-centered Services**
A-F only, 2 credit(s);
Instructor: Watson, Christopher L
Description: Student may contact the instructor or department for information.

EPsy 5613 Foundations of Special Education I
A-F only, 3 credit(s);
Instructor: Fautsch-Patridge, Terri
Description: Student may contact the instructor or department for information.

EPsy 5613 Foundations of Special Education I
A-F only, 3 credit(s);
Instructor: Seifert PhD, Kathy
Description: Student may contact the instructor or department for information.

EPsy 5614 Foundations of Special Education II
A-F only, 3 credit(s);
Instructor: Kelley, Mary Beth
Description: This course is designed for those who will be teaching and/or providing consultative services to teachers and parents of students with special needs. Participants will learn how to use assessment procedures in developing Individual Education Programs (IEPs) for students with disabilities. Course content includes core knowledge and research related to quantitative and qualitative approaches to assessment. Non-discriminatory assessment practices, legislation, litigation, and due process regulations related to assessment and evaluation will be highlighted. Particular emphasis will be placed on using assessment as part of an ongoing process for making instructional programming decisions. Students will use case studies to acquire and apply skills in designing and evaluating assessment plans, make eligibility and instructional decisions, and formulate individual education plans. Emphasis will be placed on the active role of parents and outside agency professionals in the assessment and evaluation process. Experience will be provided in collaborative group processes.

EPsy 5615 Advanced Academic Interventions
A-F only, 3 credit(s);
Instructor: Seifert PhD, Kathy
Description: Student may contact the instructor or department for information.

EPsy 5616 Behavior Analysis and Classroom Management
3 credit(s);
Instructor: Fautsch-Patridge, Terri
Description: Student may contact the instructor or department for information.

EPsy 5616 Behavior Analysis and Classroom Management
3 credit(s);
Instructor: Kunkel, Amy Katherine
Description: Student may contact the instructor or department for information.

EPsy 5616 Behavior Analysis and Classroom Management
3 credit(s);
Instructor: Monn, Emily Rudrud
Description: Student may contact the instructor or department for information.

EPsy 5618 Specialized Interventions for Students With Disabilities in Reading and Written Language
A-F only, 3 credit(s);
Instructor: Mahlke, Amy Gerilyn
Description: Student may contact the instructor or department for information.

EPsy 5621 Academic Instruction for Students with Mild to Moderate Intellectual Disabilities
A-F only, 3 credit(s);
Instructor: Peper, Christine R
Description: The focus of this course is academic instruction for students with mild to moderate intellectual disabilities. Academic instruction in language arts, math and science will be taught. Access to general education curriculum along with instructional accommodations and assistive technology will be incorporated into lessons on academic instruction. Summative and formative assessments as they relate to the academic areas for students with mild to moderate intellectual disabilities will be discussed. Classes
will take the form of lectures, discussion, work in groups and technology-based strategies.

**Style:** 30% Lecture, 10% Film/Video, 30% Discussion, 20% Small Group Activities, 10% Student Presentation.

EPsy 5646 Reading and Writing Practices with Deaf/Hard of Hearing Children
3 credit(s);
Instructor: Schultz, Mary Hale
Description: This class focuses mainly on graduate students who plan to be teaching reading and writing to deaf and hard of hearing learners in grades 1-12. This course addresses current issues and best practice strategies and technology used by teachers working with deaf and/or hard of hearing students with limited and emerging language as well as with students who have a developed first language. Students in this class will develop a final project which includes balanced literacy built into a theme for a given grade level. Each week one portion of this will be addressed and developed. The class is part lecture and part discussion focusing on current research and the use of two texts: (1) Johns and Lenski (2005) Improving Reading Strategies & Resources Dubuque, IA Kendall Hunt (2) McAnally P.L., Rose S. & Quigley S. P. (1999) _Reading Practices with Deaf Learners_ Austin, TC: PRO-ED.

**Style:** 60% Lecture, 5% Film/Video, 20% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Demonstration.

Grading: 48% reports/papers, 20% special projects, 22% quizzes, 10% other evaluation. response to reading and research

EPsy 5648 Communication Systems for Children with Disabilities
2 credit(s);
Instructor: Paulson, Anna Regas
Description: Student may contact the instructor or department for information.

EPsy 5649 Models of Instructional Programming With Deaf and Hard of Hearing Students
3 credit(s);
Instructor: Landrud, Sharon Lynn
Description: Student may contact the instructor or department for information.

EPsy 5657 Interventions for Social and Emotional Disabilities
A-F only, 3 credit(s);
Instructor: Kelley, Mary Beth
Description: Building on the information presented in the course Social and Interpersonal Characteristics of Students with Disabilities (EPsy 5656), this course will continue discussing how social and emotional disorders manifest themselves in classrooms and how teachers of students with emotional and behavioral disorders can respond in ways that further the inclusion of these students in regular education settings and curriculum. In addition, the implementation of procedural safeguards and of due process rules regarding the civil rights of students with emotional/behavioral disabilities is a focus. All of the activities will be situated in the contexts of functional analysis of behavior, reflective teacher/teaching practice, and understanding of diversity.

EPsy 5681 Education of Preschool Children With Disabilities: Methods and Materials
A-F only, 3 credit(s);
Instructor: Johnson, LeAnne Denise
Description: Student may contact the instructor or department for information.

EPsy 5702 Practicum in Autism Spectrum Disorder
A-F only, 3 credit(s);
Instructor: Reichle, Joe E
Description: Student may contact the instructor or department for information.

EPsy 5703 Practicum in Applied Behavior Analysis
A-F only, 3 credit(s);
Instructor: McComas, Jennifer
Description: Student may contact the instructor or department for information.

EPsy 5751 Student Teaching: Deaf and Hard of Hearing
1-6 credit(s), max credits 10, 10 completions allowed;
Instructor: Paulson, Anna Regas
Description: Student may contact the instructor or department for information.

EPsy 5752 Student Teaching: Learning Disabilities
S-N only, 1-6 credit(s), max credits 10, 10 completions allowed;
Instructor: Seifert PhD, Kathy
Description: A higher level of understanding of specific learning disabilities will be the focus of this course. The transfer of theoretical knowledge to practical application learned throughout the students' program will be examined. Understanding of the role of the learning strategies specialist in resource and inclusive settings for students of elementary and secondary age is essential. Student teaching provides an opportunity to demonstrate competencies in teaching students with developmental disabilities that are outlined by the Minnesota Department of Education Board of Teaching and the University of Minnesota as requirements for the teaching license.

EPsy 5754 Student Teaching: Social and Emotional Disabilities
A-F only, 1-6 credit(s), max credits 8, 8 completions allowed;
Instructor: Kelley, Mary Beth
Description: Student may contact the instructor or department for information.

EPsy 5755 Student Teaching: Developmental Disabilities, Mild/Moderate
A-F only, 1-6 credit(s), max credits 6;
Instructor: Peper, Christine R
Description: The purpose of this two-semester sequence of Developmental Disabilities student teaching experiences is to provide student teachers with support and opportunities to demonstrate the following competencies from the MN Rules for Special Education: Developmental Disabilities. For a complete list of competencies addressed in this seminar, see attached Student Teaching Competencies for Licensure in Developmental Disabilities - Revised January 2004. a. To identify referral, assessment, planning, and placement procedures specific to teaching students with developmental disabilities. b. To use individual education program plans to design and implement appropriate instruction for students with developmental disabilities. c. To communicate and interact with students, families, colleagues, and the community to support student learning and well-being. d. To apply the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models
Style: 25% Lecture, 75% Small Group Activities.

EPsy 5756 Student Teaching: Developmental Disabilities, Moderate/Severe
A-F only, 1-6 credit(s), max credits 6;
Instructor: Peper, Christine R
Description: The purpose of this two-semester sequence of Developmental Disabilities student teaching experiences is to provide student teachers with support and opportunities to demonstrate the following competencies from the MN Rules for Special Education: Developmental Disabilities. For a complete list of competencies addressed in this seminar, see attached Student Teaching Competencies for Licensure in Developmental Disabilities - Revised January 2004. a. To identify referral, assessment, planning, and placement procedures specific to teaching students with developmental disabilities. b. To use individual education program plans to design and implement appropriate instruction for students with developmental disabilities. c. To communicate and interact with students, families, colleagues, and the community to support student learning and well-being. d. To apply the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models
Style: 25% Lecture, 75% Small Group Activities.

EPsy 5761 Student Teaching in Early Childhood Special Education Settings for Children Aged Three to Five Years
S-N only, 3 credit(s), max credits 6;
Instructor: Paulson, Anna Regas
Description: Student teachers work closely with their cooperating teacher and University supervisor to design/implement programming for children in classrooms. Course includes an on-line seminar with discussion, cooperative learning experiences.
Style: 25% Web Based, 75% Service Learning. Students will be required to participate in student teaching in the area schools for 20 hours/week.
Grading: Student evaluation will be based on formative assessment measures completed by the cooperating teacher and the University Supervisor. Additional evaluation will be based on seminar participation and course assignments.

EPsy 5762 Student Teaching in Early Childhood Special Education for Children Aged Birth to Three Years
S-N only, 3 credit(s), max credits 6;
Instructor: Paulson, Anna Regas
Description: Student teachers work closely with cooperating teacher and University supervisor to design/implement programming for families with children aged birth-to-three in their homes. Course includes on-line seminar with discussion, cooperative learning experiences.
Style: 25% Web Based, 75% Service Learning. Students will be expected to participate in student teaching in the area home intervention programs for 20 hours/week.
Grading: Student evaluation will be based on formative assessment measures completed by the cooperating teacher and the
University Supervisor. Additional evaluation will be based on seminar participation and course assignments.

EPsy 5849 Observation and Assessment of the Preschool Child
3 credit(s);
Instructor: Buerkle, Karla
Description: Student may contact the instructor or department for information.

EPsy 5849 Observation and Assessment of the Preschool Child
3 credit(s);
Instructor: Clayton, Kate Lindsey
Description: Student may contact the instructor or department for information.

EPsy 5851 Collaborative Family-School Relationships
2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Chaffin, Melissa Coolong
Description: Student may contact the instructor or department for information.

EPsy 5991 Independent Study in Educational Psychology
A-F only, 1-8 credit(s), max credits 20, 20 completions allowed;
Instructor: STAFF
Description:

EPsy 8114 Seminar: Cognition and Learning
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Tennyson, Robert D
Description: Student may contact the instructor or department for information.

EPsy 8114 Seminar: Cognition and Learning
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Varma, Keisha
Description: In this course, you will examine issues related to technology-enhanced instruction from a learning sciences perspective. We will look at how research in developmental, cognitive and educational psychology informs the way that technology-enhanced support is designed and implemented. We will read research papers concerned with the design and implementation of technology-based innovations. Throughout the semester, students will design and revise a curricular project that effectively integrates technology. Throughout the course, students will work collaboratively to reflect on issues of technology integration, learning and cognition. Each class meeting will include at least 1 hour of work in the computer lab.

EPsy 8132 Personality Development and Socialization
3 credit(s);
Instructor: Burke, Caroline Anne
Description: Student may contact the instructor or department for information.

EPsy 8220 Special Topics: Seminar in Quantitative Methods: Current Issues in Teaching Statistics
1-3 credit(s), max credits 15, 15 completions allowed;
Instructor: Garfield, Joan B
Description: Student may contact the instructor or department for information.

EPsy 8220 Special Topics: Seminar in Quantitative Methods: Test Validity: Configural Patterns as Predictors
2 credit(s), max credits 15, 15 completions allowed;
Instructor: Davison, Mark L
Description: Student may contact the instructor or department for information.

EPsy 8220 Special Topics: Seminar in Quantitative Methods: Construction of Measures
3 credit(s), max credits 15, 15 completions allowed;
Instructor: McGuire, Leah Walker
Description: Student may contact the instructor or department for information.

EPsy 8220 Special Topics: Seminar in Quantitative Methods: Explanatory Item Response Models
3 credit(s), max credits 15, 15 completions allowed;
Instructor: McGuire, Leah Walker
Description: Student may contact the instructor or department for information.

**EPsy 8220 Special Topics: Seminar in Quantitative Methods: Meta-Analysis in Educational Research**
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Harwell, Michael R
Description: Student may contact the instructor or department for information.

**EPsy 8222 Advanced Measurement: Theory and Application**
4 credit(s); [5221 or Psy 5862 or equiv], [8261 or 8262 or equiv] Credit will not be granted if credit has been received for: PSY 5865;
Instructor: Weiss, David J
Description: Student may contact the instructor or department for information.

**EPsy 8223 Test Score Equating Design and Analysis**
1 credit(s);
Instructor: Rodriguez, Michael C.
Description: Student may contact the instructor or department for information.

**EPsy 8247 Advanced Interviewing and NVIVO**
3 credit(s);
Instructor: Lawrenz, Frances P
Description: Student may contact the instructor or department for information.

**EPsy 8252 Methods in Data Analysis for Educational Research II**
3 credit(s);
Instructor: Zieffler PhD, Andrew S
Description: Student may contact the instructor or department for information.

**EPsy 8261 Statistical Methods I: Probability and Inference**
3 credit(s);
Instructor: delMas, Robert Claude
Description: This is the first course of the Ph.D. level statistics sequence in Educational Psychology. Students are introduced to basic methods of data description and statistical analysis. The course is applied, meaning the emphasis is on conceptual understanding of the methods used in data analysis rather than on the mathematical bases of the methods. It is assumed that the student has a working knowledge of high school-level algebra. Topics covered: descriptive statistics, normal distribution, sampling distributions, one- and two-sample hypothesis tests, confidence intervals, one-way analysis of variance, a priori and post hoc tests, simple linear regression, contingency table analysis, and testing assumptions for all statistical models.
Style: 60% Lecture, 40% Demonstration.
Grading: 25% written homework, 75% additional semester exams. The 8 lab assignments allow the student to practice and receive feedback. Together, the labs constitute 25% of the final grade. 75% of the student's final grade is based on the three course exams.
Exam Format: All 3 exams are take-home. Each exam involves the application of statistical concepts and procedures to analyze a data set. Each exam is posted at least one week before the due date.

**EPsy 8262 Statistical Methods II: Regression and the General Linear Model**
3 credit(s);
Instructor: delMas, Robert Claude
Description: EPsy 8262 is the second course of the Ph.D. level statistics sequence in Educational Psychology. The course will cover a number of advanced statistical methods. Emphasis will be placed on viewing traditional statistical methods as special cases of multiple regression, which itself is a special case of the general linear model (GLM). There are four major topic sections in this course: Regression, ANOVA, ANCOVA, and Repeated Measures. It is assumed that the student has facility with high school-level algebra. It is also assumed that the student has taken EPsy 8261 or an equivalent covering the topics of descriptive statistics and graphs, basic sampling and hypothesis testing, two-group mean comparison, simple analysis of variance (ANOVA), multiple comparison procedures, and some bivariate regression and correlation. The topics of bivariate regression, correlation, and simple ANOVA will be reviewed. Students wishing a more thorough review of these topics should consult the appropriate chapters of the textbook (Howell, 2007).
Style: 60% Lecture, 40% Demonstration. Examples of how to use statistical software to perform analyses are used throughout each class session. Conceptual understanding is also promoted through the use of statistical software and simulations.
Grading: 25% written homework, 75% additional semester exams. The 8 lab assignments allow the student to practice and receive...
feedback. Together, the labs constitute 25% of the final grade. 75% of the student's final grade is based on the three course exams.

**Exam Format:** All 3 exams are take-home. Each exam involves the application of statistical concepts and procedures to analyze a data set. Each exam is posted at least one week before the due date.

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**EPsy 8262 Statistical Methods II: Regression and the General Linear Model**
3 credit(s);
Instructor: Zieffler PhD, Andrew S
Description: Student may contact the instructor or department for information.

**EPsy 8265 Factor Analysis**
3 credit(s);
Instructor: Davenport Jr, Ernest C
Description: Student may contact the instructor or department for information.

**EPsy 8266 Statistical Analysis Using Structural Equation Methods**
3 credit(s);
Instructor: Maruyama, Geoffrey M
Description: Student may contact the instructor or department for information.

**EPsy 8267 Applied Multivariate Analysis**
3 credit(s);
Instructor: Davenport Jr, Ernest C
Description: Student may contact the instructor or department for information.

**EPsy 8268 Hierarchical Linear Modeling in Educational Research**
3 credit(s);
Instructor: Harwell, Michael R
Description: Student may contact the instructor or department for information.

**EPsy 8282 Statistical Analysis of Longitudinal Data**
3 credit(s);
Instructor: Zieffler PhD, Andrew S
Description: Student may contact the instructor or department for information.

**EPsy 8290 Special Topics: Seminar in Psychological Foundations: Key Issues in Social Psychology and Education**
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Maruyama, Geoffrey M
Description: Student may contact the instructor or department for information.

**EPsy 8403 Social/Cultural Contexts: Counseling and Skills**
A-F only, 3 credit(s);
Instructor: Burke, Caroline Anne
Description: Student may contact the instructor or department for information.

**EPsy 8404 Group Counseling: Theory, Applications, and Skills**
A-F only, 3 credit(s);
Instructor: Romano, John L
Description: Student may contact the instructor or department for information.

**EPsy 8407 Assessing and Counseling Clients With Psychological Disorders**
A-F only, 4 credit(s);
Instructor: Burke, Caroline Anne
Description: Student may contact the instructor or department for information.

**EPsy 8411 Advanced Counseling Research**
A-F only, 4 credit(s);
Instructor: Turner, Sherri L
Description: Student may contact the instructor or department for information.
EPsy 8413 Personality Assessment of Adolescents and Adults  
A-F only, 3 credit(s);  
Instructor: Turner, Sherri L  
Description: Student may contact the instructor or department for information.

EPsy 8431 Master's Research Seminar: CSPP  
A-F only, 4 credit(s);  
Instructor: Hanson, Matthew R  
Description: The general purpose of this course is to provide students with a practical graduate-level overview of research design in counseling and personnel services and to develop skills for designing and criticizing research. The course is intended to assist students in conceptualizing, planning and conducting their own research and in interpreting and using the research of others. In this regard, students will deepen their understanding of the various stages of the research process, review the benefits and limitations of various research designs and strategies, identify sources of data, and apply statistical concepts to explain research questions and hypotheses. Students will also think critically about current issues related to counseling psychology research problems, including ethical and diversity issues (protection of human subjects, cultural and language issues). This course is designed specifically for CSPP students who have a basic knowledge of statistics; and while the focus of the course is on planning, conducting, and evaluating research, students should expect to both reinforce and deepen their knowledge of statistical theory and computation.

EPsy 8435 Organization of School Counseling Comprehensive Programs  
A-F only, 3-6 credit(s), max credits 6;  
Instructor: Conkel-Ziebell, Julia Louise  
Description: Student may contact the instructor or department for information.

EPsy 8504 Counseling Practicum II  
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Skovholt, Thomas M  
Description: Student may contact the instructor or department for information.

EPsy 8504 Counseling Practicum II  
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Wahl, Kay Herting  
Description: Student may contact the instructor or department for information.

EPsy 8509 Supervision Practicum: CSPP  
1-2 credit(s), max credits 5, 5 completions allowed;  
Instructor: Skovholt, Thomas M  
Description: Student may contact the instructor or department for information.

EPsy 8512 Internship: CSPP  
S-N only, 1-12 credit(s), max credits 12, 12 completions allowed;  
Instructor: Turner, Sherri L  
Description: Student may contact the instructor or department for information.

EPsy 8522 Counseling Practicum: Advanced  
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Skovholt, Thomas M  
Description: Student may contact the instructor or department for information.

EPsy 8600 Special Topics: Special Education Issues: Early Literacy Develop, Assess & Intervention  
3 credit(s), max credits 9, 9 completions allowed;  
Instructor: McConnell PhD, Scott Rushton  
Description: Student may contact the instructor or department for information.

EPsy 8694 Research in Special Education  
3 credit(s);  
Instructor: Symons, Frank J  
Description: Student may contact the instructor or department for information.
EPsy 8702 Doctoral Core Seminar: Special Education II
A-F only, 3 credit(s), max credits 6;
Instructor: McMaster, Kristen Lee
Description: EPSY 8702 is the second core seminar for doctoral students in Educational Psychology - Special Education Programs. The purpose of the seminar is twofold: (1) to develop expertise in the critical examination of literature addressing issues, problems, and practices related to individuals with special needs in educational and community settings, and (2) to examine the varying roles and responsibilities of academicians in the field of special education. Seminar activities will include an analysis of processes used to review the literature as a scholarly contribution to the field of special education and as an avenue for research and practices related to the education of students with special needs. The outcome of this seminar is the development of a literature review on a topic of interest to the scholar, which may be used to structure the pre-dissertation study, and may be appropriate for publication. Participants will also examine and articulate the responsibilities of an academian, with a focus on learning models and strategies.
Style: 5% Lecture, 50% Discussion, 20% Small Group Activities, 20% Student Presentation, 5% Guest Speakers.

EPsy 8800 Special Topics in School Psychology: Early Childhood Issues: Engaging Community
1 credit(s), max credits 9, 9 completions allowed;
Instructor: Buerkle, Karla
Description: Student may contact the instructor or department for information.

EPsy 8800 Special Topics in School Psychology: Seminar in Research in School Psychology
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Burns, Matthew K
Description: Student may contact the instructor or department for information.

EPsy 8812 Assessment in School Psychology II: Intellectual and Social-Emotional Domains
A-F only, 3 credit(s);
Instructor: Hansen, Annie
Description: Student may contact the instructor or department for information.

EPsy 8813 Assessment Practicum in School Psychology
A-F only, 2 credit(s), max credits 4;
Instructor: Hansen, Annie
Description: Student may contact the instructor or department for information.

EPsy 8815 Individual and System Socio-Emotional Interventions
A-F only, 3 credit(s);
Instructor: Hansen, Annie
Description: Student may contact the instructor or department for information.

EPsy 8817 School Psychological Consultation
A-F only, 3 credit(s);
Instructor: Chaffin, Melissa Coolong
Description: Student may contact the instructor or department for information.

EPsy 8818 Intervention Practicum in School Psychology
A-F only, 1 credit(s), max credits 2;
Instructor: Hansen, Annie
Description: Student may contact the instructor or department for information.

EPsy 8823 Ethics and Professional Standards in School Psychology
A-F only, 3 credit(s);
Instructor: Sullivan, Amanda Louise
Description: Student may contact the instructor or department for information.

EPsy 8831 Practicum: School Psychological Services
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Hansen, Annie
Description: Student may contact the instructor or department for information.
EPsy 8832 Clinical/Community Practice in School Psychology
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Hansen, Annie
Description: Student may contact the instructor or department for information.

EPsy 8841 Practicum: Instruction and Supervision in School Psychology
A-F only, 2 credit(s), max credits 4;
Instructor: Christ, Theodore J
Description: Student may contact the instructor or department for information.

EPsy 8842 Internship: School Psychological Services
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Hansen, Annie
Description: Student may contact the instructor or department for information.

EPsy 8905 History and Systems of Psychology: Landmark Issues in Educational Psychology
3 credit(s);
Instructor: Bart, William M
Description: This course will present a contemporary perspective on historical movements in psychology, educational psychology, and related fields that have framed and affected current perspectives in Educational Psychology, provide students with information that allows each to assess the development of these perspectives, and provide students an opportunity to articulate their own perspective within this contemporary and historical matrix.
Style: 40% Lecture, 30% Discussion, 30% Student Presentation.
Grading: 50% final exam, 20% reports/papers, 20% special projects, 10% in-class presentation.
Exam Format: The final exam will be composed of objective items to assess knowledge of the history of psychology and landmark issues in educational psychology.

Electrical and Computer Engineering  4-178 EE/CSci Building

EE 1 Refresher Course for Electrical Engineers
A-F only, 0 credit(s);
Instructor: Nordell, Daniel Edwin
Description: This course is a review of electrical engineering fundamentals required to pass the National Council of Engineering Examiners Principles and Practice Examination in the discipline of Electrical Engineering. It is designed to aid the electrical engineer in preparation for the PE examination by presenting an organized review of material ordinarily contained in a college electrical engineering curriculum. Primary emphasis will be on problem solving with orientation as close as possible to the type of questions contained in the exam. Prerequisites: Completion of the Fundamentals of Engineering exam Electrical Engineering or equivalent degree 4 years electrical engineering experience
Style: 75% Lecture, 25% Discussion.
Grading: 100% successful completion of the FE exam

EE 1 Refresher Course for Electrical Engineers
A-F only, 0 credit(s);
Instructor: Ernst, Thomas W
Description: This course is a review of electrical engineering fundamentals required to pass the National Council of Engineering Examiners Principles and Practice Examination in the discipline of Electrical Engineering. It is designed to aid the electrical engineer in preparation for the PE examination by presenting an organized review of material ordinarily contained in a college electrical engineering curriculum. Primary emphasis will be on problem solving with orientation as close as possible to the type of questions contained in the exam. Prerequisites: Completion of the Fundamentals of Engineering exam Electrical Engineering or equivalent degree 4 years electrical engineering experience
Style: 75% Lecture, 25% Discussion.
Grading: 100% successful completion of the FE exam

EE 1001 Introduction to Electrical and Computer Engineering
S-N only, 1 credit(s);
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.
EE 1301 Introduction to Computing Systems  
4 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

EE 2001 Introduction to Circuits and Electronics  
3 credit(s);  
Instructor: Wang, Jianping  
Description: Student may contact the instructor or department for information.

EE 2002 Introductory Circuits and Electronics Laboratory  
1 credit(s);  
Instructor: Ruden, P Paul  
Description: Student may contact the instructor or department for information.

EE 2006 Introductory Circuits Laboratory  
0.5 credit(s);  
Instructor: Ruden, P Paul  
Description: Student may contact the instructor or department for information.

EE 2011 Linear Systems, Circuits, and Electronics  
3 credit(s);  
Instructor: Li, Mo  
Description: Student may contact the instructor or department for information.

EE 2301 Introduction to Digital System Design  
4 credit(s);  
Instructor: Cherkassky, Vladimir S  
Description: Student may contact the instructor or department for information.

EE 2301 Introduction to Digital System Design  
4 credit(s);  
Instructor: Cherkassky, Vladimir S  
Description: Student may contact the instructor or department for information.

EE 2301 Introduction to Digital System Design  
4 credit(s);  
Instructor: Cherkassky, Vladimir S  
Description: Student may contact the instructor or department for information.

EE 2361 Introduction to Microcontrollers  
4 credit(s);  
Instructor: STAFF  
Description: Computer organization, assembly language programming, arithmetic/logical operations, parallel/serial input/output. Microprocessor/microcontroller interfacing: memory design, exception handling, interrupts, using special-purpose features such as A/D converters, fuzzy logic, DSP operations. Integral lab.  
Style: 50% Lecture, 15% Discussion, 35% Laboratory.  
Grading: 15% mid exam, 40% final exam, 15% quizzes, 20% laboratory evaluation, 10% problem solving.  
Exam Format: Solve problems

EE 3005 Fundamentals of Electrical Engineering  
4 credit(s);  
Instructor: Robbins, William P  
Description: Student may contact the instructor or department for information.

EE 3006 Fundamentals of Electrical Engineering Laboratory  
1 credit(s);  
Instructor: Robbins, William P
EE 3015 Signals and Systems
3 credit(s);
Instructor: Ravindran,Niranjay
Description: Student may contact the instructor or department for information.

EE 3025 Statistical Methods in Electrical and Computer Engineering
3 credit(s);
Instructor: Sidiropoulos,Nikolaos
Description: Notions of probability. Elementary statistical data analysis. Random variables, densities, expectation, correlation. Random processes, linear system response to random waveforms. Spectral analysis. Computer experiments for analysis and design in random environment. Text: R. D. Yates and D. J. Goodman, Probability and Stochastic Processes, 1999, John Wiley, New York. This course provides a basic introduction to statistical models and related analysis techniques, with applications in communications, control, and networking. The primary prerequisite in communications, control, and networking. The primary prerequisite is EE3011 (under the quarter system) or EE3015 (under the semester system) covering concepts and tools of signal analysis and spectral (Fourier) representation - generalized herein to the case of non-deterministic (non-predictable) signals, of interest in most practical situations where one has to deal with uncertainty. MATLAB is a widely used computer tool for simulating statistical phenomena and signals of interest to electrical engineers, and will be used extensively in this course. Please note that MATLAB was introduced in EE3015 (or EE3011), so a working knowledge of it is assumed as prerequisite for this class. Recitations will be administered in a cooperative learning format, with students working in small groups to solve course-related problems using MATLAB, with the recitation instructor serving in a supervisory mode.
Style: 75% Lecture. Recitations, groups of 3-4 people working as a team to solve problems using
Grading: 40% mid exam, 45% final exam, 15% problem solving.
Exam Format: Problem-solving

EE 3041 Industrial Assignment I
A-F only, 2 credit(s);
Instructor: Higman,Ted King
Description: Student may contact the instructor or department for information.

EE 3101 Circuits and Electronics Laboratory I
2 credit(s);
Instructor: Robbins,William P
Description: Student may contact the instructor or department for information.

EE 3101 Circuits and Electronics Laboratory II
2 credit(s);
Instructor: Kumar,Brijesh
Description: Student may contact the instructor or department for information.

EE 3102 Circuits and Electronics Laboratory II
2 credit(s);
Instructor: Higman,Ted King
Description: Student may contact the instructor or department for information.

EE 3115 Analog and Digital Electronics
4 credit(s);
Instructor: Higman,Ted King
Description: Student may contact the instructor or department for information.

EE 3161 Semiconductor Devices
3 credit(s);
Instructor: Oh,Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 3601 Transmission Lines, Fields, and Waves
3 credit(s);
Instructor: Basu, Kaushik  
Description: Student may contact the instructor or department for information.

EE 4043W Industrial Assignment II  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Higman, Ted King  
Description: Student may contact the instructor or department for information.

EE 4044 Industrial Assignment III  
A-F only, 2 credit(s);  
Instructor: Higman, Ted King  
Description: Student may contact the instructor or department for information.

EE 4111 Advanced Analog Electronics Design  
4 credit(s);  
Instructor: Higman, Ted King  
Description: Student may contact the instructor or department for information.

EE 4161W Energy Conversion and Storage  
3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Imbertson, Paul Jay  
Description: Student may contact the instructor or department for information.

EE 4161W Energy Conversion and Storage  
3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Cohen, Philip I  
Description: Student may contact the instructor or department for information.

EE 4163 Energy Conversion and Storage Laboratory  
1 credit(s);  
Instructor: Cohen, Philip I  
Description: Student may contact the instructor or department for information.

EE 4233 State Space Control System Design  
3 credit(s);  
Instructor: salapaka, murti v  
Description: Student may contact the instructor or department for information.

EE 4237 State Space Control Laboratory  
1 credit(s);  
Instructor: salapaka, murti v  
Description: Student may contact the instructor or department for information.

EE 4341 Embedded System Design  
4 credit(s);  
Instructor: Posbergh, Thomas Alfred  
Description: Student may contact the instructor or department for information.

EE 4363 Computer Architecture and Machine Organization  
4 credit(s); 2361 credit will not be granted if credit received for: 5361, CSci 5201, Credit will not be granted if credit has been received for: CSCI 4203;  
Instructor: Sobelman, Gerald Edward  
Description: Student may contact the instructor or department for information.

EE 4541 Digital Signal Processing  
3 credit(s);  
Instructor: Ottesen, Hal  
Description: Student may contact the instructor or department for information.
EE 4607 Wireless Hardware System Design
3 credit(s);
Instructor: Gopinath, Anand
Description: Student may contact the instructor or department for information.

EE 4701 Electric Drives
3 credit(s);
Instructor: Imbertson, Paul Jay
Description: Electric motors, motor drives, and control systems, using readily understandable Space-Vector teaching methods. Topics include: Rotational Mechanics; Magnetism; Power Electronic Drives; DC Motors; Permanent-Magnet Motors; Synchronous Motors; Induction Motors; and Motor Control.

EE 4701 Electric Drives
3 credit(s);
Instructor: Kinney, Larry L
Description: Electric motors, motor drives, and control systems, using readily understandable Space-Vector teaching methods. Topics include: Rotational Mechanics; Magnetism; Power Electronic Drives; DC Motors; Permanent-Magnet Motors; Synchronous Motors; Induction Motors; and Motor Control.

EE 4703 Electric Drives Laboratory
1 credit(s);
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 4951W Senior Design Project
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 4970 Directed Study
1-3 credit(s), max credits 3;
Instructor: STAFF
Description: Studies of approved projects, either theoretical or experimental.

EE 4982V Senior Honors Project II
2 credit(s); Meets CLE req of Writing Intensive
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 5164 Semiconductor Properties and Devices II
3 credit(s);
Instructor: Koester, Steven J
Description: Student may contact the instructor or department for information.

EE 5235 Robust Control System Design
3 credit(s);
Instructor: Seiler Jr, Peter J
Description: Student may contact the instructor or department for information.

EE 5302 VLSI Design Automation II
3 credit(s);
Instructor: Sapatnekar, Sachin Suresh
Description: Student may contact the instructor or department for information.

EE 5324 VLSI Design II
3 credit(s);
Instructor: Bazargan, Kia
**Description:** Student may contact the instructor or department for information.

**EE 5327 VLSI Design Laboratory**
3 credit(s);
**Instructor:** Sobelman, Gerald Edward
**Description:** Student may contact the instructor or department for information.

**EE 5329 VLSI Digital Signal Processing Systems**
3 credit(s);
**Instructor:** Parhi, Keshab K.
**Description:** This course brings together the distinct fields of computer architecture and digital signal processing system design. Familiarity with a programming language such as MATLAB or C is assumed. Digital signal processing is an enabling technology for many applications such as video, speech, communications and multimedia. The focus of this class will be on design methodologies and tools for design of dedicated and programmable VLSI systems for signal and image processing applications. The design methodologies will be used for exploring area-power-speed tradeoffs for different DSP applications. Minimization of area is another constraint in implementations using VLSI chips. Power consumption reduction is crucial in design of modern systems for portable as well as non-portable applications. The purpose of this class is to learn design methodologies to design a family of architectures for a given algorithm and select appropriate architectures based on area-speed-power constraints of the specified application.
**Style:** 100% Lecture.
**Grading:** 25% mid exam, 40% final exam, 10% reports/papers, 25% problem solving.
**Exam Format:** Essay, problem solving

**EE 5505 Wireless Communication**
3 credit(s);
**Instructor:** Giannakis, Georgios B
**Description:** Student may contact the instructor or department for information.

**EE 5551 Multiscale and Multirate Signal Processing**
3 credit(s);
**Instructor:** Ebbini, Emad S
**Description:** Student may contact the instructor or department for information.

**EE 5601 Introduction to RF/Microwave Engineering**
3 credit(s);
**Instructor:** Franklin, Rhonda R.
**Description:** Course focuses on use and performance of lumped circuit elements at RF frequencies as well as application of transmission line theory to planar and non-planar waveguiding structures. Network analysis and synthesis techniques are described for lumped and passive elements. Design topics include lumped circuit elements, resonators, power dividers, directional couplers, and filters.
**Style:** 100% Lecture.
**Grading:** 30% mid exam, 40% final exam, 10% special projects, 20% problem solving.
**Exam Format:** problem-solving

**EE 5613 RF/Microwave Circuit Design Laboratory**
A-F only, 2 credit(s);
**Instructor:** Franklin, Rhonda R.
**Description:** Student may contact the instructor or department for information.

**EE 5621 Physical Optics**
3 credit(s);
**Instructor:** Leger, James Robert
**Description:** This course is an introduction to Fourier analysis of optical systems, with applications to spatial filtering, optical information processing, magnetic resonance imaging, holography and coherence theory. Linear systems theory is used to describe diffraction (Fresnel and Fraunhofer), optical system resolution and aberrations. Emphasis is placed on the similarities and differences in analysis of optical and electrical systems. Current topics of special interest include computer generated holograms, diffractive optical elements, computer tomography and optical coherence tomography.
**Style:** 90% Lecture, 10% Discussion.
**Grading:** 40% mid exam, 40% final exam, 20% problem solving, 2 mid-term exam
**Exam Format:** Problem solving, patterned after homework, emphasizing physical concepts
EE 5622 Physical Optics Laboratory
1 credit(s);
Instructor: Leger, James Robert
Description: This course is designed to give a senior or graduate student a working knowledge of experimental optical techniques. It consists of a series of laboratory exercises that demonstrate topics in interferometry, diffraction theory, imaging, frequency domain descriptions of optical systems, coherence, speckle and fiber optics. The laboratory equipment is highly automated via CCD cameras and computers, simplifying data collection and producing improved accuracy. Emphasis is placed on optical techniques that can be used in a wide variety of experimental situations. The student is asked to keep a professional laboratory journal, similar to what would be used in industry. No other written work is required. The course grade is assigned based on this journal, an assessment of laboratory performance, and a final test. The final test can be either written or individual oral, based on a vote from the students attending. Knowledge of basic optical systems and Fourier analysis is helpful.
Style: 100% Laboratory.
Grading: 33% final exam, 33% laboratory evaluation, 33% other evaluation. Lab book
Exam Format: Written or oral, based on student vote

EE 5627 Optical Fiber Communication
3 credit(s);
Instructor: Talghader, Joseph John
Description: This course surveys the devices and systems that make up our telecommunications and internet networks. It begins with a discussion of the fibers themselves: their manufacture, losses, and dispersion, and how these affect the bandwidth of a fiber. The course then covers semiconductor lasers for short- and long-haul networks, detectors, and optical amplifiers. System issues are then discussed including architectures, power budgets, receiver sensitivity, and nonlinear effects. Wavelength division multiplexing devices and systems are presented. The course ends with a discussion of dispersion compensation.

EE 5655 Magnetic Recording
3 credit(s);
Instructor: Wang, Jianping
Description: Student may contact the instructor or department for information.

EE 5705 Electric Drives in Sustainable Energy Systems
3 credit(s);
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I: Power System Protection
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Gutzmann, Mark George
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Gutzmann, Mark George
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Harjani, Ramesh
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I: CMOS Data Converters
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Harjani, Ramesh
Description: The objective of this course is to provide the basic background to design CMOS analog-to-digital and digital-to-analog converters and special circuit design techniques needed for low power design. This course is intended for practicing engineers and students who are interested in understanding the basics of modern day data converter. It is assumed that the audience will have a basic understanding of a) analog CMOS design and b) probability and statistics at the level of an undergraduate in an engineering or scientific discipline. Topics covered include sampling, quantization, data converter metrics, switched-capacitors, sample and hold,
Nyquist rate converters, and oversampled converters.

EE 5940 Special Topics in Electrical Engineering I: GPU Computing
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Xiao, Weijun
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Ernie, Douglas
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Rennolet, Charles Leon
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Gopinath, Anand
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Tewfik, Ahmed Hossam
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Sapiro, Guillermo R
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Sapatnekar, Sachin Suresh
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Moon, Jaekyun
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Wollenberg, Bruce F
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Posbergh, Thomas Alfred
Description: Student may contact the instructor or department for information.
EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Parhi,Keshab K.
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Harjani,Ramesh
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Cohen,Philip I
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Ruden,P Paul
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Georgiou,Tryphon T
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Stadler,Bethanie J. Hills
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Higman,Ted King
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Kaveh,Mostafa
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Lilja,David J
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Mohan,Ned
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Talghader,Joseph John
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Cherkassky,Vladimir S
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Campbell, Stephen A
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Hubel, Allison
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Kinney, Larry L
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Kieffer, John C
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Robbins, William P
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Sobelman, Gerald Edward
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EE 5990 Curricular Practical Training
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Instructor: Leger, James Robert
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EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Franklin, Rhonda R.
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Ebbini, Emad S
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Victora, Randall H
Description: Student may contact the instructor or department for information.
EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Bazargan,Kia
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Roychowdhury, Jaijeet
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Jacobs, Heinrich Otto Heiko
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Wang, Jianping
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Amin, Massoud
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Luo, Zhi-Quan
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: He, Bin
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Jindal, Nihar
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Kim, Chris H.
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Jovanovic, Mihailo
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Riedel, Marc
EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Oh,Sang-Hyun  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: salapaka,murti v  
Description: Student may contact the instructor or department for information.

EE 8161 Physics of Semiconductors  
3 credit(s);  
Instructor: Ruden,P Paul  
Description: Student may contact the instructor or department for information.

EE 8231 Optimization Theory  
3 credit(s);  
Instructor: Luo,Zhi-Quan  
Description: Student may contact the instructor or department for information.

EE 8337 Analog Circuits for Wire/Wireless Communications  
A-F only, 3 credit(s);  
Instructor: Sadhu,Bodhisatwa  
Description: Student may contact the instructor or department for information.

EE 8367 Parallel Computer Organization  
3 credit(s);5364 or CSci 5204Credit will not be granted if credit has been received for: CSCI 8205;  
Instructor: Yew,Pen-Chung  
Description: Student may contact the instructor or department for information.

EE 8581 Detection and Estimation Theory  
3 credit(s);  
Instructor: Haupt,Jarvis David  
Description: Student may contact the instructor or department for information.

EE 8660 Seminar: Magnetics  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Wang,Jianping  
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Imbertson,Paul Jay  
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Ernie,Douglas  
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Mounes-Toussi,Farnaz  
Description: Student may contact the instructor or department for information.
EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Rennolet, Charles Leon
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ottesen, Hal
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Gopinath, Anand
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Tewfik, Ahmed Hossam
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sapiro, Guillermo R
Description: Student may contact the instructor or department for information.

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Instructor: Sapatnekar, Sachin Suresh
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Instructor: Moon, Jaekyun
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EE 8940 Special Investigations
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Instructor: Wollenberg, Bruce F
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Posbergh, Thomas Alfred
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Parhi, Keshab K.
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Harjani, Ramesh
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cohen, Philip I
EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ruden, P Paul
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Georgiou, Tryphon T
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Stadler, Bethanie J. Hills
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kaveh, Mostafa
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Talghader, Joseph John
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Campbell, Stephen A
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Hubel, Allison
Description: Student may contact the instructor or department for information.
EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kinney, Larry L
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kieffer, John C
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
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Instructor: Robbins, William P
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EE 8940 Special Investigations
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Instructor: Sobelman, Gerald Edward
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
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Instructor: Leger, James Robert
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
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Instructor: Franklin, Rhonda R.
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
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Instructor: Ebbini, Emad S
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Victoria, Randall H
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Giannakis, Georgios B
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Bazargan, Kia
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Roychowdhury, Jaijeet
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Jacobs, Heinrich Otto Heiko
EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Wang, Jianping
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Amin, Massoud
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EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Luo, Zhi-Quan
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
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Instructor: He, Bin
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Jindal, Nihar
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kim, Chris H.
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Jovanovic, Mihailo
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Riedel, Marc
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Oh, Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: salapaka, murti v
Description: Student may contact the instructor or department for information.
EE 8950 Advanced Topics in Electrical and Computer Engineering: Teaching Experience in Electrical and Computer Eng
1 credit(s), max credits 12, 4 completions allowed;
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Ernie, Douglas
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Mounes-Toussi, Farnaz
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Rennolet, Charles Leon
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Ottesen, Hal
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Gopinath, Anand
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Tewfik, Ahmed Hossam
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Sapiro, Guillermo R
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Sapatnekar, Sachin Suresh
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Moon, Jaekyun
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Wollenberg, Bruce F
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Posbergh, Thomas Alfred
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Parhi, Keshab K.
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Harjani, Ramesh
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Cohen, Philip I
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Ruden, P Paul
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Georgiou, Tryphon T
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Stadler, Bethanie J. Hills
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Kaveh, Mostafa
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.
EE 8965 Plan C Project I
3 credit(s);
Instructor: Talghader, Joseph John
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Campbell, Stephen A
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Hubel, Allison
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Kinney, Larry L
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Kieffer, John C
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Robbins, William P
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Sobelman, Gerald Edward
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Leger, James Robert
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Franklin, Rhonda R.
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Ebbini, Emad S
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Victora, Randall H
EE 8965 Plan C Project I
3 credit(s);
Instructor: Giannakis, Georgios B
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Bazargan, Kia
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Roychowdhury, Jaijeet
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Jacobs, Heinrich Otto Heiko
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Wang, Jianping
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Amin, Massoud
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Luo, Zhi-Quan
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: He, Bin
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Jindal, Nihar
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Kim, Chris H.
Description: Student may contact the instructor or department for information.
EE 8965 Plan C Project I
3 credit(s);
Instructor: Jovanovic,Mihailo
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Riedel,Marc
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Oh,Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: salapaka,murti v
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Imbertson,Paul Jay
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ernie,Douglas
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Mounes-Toussi,Farnaz
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Rennolet,Charles Leon
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Gopinath,Anand
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Tewfik,Ahmed Hossam
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sapiro,Guillermo R
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sapatnekar,Sachin Suresh
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Moon, Jaekyun
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Wollenberg, Bruce F
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Posbergh, Thomas Alfred
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Parhi, Keshab K.
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Harjani, Ramesh
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cohen, Philip I
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ruden, P Paul
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Georgiou, Tryphon T
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Stadler, Bethanie J. Hills
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.
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Instructor: Mohan, Ned
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Instructor: Talghader, Joseph John
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Instructor: Campbell, Stephen A
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Instructor: Hubel, Allison
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Instructor: Kinney, Larry L
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Instructor: Kieffer, John C
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Instructor: Robbins, William P
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Instructor: Sobelman, Gerald Edward
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Instructor: Victora, Randall H
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Instructor: Bazargan, Kia
Description: Student may contact the instructor or department for information.

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Instructor: Roychowdhury, Jaijeet
Description: Student may contact the instructor or department for information.

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Instructor: Jacobs, Heinrich Otto Heiko
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EE 8967 Plan C Project II
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Instructor: Roumeliotis, Stergios
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Instructor: Wang, Jianping
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Instructor: Amin, Massoud
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Instructor: Luo, Zhi-Quan
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Instructor: He, Bin
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EE 8967 Plan C Project II
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Instructor: Jindal,Nihar
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
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Instructor: Kim,Chris H.
Description: Student may contact the instructor or department for information.

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Instructor: Jovanovic,Mihailo
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
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Instructor: Riedel,Marc
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Oh,Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: salapaka,murti v
Description: Student may contact the instructor or department for information.

EE 8980 Graduate Seminar II
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Ruden,P Paul
Description: Student may contact the instructor or department for information.

Endodontics 15-209 MoosT

Endo 5309 Advanced Clinical Endodontics
A-F only, 1-6 credit(s), max credits 6;
Instructor: Baisden,Michael Kenneth
Description: Student may contact the instructor or department for information.

Endo 5313 Advanced Endodontic Emergency
S-N only, 1 credit(s);
Instructor: Bowles,Walter Ray
Description: Student may contact the instructor or department for information.

Endo 5316 Advanced Endodontic Emergency
S-N only, 1 credit(s);
Instructor: Bowles,Walter Ray
Description: Student may contact the instructor or department for information.

Endo 5330 Review of Cases
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: McClanahan,Scott B
Description: Student may contact the instructor or department for information.
Endo 5332 Review of cases
A-F only, 1 credit(s);
Instructor: McClanahan, Scott B
Description: Student may contact the instructor or department for information.

Endo 5600 Endodontic Histopathology
S-N only, 1 credit(s), max credits 2, 1 completion allowed;
Instructor: Edmunds, Robert Sprague
Description: Student may contact the instructor or department for information.

Endo 8005 Research in Endodontics
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Bowles, Walter Ray
Description: Student may contact the instructor or department for information.

Endo 8313 Literature Review
A-F only, 2 credit(s);
Instructor: Baisden, Michael Kenneth
Description: Student may contact the instructor or department for information.

Endo 8323 Advanced Endodontic Lecture
A-F only, 1 credit(s);
Instructor: Bowles, Walter Ray
Description: Student may contact the instructor or department for information.

English as a Second Language  160 McNamara Center

ESL 110 Beginning Grammar
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The course helps students refine and extend their skills in using basic grammar. The focus is on understanding and using fundamental grammatical structures at the sentence level. It includes topics such as verb tenses, questions, comparison, and article usage. Students study the use of word forms and grammatical structures in readings and conversations, practice in controlled speaking and writing exercises, and communicate with their classmates and teacher about topics of interest.

ESL 120 Beginning Reading and Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: In this level 1 intensive reading and writing course for non-native speakers of English, students will improve reading comprehension by using strategies to identify the topic, main idea and details of adapted academic and general interest texts. Students will also choose books of interest to read for pleasure. In addition, students will develop informal and formal writing skills by writing weekly journal entries and four to five multi-draft papers of one or more paragraphs. In writing, students will work on developing content and organization as well as grammatical accuracy. Discussion and vocabulary development are included.
Exam Format: Short answer

ESL 130 High Beginning Oral Skills
S-N only, 0 credit(s), 3 completions allowed;
Instructor: STAFF
Description: The course focuses primarily on listening and speaking, with some reading, writing, and grammar. The text, which emphasizes high-frequency vocabulary and sentence patterns as they are used in real-life situations. Students will practice skills such as starting and maintaining a conversation and using "echo" questions to check information. The course will emphasize the active use of language, as students share information with classmates, using new skills and vocabulary.

ESL 210 Intermediate Grammar
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The course helps students build on their skills in basic grammar, adding to their range and accuracy at the paragraph level. Topics are likely to include the present perfect tense, gerunds and infinitives, modals, and comparative and superlative forms.
Students study the use of word forms and grammatical structures in readings and conversations, practice in controlled speaking and writing assignments, and communicate with their classmates and teacher about topics of interest.

ESL 220 Intermediate Reading and Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The purpose of this level 2 course is to help non-native speakers of English improve reading and writing skills in English. Students will read academic and non-academic texts about a variety of topics. Students will practice effective reading strategies as they read and discuss in class, and they will improve writing proficiency and strengthen grammar and vocabulary skills. In writing, students will work on topic sentences, paragraph and essay development and improving their accuracy in written English through informal writing, such as journals, and in more formal academic writing of multi-draft papers.

ESL 230 Intermediate Oral Skills
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The text is organized around broad themes like global business, art, states of consciousness, and addictive substances. The course emphasizes listening and speaking equally, and the two skills are integrated: students will talk about what they have listened to. In listening, students work on broad skills such as understanding main ideas and narrower skills like distinguishing between similar-sounding words. In speaking, they work on such skills as conversation, asking questions to confirm understanding, and expressing opinions. There is some attention to pronunciation and vocabulary development. The course helps students with general everyday English, broadcast English, and academic English.
Style: 20% Lecture, 65% Discussion, 15% Laboratory.
Grading: 25% special projects, 15% quizzes, 25% in-class presentation, 25% class participation, 10% laboratory evaluation.
Exam Format: Short answers

ESL 310 Advanced Grammar
S-N only, 0 credit(s), 4 completions allowed;
Instructor: Rowekamp, Jenise Katherine
Description: Student may contact the instructor or department for information.

ESL 310 Advanced Grammar
S-N only, 0 credit(s), 4 completions allowed;
Instructor: Kolar, Kamille Marie
Description: Student may contact the instructor or department for information.

ESL 320 Advanced Reading and Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: ESL 621 is a Level 3 intensive reading and writing course for non-native speakers of English. Students will practice reading skills including skimming, scanning, previewing, predicting content, making inferences, and distinguishing fact from opinion. Students will practice writing skills including paraphrasing and summarizing, editing and proofreading their own and others' work, and selecting and incorporating sources. Students will learn to employ a process approach to writing, and will progress from developing paragraphs to developing academic essays employing appropriate rhetorical modes.

ESL 330 Advanced Oral Skills
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The text is organized around themes of business, media studies, science, psychology, and art & design. Students will listen to academic lectures, take notes and discuss the lectures. The course also supplies help with the academic language to expect and use in these situations. There may be additional work with pronunciation. Students may do individual and group presentations on related topics.

ESL 410 English Grammar for Academic Purposes
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course focuses on increasing students' accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Among the traditional topics of grammar, these are likely to be included: subordination, coordination, and transition expressions; tense, aspect, and associated adverbials; gerunds, infinitives, and other types of complementation; and lexical grammar—the grammar associated with individual
words. Activities and regular assignments improve students’ ability to analyze grammar, including their own mistakes, and to use grammar more effectively.

ESL 420 High Advanced Reading/Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: ESL 721 is a Level 4 course for non-native speakers of English that builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. Students will write three multi-draft papers: a personal experience essay, an argumentative essay, and a research report. Students will also develop informal writing skills.
Exam Format: Variety

ESL 430 High Advanced Oral Skills
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The textbook is organized around topics of anthropology, economics, literature and ecology and uses a variety of styles (social language, broadcast English, and academic English). This course focuses on increasing students’ listening and speaking skills including some pronunciation and academic note-taking. Students may do individual and group presentations on related topics.

ESL 901 American Culture
S-N only, 0 credit(s), 10 completions allowed;
Instructor: Scully, Patrick Edwin
Description: Student may contact the instructor or department for information.

ESL 901 American Culture
S-N only, 0 credit(s), 10 completions allowed;
Instructor: Gill, Jonathan Richard
Description: Student may contact the instructor or department for information.

ESL 901 American Culture
S-N only, 0 credit(s), 10 completions allowed;
Instructor: Arnold, Arlys L
Description: Student may contact the instructor or department for information.

ESL 902 Academic Skills for the American University
S-N only, 0 credit(s), 10 completions allowed;
Instructor: Rowekamp, Jenise Katherine
Description: Student may contact the instructor or department for information.

ESL 902 Academic Skills for the American University
S-N only, 0 credit(s), 10 completions allowed;
Instructor: Haring, Justin
Description: Student may contact the instructor or department for information.

ESL 903 Business English
S-N only, 0 credit(s), 10 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

ESL 904 TOEFL Preparation
S-N only, 0 credit(s);
Instructor: STAFF
Description: Learn important test-taking skills in preparation for taking the internet-based Test of English as a Foreign Language (TOEFL iBT). Intensive review of the four skills assessed on this exam: reading, written expression, listening, and speaking. While this course focuses on the TOEFL (iBT), the test taking skills and language review covered in this course would also be useful if you are preparing to take the paper-based TOEFL, IELTS, or MELAB exams.
ESL 921 Academic Writing
S-N only, 0 credit(s), 3 completions allowed;
Instructor: STAFF
Description: ESL 781 is a course for non-native speakers of English that teaches students how to recognize and use different patterns of development in writing (such as narration, exemplification, and cause and effect) to deepen and extend ideas in various types of academic writing tasks. Guided textual analyses of readings are used to stimulate classroom discussions of shared topics and to support developing writing skills through close observation of rhetorical strategies employed by accomplished writers. Typical assignments include argumentative essays, reviews or opinion essays, short research papers, and possible independent assignments based on the specific needs of individual students.

ESL 931 Academic Speaking
S-N only, 0 credit(s), 3 completions allowed;
Instructor: STAFF
Description: An advanced course for non-native speakers who want to improve their communication skills for social, academic and professional purposes; emphasis is on listening and speaking; content is drawn from the mass media.
Style: 25% Lecture, 45% Discussion. Small group work
Grading: 10% mid exam, 10% final exam, 25% special projects, 25% in-class presentation, 25% class participation, 5% laboratory evaluation.
Exam Format: Variety

ESL 941 Research Writing for the American University
S-N only, 0 credit(s);
Instructor: Wormwood, Ellen
Description: Student may contact the instructor or department for information.

ESL 951 Pronunciation
S-N only, 0 credit(s);
Instructor: Clements, Catherine E
Description: Student may contact the instructor or department for information.

ESL 3001 Integrated Skills for Academic English
2 credit(s), max credits 4;
Instructor: STAFF
Description: This course will help non-native English speaking students in degree programs polish their English skills in order to be successful in university level classes. Topics will cover the English language needed to interact within university setting, academic life, student/instructor roles, communicating by email, classroom interactions, discussion/panel presentation skills.

ESL 3101 Advanced English Grammar
4 credit(s), max credits 8;
Instructor: STAFF
Description: This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on polishing their English skills in writing and speaking. The focus is on grammar in context at the multi-paragraph level. Topics include verb tenses, noun clauses, the passive voice, conditionals, and adjective clauses. This knowledge is applied to development of revision and editing skills in the writing process. Written assignments and oral practice help students communicate their ideas more accurately and confidently.

ESL 3102 English Grammar for Academic Purposes
4 credit(s), max credits 8;
Instructor: STAFF
Description: This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on polishing their English skills and builds on the concepts covered in ESL 3101. This course focuses on increasing students' accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Among the traditional topics of grammar, these are likely to be included: subordination, coordination, and transition expressions; tense, aspect, and associated adverbials; gerunds, infinitives, and other types of complementation; and lexical grammar—the grammar associated with individual words. Activities and regular assignments improve students' ability to analyze grammar, including their own mistakes, and to use grammar more effectively.

ESL 3102 English Grammar for Academic Purposes
4 credit(s), max credits 8;
Instructor: Nelson, Eric Stuart
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit the Class URL for ODL policies, including fee and financial aid information. This course will help you increase your accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Activities and regular assignments will improve your ability to analyze grammar, including your own mistakes, and to use grammar more effectively. Expect two hours preparation time for each hour of class.
Style: Online with in-person, handwritten exam
Grading: 45%: Exams and Practice Quizzes 40%: Writing Assignments 15%: Participation in Discussions
Exam Format: Final exam is proctored, in-person.

ESL 3201 Advanced English Reading and Composition
5 credit(s), max credits 10;
Instructor: STAFF
Description: This is an intensive reading and writing course for non-native speakers of English who are studying in degree programs at the University of Minnesota. Students will practice reading skills including skimming, scanning, previewing, predicting content, making inferences, and distinguishing fact from opinion. Students will practice writing skills including paraphrasing and summarizing, editing and proofreading their own and others' work, and selecting and incorporating sources. Students will learn to employ a process approach to writing, and will progress from developing paragraphs to developing academic essays employing appropriate rhetorical modes.

ESL 3202 Academic Reading and Composition
5 credit(s), max credits 10;
Instructor: STAFF
Description: This is a course for advanced non-native speakers of English who are enrolled in university degree programs that builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. Students will write three multi-draft papers: a personal experience essay, an argumentative essay, and a research report. Students will also develop informal writing skills needed in academic settings.

ESL 3302 Writing for Academic Purposes
4 credit(s), max credits 8;
Instructor: STAFF
Description: This is a course for non-native speakers of English who are in university degree programs that builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. Students will write three multi-draft papers: a personal experience essay, an argumentative essay, and a research report. Students will also develop informal writing skills.

ESL 3402 Research Writing for the American University
4 credit(s), max credits 8;
Instructor: STAFF
Description: This course enables students to develop the methods of citation, conventions of style and organization, and critical thinking skills necessary for writing college-level research papers. Students select topics derived from a contemporary academic theme provided by the instructor and, applying a process approach, produce a research paper. Students will learn to use the library effectively. Problems with structure and vocabulary usage are addressed individually.

ESL 3501 Advanced English Listening and Speaking
5 credit(s), max credits 10;
Instructor: STAFF
Description: This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on improving their English listening and speaking skills in order to be more successful in their coursework. The course focuses on understanding academic lectures and discussions as well as participating in classroom discussions, asking questions of instructors and peers, and giving academic presentations.

ESL 3502 Academic Listening and Speaking
5 credit(s), max credits 10;
Instructor: STAFF
**Description:** This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on polishing their English listening and speaking skills. The course focuses on understanding academic lectures and discussions as well as participating in classroom discussions, asking questions of instructors and peers, and giving academic presentations.

**ESL 3551 English Pronunciation**

- **4 credit(s), max credits 8;**
- **Instructor:** STAFF
- **Description:** This 4 credit course is designed for advanced non-native English speaking students who want to polish their pronunciation skills in English. In order to improve your ability to understand and pronounce English, a variety of areas of pronunciation will be covered while paying special attention to whatever is most difficult for you. Students will also be equipped with techniques to practice pronunciation improvement on their own. Topics covered include English sounds (individually and in combination with other sounds), word stress, sentence stress, rhythm, intonation, linking, understanding fast speech, pronunciation and spelling connections. Open to graduate and undergraduate students, visiting scholars, and members of the community with advanced English skills or above. Check with the Minnesota English Language Program for more information 612-624-1503.

**ESL 3602 Speaking for Academic Purposes**

- **4 credit(s), max credits 8;**
- **Instructor:** STAFF
- **Description:** The goal of this course is to help non-native speakers of English who are already at the advanced level develop the skills needed to participate in American academic interactions at the university level of various types: presentations, group presentations, seminar-style discussions, and informal exchanges. In this class, you will participate in activities to help you present yourself professionally and socially in collegial settings with accuracy, variety, and flexibility. You will learn to organize and outline academic presentations, present information clearly and effectively, explain concepts and processes from your academic field to outsiders, involve audience members and respond to questions, and monitor and improve your spoken fluency, grammar and pronunciation.

**ESL 3900 Special Topics in ESL**

- **1-5 credit(s), max credits 10;**
- **Instructor:** STAFF
- **Description:** Special topics course open to students enrolled in special programs at the Minnesota English Language Program (MELP).

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**English: Literature  207 Lind Hall**

**EngL 1001W Introduction to Literature: Poetry, Drama, Narrative**

- **4 credit(s); credit will not be granted if credit already received for: ENGL 1001, 1002Credit will not be granted if credit has been received for: ENGL 1001V;Meets CLE req of Literature; meets CLE req of Writing Intensive**
- **Instructor:** Kim, Na-Rae
- **Description:** Student may contact the instructor or department for information.

**EngL 1172 The Story of King Arthur**

- **A-F only, 3 credit(s);Meets CLE req of Literature**
- **Instructor:** Krug, Rebecca L
- **Description:** Of all the stories familiar to the western world, few have exerted a greater influence on literary traditions than the legend of King Arthur and his Round Table. In this course we will study adaptations of the legend in order to understand how literary writers and their readers remade the story to fit specific, historical circumstances. We will read several novels (T. H. White's The Once and Future King, Mark Twain's Connecticut Yankee in King Arthur's Court, Marion Zimmer Bradley's Mists of Avalon, Rosemary Sutcliff's Sword at Sunset) and we will also study alliterative poems such as Sir Gawain and the Green Knight, modernist poems, prose narratives that read like chronicles (histories) such as Malory's Death of Arthur, and short tales. We will explore the reasons different literary genres were employed at different times and consider how formal characteristics of these genres influence our experience of narrative. This course emphasizes the central role that literature plays in shaping our world. Students in the course will engage in close analysis of written literary language in order to discover the ways that language shapes narrative. We attend to the differences in language use by poets and prose writers, by contemporary writers and medieval ones, and by writers who believe in the story of Arthur as reality and those who treat it as literary fiction. Please note: this course is reading intensive (the books are wonderful AND long). You will read approximately 30 pages a day for this course.
- **Style:** 60% Lecture, 30% Discussion, 10% Small Group Activities.

**EngL 1181W Introduction to Shakespeare**

- **4 credit(s); credit will not be granted if credit already received for: ENGL 1181, 1182Credit will not be granted if credit has...**
been received for: ENGL 1181V; Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Tandy-Treiber, Ann Marie
Description: Student may contact the instructor or department for information.

EngL 1201W Contemporary American Literature
4 credit(s); credit will not be granted if credit already received for: ENGL 1201, 1202
Credit will not be granted if credit has been received for: ENGL 1201V; Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Hughes, Joseph P
Description: Student may contact the instructor or department for information.

EngL 1401V Honors: Introduction to "Third World" Literatures in English
A-F only, 4 credit(s); Honors or instr consent credit will not be granted if credit already received for: EngL 1401, 1402
Credit will not be granted if credit has been received for: ENGL 1401W; Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Matar, Nabil I
Description: Student may contact the instructor or department for information.

EngL 1401V Honors: Introduction to "Third World" Literatures in English
A-F only, 4 credit(s); Honors or instr consent credit will not be granted if credit already received for: EngL 1401, 1402
Credit will not be granted if credit has been received for: ENGL 1401W; Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Colonialism, emigration, economics, war, famine, and slavery have worked in combination to make English a language spoken in almost every region of the world. The legacy of these forces is an international Anglophone literature that addresses issues such as displacement and difference, representation, poverty, nationalism, syncretism, and the fight for freedom. The voices that speak to these issues are varied and impressive and students will engage closely and critically with texts of multiple genres from Anglophone Africa, South Asia, and the Caribbean, discovering how the tools of oppression can be used strategically to dismantle the "master's house" and build other houses in its stead. This course will introduce questions raised by the interaction of the "First" and "Third" worlds and create, inevitably, questions about history, politics, social science, and how language operates in the so-called "Third World."

EngL 1501W Literature of Public Life
A-F only, 4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: STAFF
Description: How has American literature addressed what it means to be a citizen? English 1501 examines literature written with the intent to leave an impression: works that have stunned, mobilized, stimulated, and galvanized the American public. The course is dialectical, setting diverse works against one another to form a dialogue that extends across chronological, geographic, and racial boundaries. "Literature" is defined broadly to include novels, speeches, essays, testimonies, sermons, plays, music, photography, and film. Recent readings have included Uncle Tom's Cabin, Maggie: A Girl of the Streets, The Souls of Black Folk, Twilight: Los Angeles, 1992, and Nickel and Dimed: On (Not) Getting By in America. This course doesn't sit on the shelf: it will ask students to examine and engage with the world around them.

EngL 1701 Modern Fiction
3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature
Instructor: Davis, Abigail F
Description: This class will examine conventions of modern fiction after 1900 written in English-speaking countries and elsewhere (in translation). Reading will consist of four to five novels by authors such as Hemingway, Coetzee, and Erdrich, and a selection of short stories. Introduction to elements of fiction, such as theme, genre, structure, and point of view. Two hard copy papers, 4-5 pages each. Numerous online responses and discussions via the class moodle site. Additional class activities.

EngL 1701 Modern Fiction
3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature
Instructor: Scandura, Jani
Description: Student may contact the instructor or department for information.

EngL 1701 Modern Fiction
3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature
Instructor: Cihlar, James Jay
Description: In Modern Fiction we will study a selection of novels and short stories by some of the most compelling and original writers of our time, including Hemingway, Cather, Salinger, Vonnegut, and Erdrich. Because literature is a continuum in which the
present responds to the past, we'll note evolutions and developments in the genre over time. Through it all we'll identify and analyze such elements of fiction as theme, genre, structure, form, language, and context.

**Style:** 20% Lecture, 5% Film/Video, 50% Discussion, 20% Small Group Activities, 5% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 10% attendance, 10% class participation.

**EngL 1701 Modern Fiction**

3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature

_Instructor:_ Kamerbeek, Chris

_Description:_ Student may contact the instructor or department for information.

**EngL 1902 Topics: Freshman Seminar: America in Crisis: Actualities & Textualities**

A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US

_Instructor:_ Messer-Davidow, Ellen

_Description:_ The great recession following the 2008 meltdown has made it clear that America is in crisis. We are reeling from wage and wealth gaps, family debt, unemployment, home foreclosures, failing K-12 schools, and soaring costs of college, health care, and most other things. Already a year before the 2012 election, these matters are heatedly debated or selectively ignored at political events and in the media. Will public discussion oversimplify the problems and solutions? I trust that you can do a better job than most Americans at probing the problems and inventing the solutions.

_Style:_ 10% Lecture, 50% Discussion, 20% Small Group Activities, 20% Student Presentation.

**Grading:** 40% participation, 20% presentation, 40% paper (no exams)

**EngL 3001V Honors: Textual Analysis, Methods**

A-F only, 4 credit(s); Honors, [English major or minor or approved BIS or IDIM program with English area] credit will not be granted if credit already received for: EngL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001W; Meets CLE req of Writing Intensive

_Instructor:_ Cucullu, Lois B

_Description:_ Student may contact the instructor or department for information.

**EngL 3001W Textual Analysis: Methods**

A-F only, 4 credit(s); English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive

_Instructor:_ Cucullu, Lois B

_Description:_ Student may contact the instructor or department for information.

**EngL 3001W Textual Analysis: Methods**

A-F only, 4 credit(s); English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive

_Instructor:_ Craig, Siobhan S

_Description:_ Student may contact the instructor or department for information.

**EngL 3001W Textual Analysis: Methods**

A-F only, 4 credit(s); English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive

_Instructor:_ Kamerbeek, Chris

_Description:_ Student may contact the instructor or department for information.

**EngL 3001W Textual Analysis: Methods**

A-F only, 4 credit(s); English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive

_Instructor:_ Pistelli, John Paul

_Description:_ Student may contact the instructor or department for information.

**EngL 3001W Textual Analysis: Methods**

A-F only, 4 credit(s); English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive

_Instructor:_ Syed, Ayesha A

_Description:_ Student may contact the instructor or department for information.
received for: ENGL 3001, 3801
Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive
Instructor: Flack, Christopher Harrison
Description: Student may contact the instructor or department for information.

EngL 3002 Modern Literary Criticism and Theory
3 credit(s); credit will not be granted if credit already received for: EngL 3802
Credit will not be granted if credit has been received for: ENGL 3002H;
Instructor: Licht, Melissa Vera
Description: Student may contact the instructor or department for information.

EngL 3002 Modern Literary Criticism and Theory
3 credit(s); credit will not be granted if credit already received for: EngL 3802
Credit will not be granted if credit has been received for: ENGL 3002H;
Instructor: Ismail, Qadri M
Description: Theory is about thinking in the abstract. Or, in other words, about the usefulness of concepts. This class will focus on understanding some concepts critical to the study of literature. Some - like plot, character, narrative - are very old. Others - like the subject, agency, class, history, culture, literature itself - emerged with the enlightenment. Still others - like the unconscious, text, discourse, interpellation, differance - emerged in opposition to the concepts of the enlightenment. We will examine as many as possible, but the focus of the class will be on the cardinal categories of what has become known as post-structuralism. We will read Althusser, Aristotle, Barthes, Chatterjee, Derrida, Foucault, Freud, Hegel, Nietzsche, Spivak, and others.

EngL 3003W Historical Survey of British Literatures I
4 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course, the first in the Survey of British Literature series, introduces students to the literature of the British Isles from the Anglo-Saxon period to the eighteenth century. This broad sweep through time covers the Medieval period, the Renaissance (or, Early Modern Age), Civil Wars, Restoration, and the Enlightenment and provides a fascinating variety of works in a multitude of genres including poetry, drama, plays, novels, essays, autobiography, and speeches. Students will read authors such as Milton, Chaucer, Spenser, Marlowe, and DeFoe, as well as lesser-known writers, thus gaining a more complete understanding of the literature of these periods. Because artistic expression is affected and informed by historical circumstances, texts are placed within their historical moments and considered in terms of their social, political, biographical, and economical contexts and close reading is used to connect features of the texts to their culture in order to gain a greater understanding of both. This course is demanding in its reading and writing requirements, but the variety and complexity of human experiences presented here affords great opportunity for stimulating discussion and thoughtful writing.

EngL 3003W Historical Survey of British Literatures I
4 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: McNaron, Toni A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. EngL 3003W is the first course in a two-semester look at English poetry and prose from its beginning into the 20th century. You may have enrolled in this course as the first step toward studying English writers, working into modern times, or you may simply want to study writers from earlier centuries in order to gain a historical perspective on more recent literature. Either way, I want you to enjoy the experience, considering at every stage the ways in which early literature is still relevant to us in the present.
Style: Printed, correspondence section
Grading: 20% final exam, 80% written homework.

EngL 3004W Historical Survey of British Literatures II
4 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: McNaron, Toni A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. EngL 3004W covers the period from the late eighteenth century to recent times. You may have enrolled in this course after having taken EngL 3003W, or you may want simply to read such major writers as William Wordsworth, John Keats, Charles Dickens, Alfred Tennyson, Elizabeth Barrett Browning and Robert Browning, D. H. Lawrence, Virginia Woolf, Joseph Conrad, T. S. Eliot, and W. H. Auden, as well as some of their contemporaries and successors.
Either way, you are encouraged to enjoy the experience, considering at every stage the ways in which this literature is relevant to us today.

**Style:** Printed, correspondence section.

**Grading:** 20% final exam, 80% written homework.

**Exam Format:** Open-book, take-home exam.

### EngL 3004W Historical Survey of British Literatures II
- **Credits:** 4
- **Instructor:** Goldberg, Brian B
- **Description:** This course will provide a survey of British and postcolonial literature from the late eighteenth century to the present.
- **Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% other evaluation.

### EngL 3005W Survey of American Literatures and Cultures I
- **Credits:** 4
- **Instructor:** Davis, Abigail F
- **Description:** Student may contact the instructor or department for information.

### EngL 3005W Survey of American Literatures and Cultures I
- **Credits:** 4
- **Instructor:** Woo, Jewon
- **Description:** This course surveys the makings of American literature. From its beginnings in the literatures of European encounters with new world peoples, we will explore the evolution of American literature from the literatures of discovery and the early American writings of the Puritans through the American Romantics with attention to the cultural and social contexts in which all of these literatures were produced. The course includes a survey of Puritan literary forms (the Captivity Narrative, the metaphysical poetry of Bradstreet), Revolutionary and Enlightenment ideas, early African American literature, and Native American narratives, while reflecting on how these forms and ideas were revised in the post-revolutionary period by such authors as Poe, Hawthorne, Emerson, Thoreau, Douglass, Lydia Maria Child, Stowe, Jacobs, Melville, in light of antebellum engagements with questions of race, gender, and class.

### EngL 3006W Survey of American Literatures and Cultures II
- **Credits:** 4
- **Instructor:** Rabinowitz, Paula
- **Description:** This survey covers the latter half of nineteenth-century and first half of twentieth-century "American" literatures and cultures. I use the quotation marks around American, because one of the main projects of the course will be to figure out what we mean when we speak that name. Are we referring to a land mass; if so, why, then, exclude that which falls north and south of our national borders? Or to be more specific, why read works written almost exclusively by people living in the Northeast? Do we mean a Nation; if so, why not use its proper name? What do we mean by cultures; whose culture, that of the indigenous peoples or of the various migrants who have come voluntarily and involuntarily to these lands from elsewhere? If "America" consists of a variety of cultures, whose version of each do we read? Who gets to tell the story of him/herself and his/her place within this culture, nation, land mass; old people or young, men or women, rich people or poor? A nation founded by settlers seeking freedom and fortune, convening through text and war, declaring equality and inscribing slavery, exploiting and celebrating resources and labor: These contradictions have been crucial to the history of discourses about "America" since its "conquest" (to use Tzvetan Todorov's term). We are merely participating in the latest version of this very heated, in fact deadly, controversy. Designed for undergraduates and majors
- **Style:** 70% Lecture, 10% Film/Video, 20% Discussion. film, photography and video screenings
- **Grading:** 80% reports/papers, 5% special projects, 5% quizzes, 5% attendance, 5% class participation.
- **Exam Format:** essay

### EngL 3006W Survey of American Literatures and Cultures II
- **Credits:** 4
- **Instructor:** Mabie, Joshua David
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Readings from the mid-19th to the mid-20th century; including the realists' and regionalists' response to the growth of industrial capitalism, Modernism in the 1920s, and the issues which united and divided the country throughout the 20th century.
- **Style:** Online with handwritten exam
- **Grading:** 15% final exam, 72% reports/papers. 13 online discussions (13%)

### EngL 3006W Survey of American Literatures and Cultures II
- **Credits:** 4
- **Instructor:** Kim, Eun Joo
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Readings from the mid-19th to the mid-20th century; including the realists' and regionalists' response to the growth of industrial capitalism, Modernism in the 1920s, and the issues which united and divided the country throughout the 20th century.

Style: Online with handwritten exam
Grading: 15% final exam, 72% reports/papers. 13 online discussions (13%)
Exam Format: Supervised, in-person (not online) exam

EngL 3007 Shakespeare
A-F only, 3 credit(s); credit will not be granted if credit already received for: EngL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature
Instructor: Elfenbein, Andrew

Description: William Shakespeare: poet, playwright, historian, and source of passionate debate; his cultural importance is the least controversial of the Bard of Avon's qualities. Often called the first 'psychological' writer because of his keen analysis of human motives and emotions, Shakespeare's writings and person provide material for endless study. This course will provide intermediate readers of Shakespeare with a new perspective on the writer, the man, and his body of works, considering him as both a creator and creation of his culture and ours. Attention will be paid to historical context as well as Shakespeare's continuing, contemporary social relevance. Students will develop a variety of critical reading and writing skills and strategies in order to respond thoughtfully and effectively in discussions and their writing. This course will clarify the sometimes challenging and archaic language of Shakespeare's writing while paying attention to recurring themes such as representations of beauty, marriage and death in order to explore the relationships between his diverse works and history.

Style: 25% Lecture, 75% Discussion.
Grading: 70% reports/papers, 20% in-class presentation, 10% class participation.

EngL 3007 Shakespeare
A-F only, 3 credit(s); credit will not be granted if credit already received for: EngL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature
Instructor: Hughes, Joseph P

Description: Student may contact the instructor or department for information.

EngL 3007 Shakespeare
A-F only, 3 credit(s); credit will not be granted if credit already received for: EngL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature
Instructor: Scheil, Andrew

Description: This course will consist of a close examination of 8-10 plays spanning William Shakespeare's career: comedies, histories, tragedies, and romances. Our goal will be to view these works simultaneously as cultural artifacts of sixteenth and seventeenth-century England and as enduring classics of world literature that seem to transcend their cultural moment. To this end, we will apply various biographical, social, linguistic, generic, theatrical, political, and intellectual contexts to the plays. We will attempt to understand how these documents from early modern England have spoken so profoundly about the enduring mysteries of human experience from the moment of their inception to the present day.

Style: 50% Lecture, 50% Discussion.
Grading: 15% mid exam, 30% final exam, 25% reports/papers, 10% written homework, 20% class participation.

EngL 3007 Shakespeare
A-F only, 3 credit(s); credit will not be granted if credit already received for: EngL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature
Instructor: Tandy-Treiber, Ann Marie

Description: Student may contact the instructor or department for information.

EngL 3007 Shakespeare
A-F only, 3 credit(s); credit will not be granted if credit already received for: EngL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature
Instructor: Jones PhD, Timothy S

Description: Student may contact the instructor or department for information.

EngL 3007H Honors: Shakespeare
A-F only, 3 credit(s); Honors or instr consent credit will not be granted if credit already received for: EngL 3007, 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature
Instructor: Scheil, Katherine West
Descripton: This course is an in-depth examination of representative works by William Shakespeare. We will read Shakespeare's plays in connection with readings related to their political, social, historical, and intellectual backgrounds. We will also engage with a variety of critical approaches to Shakespeare, including performance studies, gender studies, and reception history, covering such topics as sexuality, authority, violence, politics, and staging issues. Finally, we will take into account the complex history of Shakespeare's reputation over the last 400 years, and the performance and critical history of his canon.

Style: 20% Lecture, 80% Discussion.

EngL 3020H Honors: Studies in Narrative: The End of Feeling: Readings in the Modern Novel
A-F only, 3 credit(s);
Instructor: Brennan,Timothy Andres
Description: The End of Feeling: Readings in the Modern Novel This will be an introduction to recent trends in world literature and to the basic methods of comparative literary study. We will discuss what it means to study literature written in a variety of languages, and what happens in the act of translating a sensibility from one language to another (where 'language' means not only the literal language written, but the political and cultural experience of a different order). We will explore, among other things, how the practice of translation and cross-cultural comparison differs from studying 'English' in its normal sense. Our primary task will be to develop a vocabulary and a set of critical options for the close reading of imaginative texts, and we will mostly be involved in basic literary interpretation. I am interested, for example, in the stakes of literature, what the logic of literary expression is, and why in a digital age, novels show no signs of dying away. What is a novel, and how is it put together? Our looking at narrative, translation, and figural language will give way to a questioning of a more specific sort. I have structured the course around the theme of the end of feeling. We will explore the mood of numbness, rejection, alienation, and disgust that frequently marks modern and contemporary literature - its response to a century of wars, repression, mind control, and violence without restraint. Some of what we read will give voice to despair, others will see in art a compensation for what life lacks, and still others will counter despair by way of a rediscovery of a lost self and in hope of a different social order to come. Here we might note how much modern literature in the West is invested in irony. In fact, most literary theory (and most college professors who teach it) consider irony to be the very stuff of literature, indistinguishable from its unique ways of saying and being. This prejudice tells us a great deal about the narrow field of vision in Western styles of art. For irony is a view that places the artist in the role of a critical master of reality, looking down his/her nose at the foibles of the merely real. We might wonder what happens when irony no longer appeals because artists have lost confidence in their superior position? When the artist is left with nothing but the grim realization that nothing after all matters very much? Readings will likely include Edgar Allen Poe, Gustave Flaubert, Don De Lillo, David Foster Wallace, Roberto Bolano, and Richard Powers. Your grade will be based on in-class participation, faithful class attendance, and your performance on the essays. There will be quizzes occasionally, one short essay of 3 pages based on the close reading of a passage. In addition, there will be one final essay of manageable length due on the
EngL 3027W The Essay
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is a course for students ready to face more challenging assignments and deepen their comfort and skill with writing. The instructor helps the student develop more sophisticated research strategies and experiment with more creative stylistic choices. Assignments might include autobiographies, critical comparisons, reviews of articles or books, cultural analyses, persuasive essays, and annotated bibliographies. Students in this course learn to: Generate topics and develop essays with greater independence than they exercised in freshman composition. Write for multiple audiences -- academic and non-academic -- making appropriate decisions about content, rhetoric, structure, vocabulary, style, and format. Write creative non-fiction and other genres incorporating complex description and analysis. Analyze the conventions and styles of writing in their major field. Experiment with new and more sophisticated writing strategies and styles.

EngL 3030 Studies in Drama: Early Modern Drama
3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 5030; Instructor: Haley, David B
Description: EARLY MODERN DRAMA. In England, the historical period from the Reformation to the French Revolution, known as the "Early Modern" period, is split by the Civil Wars and Interregnum (1640 to 1660) when England was governed as a republic without a king. The Elizabethan dramatists and their successors (Jonson, Shakespeare, Dekker, Middleton) wrote for middle-class audiences who attended an open-roofed theater. The audiences at the theaters following the Restoration of monarchy in 1660 were more class-conscious and snobbish. They were entertained in lighted, indoor theaters by actresses who replaced the boy-actors of Shakespeare's day and by playwrights who included Etherege, Wycherley, Congreve, Steele, Goldsmith, and Sheridan. Our course, by focusing on comedy, will study the continuity of the English stage that links these disparate cultures. The circumstance that ten of the twelve plays we'll read are set in London allows us to gauge the transformation of medieval society into a more liberal, democratic society resembling our own.

EngL 3060 Studies in Literature and the Other Arts: Writing and Music
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Sirc, Geoffrey Michael
Description: Student may contact the instructor or department for information.

EngL 3070 Studies in Literary and Cultural Modes: From Goddesses to Google Earth: Nature Mythologies
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Campion, Amy Thomas
Description: Student may contact the instructor or department for information.

EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Liberman, Anatoly
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.
Style: This is a printed correspondence section.
Grading: 35% reports/papers, 65% written homework.
Exam Format: No exams

EngL 3090 General Topics: Origins of English Words
EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Liberman, Anatoly
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.
Style: This is a printed correspondence section.
Grading: 35% reports/papers, 65% written homework.
Exam Format: No exams

EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Liberman, Anatoly
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.
Style: This is a printed correspondence section.
Grading: 35% reports/papers, 65% written homework.
Exam Format: No exams

EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Liberman, Anatoly
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.
Style: This is a printed correspondence section.
Grading: 35% reports/papers, 65% written homework.
Exam Format: No exams

EngL 3101 Survey of Medieval English Literature
A-F only, 3 credit(s);
Instructor: Krug, Rebecca L
Description: In this course we study literary works from the English Middle Ages. Representative authors read may include Chaucer, the anonymous Gawain-poet, Margery Kempe, Julian of Norwich, and the anonymous authors of the morality and cycle plays. The course concentrates on formal elements of the literature and pays special attention to the language of the works under consideration, some of which will be read in the original language (Middle English). Students do not need prior training in the language but should be open to working on pronunciation and reading. In the course we attend to historical, literary, and theoretical concerns. Library research, individual and group projects, quizzes, and in-class writing are important components of the course. Active class participation is required and attendance (taken daily) is mandatory. Students will write interpretive essays and will take several exams.

EngL 3102 Chaucer
EngL 3102 Chaucer
A-F only, 3 credit(s);
Instructor: Farber, Lianna
Description: Geoffrey Chaucer has been considered the "father of English poetry" for almost six hundred years, but just what this approving tag might mean has varied considerably. Some have seen him as a consummate craftsman, others as a deep philosopher, still others as one of the greatest jokers of all times. The Victorians praised his religious stories while excising his bawdy tales of adulterous bed-hopping; later generations found the very fabliaux Victorians censored a salutary antidote to Victorian piety, showing a poet unafraid to engage with the world as it was. Chaucer's writing has been praised by some for its irony, by others for its earnestness; by some for its complex ambiguity, by others for its straightforward way with a good story. In this class we will reach our own conclusions by reading Chaucer's major works, paying attention along the way to his social, political, religious, literary and linguistic milieu.

EngL 3134 Milton and Rebellion
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ENGL 3134H;
Instructor: Haley, David B
Description: John Milton, next to Shakespeare England's greatest poet, in fact excelled Shakespeare as a political writer and champion of freedom. Where Shakespeare wrote to entertain a growingly self-absorbed court, Milton appealed to an enlightened public, addressing their private concerns (marriage and education) as well as the burning topics of politics and religion. The first part of this course will introduce students to Milton's earlier poems and prose leading up to the climactic event of 1649: the Regicide that founded England's republic (and eventually America's). The rest of the course is devoted to PARADISE LOST and SAMSON AGONISTES, two Restoration masterpieces recalling the painful birth of freedom 260 years ago that is still referred to as the Great Rebellion.
Style: 40% Lecture, 60% Discussion.
Grading: 75% reports/papers, 25% class participation.

EngL 3151 Romantic Literatures and Cultures
A-F only, 3 credit(s);
Instructor: Campion, Amy Thomas
Description: Student may contact the instructor or department for information.

EngL 3330 Gay, Lesbian, Bisexual, and Transgendered Literature: Literary Conceptions of Home
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Cihlar, James Jay
Description: Authors establish a sense of acceptance and belonging sometimes through a close examination of literal surroundings, and other times through an artistic indulgence of the imagination. For LGBTIQ writers, the concepts of home, community, and identity are central. In this class, we'll read a sampling of contemporary American and British authors who investigate the varied definitions of home, from nature to family to history, from leaving to finding to building home. We'll delve into novels, memoirs, and poems that explore the intersection of language, people, and place.
Style: 15% Lecture, 10% Film/Video, 40% Discussion, 20% Small Group Activities, 15% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 10% attendance, 10% class participation.

EngL 3506 Learning Internships II
A-F only, 4 credit(s);
Instructor: Daigre, Eric Stephen
Description: Student may contact the instructor or department for information.

EngL 3592W Introduction to Black Women Writers in the United States
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Pate, Alexs D.
Description: This course seeks to explore the literary production of North American Black women from diverse backgrounds and perspectives. Through their varied and common experiences of Black females living in a white-male-dominated culture, we will endeavor they understand the social construction of race and gender, as well as, their intersection with class and social-economic dynamics. In the Black cultural and literary traditions of truth narratives, and transparency, these women share their historical, cultural, and contemporary experiences and insights with verve and authority. At the heart of their literary pursuit is the aspiration to live a more informed, enriched, and inspired life. In so doing, these writers offer us important lessons about creativity, hope, empowerment, courage, and self-expression.

EngL 3598W Introduction to African American Literature and Culture II
4 credit(s); Credit will not be granted if credit has been received for: AFRO 3598W; Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Wright, John S
Description: Student may contact the instructor or department for information.

EngL 3601 Analysis of the English Language
4 credit(s);
Instructor: Elfenbein, Andrew
Description: A 4-part introduction to the analysis of the English language: (1) basics (phonetics, morphology, syntax, semantics); (2) sociolinguistic and psycholinguistic approaches to English; (3) overview of the history of English; (4) literary stylistics.
Style: 60% Lecture, 10% Discussion, 10% Small Group Activities, 20% Demonstration.
Grading: 15% mid exam, 20% final exam, 25% quizzes, 30% written homework, 5% attendance, 5% class participation.

EngL 3712 Literary Magazine Production Lab II
A-F only, 4 credit(s);
Instructor: Fox, Sarah
Description: Student may contact the instructor or department for information.

EngL 3741 Literacy and American Cultural Diversity
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Literature
Instructor: McNeff, Heather J
Description: Student may contact the instructor or department for information.

EngL 3741 Literacy and American Cultural Diversity
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Literature
Instructor: Daigre, Eric Stephen
Description: Students will serve as literacy workers for 2 hours a week outside of class at participating organizations in the nonprofit and educational sectors. This class combines academic study with experiential learning in order to collectively build a more engaged, complex understanding of the functions of literature, literacy, educational institutions, counter-institutional literacy programs, and the different cultures and communities in Minnesota and the Americas in general. We'll explore questions of "praxis," considering and applying our readings to the concrete circumstances of our community work, at all points trying to "make the connection" between our classroom and community work. In asking what literacy really means and what it means to be "democratic educators" in both spheres, we will challenge the distinction between classroom and community as an artifact of the modern research university. Reading: literary texts, sociological and educational theory, literacy studies. 2 papers, 2 presentations.

EngL 3883V Honors Thesis
A-F only, 1-4 credit(s), max credits 4, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Goldberg, Brian B
Description: Student may contact the instructor or department for information.

EngL 3960W Senior Seminar: Close Reading
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Ismail, Qadri M
Description: Student may contact the instructor or department for information.

EngL 3960W Senior Seminar: The Image on the Page
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Hancher, Michael
EngL 3960W Senior Seminar
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Lee, Josephine D
Description: Student may contact the instructor or department for information.

EngL 3960W Senior Seminar: The Literature of Rock and Roll Music
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Gonzalez, Ramon
Description: Student may contact the instructor or department for information.

EngL 3960W Senior Seminar: The Western
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Craig, Siobhan S
Description: Student may contact the instructor or department for information.

EngL 3993 Directed Study
OPT No Aud, 1-4 credit(s), max credits 8;
Instructor: STAFF
Description: Guided individual study. Open to qualified students for one or more semesters. Before receiving permission to register, students submit to the English Undergraduate Studies office a signed contract using the CLA "Student/Faculty Learning Contract" available in all CLA offices.

EngL 4003 History of Literary Theory
A-F only, 3 credit(s);
Instructor: Brown, Tony C.
Description: Student may contact the instructor or department for information.

EngL 4232 American Drama by Writers of Color
A-F only, 3 credit(s);
Instructor: Lee, Josephine D
Description: This course will concentrate on selected works by African American, Latino, American Indian, and Asian American playwrights. Our central question will be how racial and ethnic differences are integral to shaping different visions of 'American theater,' We will also examine larger issues such as the history of minority and ethnic theaters, the politics of casting, and the mainstreaming of the playwright of color.
Style: 20% Lecture, 80% Discussion.
Grading: 75% reports/papers, 25% class participation.

EngL 4613 Old English II
3 credit(s);
Instructor: Scheil, Andrew
Description: The second semester of Old English is devoted to a full translation and study of the great Anglo-Saxon epic "Beowulf." J.R.R. Tolkien wrote of the poem that "its maker was telling of things already old and weighted with regret, and he expended his art in making keen that touch upon the heart which sorrows have that are both poignant and remote." "Beowulf" is an exciting tale of strife and heroism; but it is also a subtle meditation upon the character of humanity as it struggles to understand the hazards of a harsh world, the inscrutability of fate, and the nature of history itself. "Beowulf" is not only important for a detailed understanding of Anglo-Saxon culture, but it is also a significant and moving poetic achievement in the context of world literature. We will read and translate the poem in the original Old English; thus ENGL 4612 (or a similar course resulting in a basic reading knowledge of Old English) is a prerequisite. "Beowulf" has been the object of intensive scholarly study; we will delve into the debates over the poem's date, genesis, manuscript and historical context and critical interpretation. Spending an entire semester studying one complex work can be an invaluable experience. Please contact the instructor for any questions concerning the prerequisite.
Style: 25% Lecture, 75% Discussion.
Grading: 20% final exam, 30% reports/papers, 10% quizzes, 40% class participation.
Exam Format: translation and essays

EngL 5090 Readings in Special Subjects
1-4 credit(s), max credits 9, 3 completions allowed; grad student or instr consent Credit will not be granted if credit has been
received for: ENGL 5100;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

EngL 5110 Readings in Middle English Literature and Culture: Chaucer
3 credit(s), max credits 9, 3 completions allowed; Grad student or instr consent credit will not be granted if credit received for:
5210 Credit will not be granted if credit has been received for: ENGL 3110;
Instructor: Cihlar, James Jay
Description: Student may contact the instructor or department for information.

EngL 5140 Readings in 18th Century Literature and Culture: The Animal, The Savage, and The Exotic
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ENGL 3141;
Instructor: Brown, Tony C.
Description: Student may contact the instructor or department for information.

EngL 5597 Harlem Renaissance
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: AFRO 4597;
Instructor: Wright, John S
Description: A multidisciplinary review of the Jazz Age's Harlem Renaissance: literature, popular culture, visual arts, political journalism, and major black and white figures.

EngL 5711 Introduction to Editing
4 credit(s);
Instructor: STAFF
Description: If the media doomsayers are right, editing is a dying craft. Right now, polytechnic institutes are training the next generation of copyeditors in Bangalore. Newspapers are shedding weight like dueling celebs in an US photospread. Bloggers are proving that no one need come between a rant and a reader. (Granted, they're doing it one typo at a time.) But someone, somewhere, has to generate that alumni magazine, the St. Paul Saints season guide, and the co-op newsletter. In other words, a demand persists in the American marketplace for someone who knows how to turn slop into steak. In this class, we'll study editing as a process, a protocol, and a philosophy. To elaborate, we'll study the conventions of editing (grammar, story, and style) and we'll meet professionals who do it well. (Fall '08 guests included the editor in chief of the Minnesota Historical Society Press, the art director of City Pages, the media analyst at MinnPost, and an executive employment lawyer at U.S. Bancorp.) We'll analyze why creative collaboration can feel like a playground brawl. Mostly, using real, raw manuscripts from newspapers, magazines, and books, we'll practice how to screw up the written word—with the ultimate goal of screwing up a little less.

EngL 5711 Introduction to Editing
4 credit(s);
Instructor: Zuckerman, Jeffrey Jay
Description: This section is offered entirely online through Online and Distance Learning (ODL), College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions.
You may be wondering whether this course can help you if you are interested in magazine and newspaper editing. Although you will be focusing on nonfiction texts, the skills you learn here will apply to other areas of editing. All editing requires that you exhibit creativity, clarity, and consistency. This course will also help you become a better editor of your own writing and a more perceptive and intelligent reader of other's writing. You will begin to note how authors put words together, use punctuation, and construct sentences and paragraphs. You will come to appreciate the well-chosen word, the well-turned phrase, the considered opinion, the persuasive argument.
Style: 100% Web Based.
Grading: 25% final exam, 70% written homework. Practice exam (5%)

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Clayton, Tom
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Wright, John S
Description: Student may contact the instructor or department for information.
EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Baxter, Charles Roger
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Sirc, Geoffrey Michael
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Damon, Maria
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Daigre, Eric Stephen
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Glasgow, Kathleen A
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Ismail, Qadri M
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Hirsch, Gordon D
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Sugnet, Charles J
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Hancher, Michael
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Lee, Josephine D
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Elfenbein, Andrew
Description: Student may contact the instructor or department for information.
Instructor: Schumacher, Julie  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Escur, Genevieve J  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Luke, David B  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Messer-Davidow, Ellen  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Watkins, John  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Garner, Shirley Nelson  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Fitzgerald, M. J  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Hamp, Patricia  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Sprengnether, Madelon M  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Rabinowitz, Paula  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Haley, David B  
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research  
1-3 credit(s), max credits 45, 15 completions allowed;  
Instructor: Brennan, Timothy Andres  
Description: Student may contact the instructor or department for information.
EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Scandura, Jani
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Cucullu, Lois B
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Craig, Siobhan S
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Krug, Rebecca L
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Goldberg, Brian B
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Farber, Lianna
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Tinsley, Omise'ke Natasha
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Brown, Tony C.
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Scheil, Andrew
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Scheil, Katherine West
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Matar, Nabil I
Description: Student may contact the instructor or department for information.
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Rabinowitz, Paula
Description: This course looks at repositories of memory documentary film, museum and archival collections, sites of remembrance. It seeks out the stuff contained within them as it tries to shear off bits for the sake of producing new forms of understanding. Each form encodes history even as it fragments its narrative into millions of bits and pieces. The course will use the laboratories of archives and museums available in the Twin Cities and online to build students’ archives; it will seek to examine the practices that go into using, cataloguing, retrieving and excising the materials and traces of lived history. The course will thus be at once a hands-on encounter with the document, archive, museum and monument as well as a theoretical investigation of their origins, function and meaning to contemporary culture. Readings include: works by Michel Foucault, Jacques Derrida, Carolyn Steedman, Henry James, Michael Renov among others as well as readings in museum studies, locations of cultural memorializing, theories of documentary, the archive, and memory.
Style: 5% Film/Video, 60% Discussion, 15% Student Presentation, 15% Field Trips, 5% Guest Speakers.
Grading: 70% reports/papers, 30% special projects.

EngL 8090 Seminar in Special Subjects: Translation Unbound
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Morris, Leslie C
Description: Student may contact the instructor or department for information.

EngL 8110 Seminar: Medieval Literature and Culture: The Romance of the Rose
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Franklin-Brown, Mary
Description: Student may contact the instructor or department for information.

EngL 8510 Studies in Criticism and Theory: Electronic Text
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Hancher, Michael
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Clayton, Tom
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Wright, John S
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Baxter, Charles Roger
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Sirc, Geoffrey Michael
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Damon, Maria
Description: Student may contact the instructor or department for information.
EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Ismail, Qadri M
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Hirsch, Gordon D
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Sugnet, Charles J
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Hancher, Michael
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Lee, Josephine D
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Elfenbein, Andrew
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Schumacher, Julie
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Escure, Genevieve J
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Luke, David B
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Messer-Davidow, Ellen
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Watkins, John
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Garner, Shirley Nelson
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Fitzgerald, M. J
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Hampl, Patricia
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Sprengnether, Madelon M
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Rabinowitz, Paula
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Haley, David B
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Ross Jr, Donald
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Brennan, Timothy Andres
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Scandura, Jani
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Gonzalez, Ramon
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Cucullu, Lois B
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Craig, Siobhan S
Description: Student may contact the instructor or department for information.
EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Krug, Rebecca L
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Goldberg, Brian B
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Farber, Lianna
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Tinsley, Omise'eke Natasha
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Brown, Tony C.
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Scheil, Andrew
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Scheil, Katherine West
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Matar, Nabil I
**Description:** Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
**Instructor:** Campion, Peter
**Description:** Student may contact the instructor or department for information.

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**English: Creative Writing** 222 Lind Hall

**EngW 1102 Introduction to Fiction Writing**
3 credit(s);
**Instructor:** STAFF
**Description:** Introductory course in the art and craft of reading and writing fiction. Students will read a variety of classic and contemporary fiction. Students will be responsible for composing original stories; writing comments on student work; workshop participation; attendance at a literary reading; and a final portfolio of fiction.
**Style:** 25% Lecture, 50% Discussion.
**Exam Format:** Revised stories/Final Portfolio

**EngW 1103 Introduction to Poetry Writing**
3 credit(s);
Instructor: STAFF
Description: Introductory course in the art and craft of reading and writing poetry. Students will read and analyze contemporary and classic works of poetry while also constructing and revising their own poetry. Students will be responsible for crafting original poetry; commenting on student work; workshop participation; attendance at a literary reading; short presentations and/or papers; a final portfolio of poetry.
Style: 25% Lecture, 50% Discussion. workshop
Exam Format: Revised poems/final portfolio

EngW 1104 Introduction to Literary Nonfiction Writing
3 credit(s);
Instructor: STAFF
Description: Introductory course in the art and craft of reading and writing literary nonfiction. Students will read and analyze contemporary and classic nonfiction literary works (essays, memoir, biography, autobiography, short-shorts) and also construct and revise their own nonfiction pieces. Students will be responsible for drafting original works of nonfiction; commenting on student work; workshop participation; attendance at a literary reading; short papers and/or presentations; a final portfolio of nonfiction.
Style: 50% Discussion, 50% Laboratory. workshop
Exam Format: Revised nonfiction/final portfolio of nonfiction

EngW 3102 Intermediate Fiction Writing
3 credit(s);
Instructor: STAFF
Description: Intermediate course in the art and craft of reading/writing fiction for students with previous experience in fiction writing. Students will read and analyze contemporary and classic short fiction and also construct their own stories. Students will be responsible for written comments on student work; workshop participation; attendance at a literary reading; some short papers and presentations; and a final portfolio of short fiction.
Style: 25% Lecture, 50% Discussion. workshop
Grading: Revised fiction/final portfolio of fiction

EngW 3102 Intermediate Fiction Writing
3 credit(s);
Instructor: Daniel,Judith A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The short story is a fascinating and very appealing form, particularly for American writers. Perhaps it is our history of discord, social upheaval, our restlessness and need for constant change that makes us so at home with a form that is short, intense, concentrated, and versatile. Whatever the reason, American writers of the past two hundred years have developed the short story form into a national treasure. From the wonderfully rambling descriptions of Washington Irving, whose dislocated citizen, Rip Van Winkle, slept through the Revolutionary War, to John Cheever's dislocated Neddy Merrill, who fast forwards into his own future, the American short story bristles with life and energy as it charts, more accurately than our history books, our world view, our lives, and our sense of who we are and what we are becoming.
Style: This is a printed correspondence section.
Grading: Your course grade will be based on your written assignments. 1, 2, 3, and 5 = 40% 4 and 6 (the first and final drafts of your short story) = 60% If you elect S/N grading, you must average at least a C- to earn a grade of S.
Exam Format: No exams

EngW 3104 Intermediate Poetry Writing
3 credit(s);
Instructor: STAFF
Description: This intermediate level course is for writers who have some previous experience in writing poetry. The course will focus on craft and stylistic techniques using writing exercises and readings from a range of poets writing in different forms. The workshop portion of the class will be devoted to developing individual student work; student critiques; some short papers and presentations; attendance at one literary reading; final portfolio of poetry.
Style: 25% Lecture, 50% Discussion. workshop
Exam Format: Final portfolio of poems

EngW 3106 Intermediate Literary Nonfiction Writing
3 credit(s);
Instructor: STAFF
Description: This intermediate level course is for students who have some experience writing literary nonfiction: memoir, essay,
biography, etc. Students will read and analyze contemporary and classic nonfiction works while also constructing and revising their own nonfiction writing. Written comments on student work, workshop participation, some short papers and presentations, attendance at a literary reading and a final portfolio of nonfiction writing.

**Style:** 25% Lecture, 50% Discussion.

**Exam Format:** revised nonfiction/final portfolio of nonfiction

**EngW 3110 Topics in Creative Writing: Journaling into Fiction**

3 credit(s), max credits 9, 3 completions allowed;

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework.

**Exam Format:** No exams

**EngW 3110 Topics in Creative Writing: Journaling into Fiction**

3 credit(s), max credits 9, 3 completions allowed;

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework.

**Exam Format:** No exams

**EngW 3110 Topics in Creative Writing: Journaling into Fiction**

3 credit(s), max credits 9, 3 completions allowed;

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework.

**Exam Format:** No exams

**EngW 3110 Topics in Creative Writing: Journaling into Fiction**

3 credit(s), max credits 9, 3 completions allowed;

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework.

**Exam Format:** No exams
exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section,

**Grading:** 100% written homework.

**Exam Format:** No exams

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**EngW 3960W Writing Workshop for Majors: Fiction**

A-F only, 4 credit(s);Meets CLE req of Writing Intensive

**Instructor:** Schumacher, Julie

**Description:** Student may contact the instructor or department for information.

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**EngW 3960W Writing Workshop for Majors: Fiction/Nonfiction**

A-F only, 4 credit(s);Meets CLE req of Writing Intensive

**Instructor:** McPherson, Edward

**Description:** Student may contact the instructor or department for information.

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**EngW 5130 Topics in Advanced Creative Writing: Virginia Woolf**

4 credit(s), max credits 16, 4 completions allowed;

**Instructor:** Fitzgerald, M. J

**Description:** For this class, which both literature graduates, cultural studies graduates and creative writing graduates are welcome to join, we will be reading Woolf's three major "modernist" novels, Mrs Dalloway, To The Lighthouse and The Waves, and discussing not only the novels themselves, but their relevance for today's readers and writers. Around this core I plan to create a syllabus that will depend on students' interests and curiosity. As you sign up for the class, I will expect an e-mail from you (with WOOLF on the subject line) letting me know in one paragraph what else either by her or about her you would like the class to read and talk about: we can read Flush, The Diaries, The Common Reader, Quentin Bell's book on her or Hermione Lee's book on her. We can read anything that you have found problematic or interesting. Or that you have always wanted to read and have not yet read. The more varied, the more fun, so don't be afraid: the Literature scholars among you will have as much to contribute as the Cultural Studies Scholars, and the Creative Writers will bring their own particular contributions. The core of the class is an exploration of the woman, her time and her writing. Senior undergraduates are also welcome to submit an essay to apply, and will be accepted on an individual basis. Please leave the essays in the CW office.

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**EngW 5202 Journal and Memoir Writing**

3 credit(s);

**Instructor:** Galt, Margot Kriel

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Remembering incidents and facts, mulling them over in the present, and extracting insights from them is one of a writer's most important activities. As a result of taking this course, you will be able to brainstorm material from your memory; use a journal to develop writing; draft memoir prose, employing principles of literary variety, appropriate diction, sensuous description, narrative momentum, poetic and thematic shaping, and suitable metaphor; employ principles of revision; use the response of readers or listeners to improve your work; identify and appreciate works of memoir by earlier and contemporary authors; and begin to understand how racial and ethnic differences affect the stories people tell about themselves.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework. The first submission is ungraded. The following three submissions are weighted equally. However, if there is a dramatic improvement during the course, later submissions will be given more weight than earlier ones.

**Exam Format:** No exams

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**EngW 5205 Screenwriting**

4 credit(s);

**Instructor:** STAFF

**Description:** A hands-on advanced workshop for students with experience in creative writing and/or a working knowledge of basic screenplay format. Students' scripts-in-progress may be either a complete short film or an excerpt from a feature-length film. Class critiques will emphasize issues of imagery, characterization, plot and structure, as well as creative process within screenwriting. Also expect in-class screenings, guests, and nuts and bolts discussion about story pitches, synopses and other vagaries of the professional industry. For advanced undergraduates, graduate students, and writers from the community interested in continuing education. Ask for a permission number in 222 Lind Hall.

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**EngW 5993 Directed Study in Writing**
EngW 8110 Seminar: Writing of Fiction: AntiNarrative Lyric Gestures in Narrative Fiction
4 credit(s), max credits 16, 4 completions allowed;
Instructor: Glasgow,Kathleen A
Description: This year we'll concern ourselves with narrative gaps, stop-time effects, nested narratives—all those devices that break up linear plots and reverse or stop the flow of time and events. My assumption is that the wish to stop time is often as strong as the wish to know what happens next. We'll read some of the following: Lydia Davis' translation of Madame Bovary, Virginia Woolf's To the Lighthouse, Bulgakov's The Master and Margarita, Calvino's Invisible Cities, Janet Kauffman's Collaborators, and several others, ending up with Teju Cole's Open City, Delillo's Point Omega, and Lydia Davis's own The End of the Story. This course will fulfill the Seminar requirement or a literature/language requirement.

EngW 8110 Seminar: Writing of Fiction: AntiNarrative Lyric Gestures in Narrative Fiction
4 credit(s), max credits 16, 4 completions allowed;
Instructor: Baxter,Charles
Description: This year we'll concern ourselves with narrative gaps, stop-time effects, nested narratives—all those devices that break up linear plots and reverse or stop the flow of time and events. My assumption is that the wish to stop time is often as strong as the wish to know what happens next. We'll read some of the following: Lydia Davis' translation of Madame Bovary, Virginia Woolf's To the Lighthouse, Bulgakov's The Master and Margarita, Calvino's Invisible Cities, Janet Kauffman's Collaborators, and several others, ending up with Teju Cole's Open City, Delillo's Point Omega, and Lydia Davis's own The End of the Story. This course will fulfill the Seminar requirement or a literature/language requirement.

EngW 8120 Seminar: Writing of Poetry: Poetry and the Visual Arts
4 credit(s), max credits 8;
Instructor: Campion,Peter
Description: This class will explore the connections, as well as the differences, between poetry and the visual arts. Our reading list will move chronologically, as we consider the birth and growth of modern art and poetry, from the 19th century to the present. We'll focus on such poets as Browning, Baudelaire, Rilke, and Frank O'Hara. We'll also read art criticism, visit museums and galleries, and participate in writing and discussion. Students will work toward a final, creative project that engages with visual art and culture.

EngW 8130 Seminar: Writing of Literary Nonfiction
4 credit(s), max credits 8;
Instructor: Gonzalez,Ramon
Description: This course is a non-fiction writing class where we will respond to some issues in American pop culture. Each student will write four essays during the semester. They can be in first person, based on your personal experiences and views, or they can be more objective and investigative. The reading list, films, and music will range across topics like rock and roll, the apocalypse, science fiction, cyber space, games, and the role of the writer in pop culture. We will look at how the cultural geek, the rock star, and the computer nerd are often shaped by mass audiences and regularly brought down by fan expectations they can't meet. There will be a debate on "retro" trends and how writers responds to a media driven cultural circus, a complex field that often leads to first publication in a writing career. Individual and group presentations, films, and music will balance the intense discussion of the texts. Cultural snobbery will be required.

EngW 8170 MFA Practicum: EngW 1101W
S-N only, 3 credit(s);
Instructor: Campion,Peter
Description: Student may contact the instructor or department for information.

Entomology 219 Hodson Hall

Ent 1905 Topics: Freshman Seminar
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ferrington Jr,Leonard Charles
Description: Student may contact the instructor or department for information.

Ent 4015 Ornamentals and Turf Entomology
3 credit(s);
Instructor: Hahn, Jeffrey Dean
Description: Student may contact the instructor or department for information.

Ent 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: Professional experience in entomology firms or government agencies through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

Ent 5021 Insect Taxonomy and Phylogeny
4 credit(s);
Instructor: Holzenthal, Ralph W
Description: Insects are the most diverse group of organisms on Earth with almost 1 million described species. Millions more remain to be described, especially in tropical regions of the world. Insects come in a remarkable array of sizes, colors, and shapes. Taxonomists use this morphological complexity as the primary means of identifying insects, but also for inferring evolutionary relationships. In this course, we will learn how to identify insects, explore methods of collection and curation of insects, discuss their evolutionary relationships, see how insects fit in the natural world, and discuss exciting new efforts to inventory and conserve the remarkable diversity of insects. Text books: Grimaldi, D., and M.S. Engel. 2005. Evolution of Insects. Cambridge University Press. New York. 755 pp. Borror, D.J., and R.E. White. 1970. A Field Guide to the Insects. Peterson Field Guide Series. Houghton Mifflin Co. New York. 404 pp.
Style: 50% Lecture, 50% Laboratory.
Grading: 25% mid exam, 25% final exam, 50% quizzes.
Exam Format: Essay

Ent 5121 Applied Experimental Design
4 credit(s); Stat 5021 or equiv or instr consent
Credit will not be granted if credit has been received for: AGRO 5121;
Instructor: Ehlke, Nancy Jo
Description: This class is designed for graduate students interested in developing practical statistical research skills beyond topics covered in Applied Statistical Analysis (STAT 5021). Successful students will learn central principles in sampling, experimental design, and statistical analysis, and will learn to recognize and analyze results from experimental designs that are commonly used in agricultural, food and natural resource sciences. Students will be able to generate testable hypotheses, organize a work plan to collect research data, and analyze results using appropriate software such as R, SAS, Excel and others as appropriate for specific designs. The course consists primarily of lectures on basic concepts and applications, and discussion sections focus on problem sets, lecture topics that require additional depth, and student projects, as student needs dictate. Grades are based on seven problem sets (10% each) and a semester design project (30 %) tailored to individual student research interests.

Ent 5341 Biological Control of Insects and Weeds
3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Heimpel, George Eugene
Description: Student may contact the instructor or department for information.

Ent 5361 Aquatic Insects
A-F only, 4 credit(s);
Instructor: Ferrington Jr, Leonard Charles
Description: This course is designed for upper level undergraduate (junior and senior) and graduate students with interests in General Biology, Entomology, Aquatic Ecology, Limnology, Water Resources or Conservation Biology. Course content includes lectures, independent readings, and laboratory and field exercises. Students with no previous formal training in Entomology are encouraged to enroll, as an overview of basic entomological concepts will be presented during the first few weeks of class. The text will be Merritt & Cummins (eds), &quot;An Introduction to the Aquatic Insects of North America&quot; Third Edition (1996), and photocopies of selected journal articles will be provided. Lectures will focus on taxonomy, external morphology, life cycles, mating and foraging behaviors, evolution and natural history of insect orders with aquatic species. Lab work will consist of learning to use identification guides and published keys to identify aquatic insects to Order, family, and in some instances, genus. Field exercises will consist of general collecting methods for lake and stream or river sampling, plus qualitative surveys of local habitats. Uses of aquatic insects in determining water quality and impact of pollutants will also be discussed. A collection of aquatic insects, identified to family, is required. This class is web enhanced. URL will be provided first day of class.
Style: 50% Lecture, 50% Laboratory. All lectures in Power Point format and electronic copies available to students.
Grading: 20% final exam, 20% quizzes, 20% laboratory evaluation, 40% other evaluation. There will be two mid-semester exams counting 20% each.
Exam Format: Take home, with combination of multiple choice and short answer essay
Ent 5900 Basic Entomology  
1-6 credit(s), max credits 12;  
Instructor: STAFF  
Description: Opportunity to make up certain deficiencies in biological background.

Ent 5910 Special Problems in Entomology  
1-6 credit(s), max credits 10, 10 completions allowed;  
Instructor: STAFF  
Description: Individual field, lab, or library studies in various aspects of entomology.

Ent 5920 Special Lectures in Entomology  
1-3 credit(s), max credits 9, 3 completions allowed;  
Instructor: STAFF  
Description: Lectures or laboratories in special fields of entomological research given by a visiting scholar or regular staff member.

Ent 8041 Advanced Insect Genetics  
2 credit(s);  
Instructor: Fallon, Ann M  
Description: Student may contact the instructor or department for information.

Ent 8200 Colloquium in Social Insects  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Spivak, Marla  
Description: Student may contact the instructor or department for information.

Ent 8300 Graduate Seminar  
S-N only, 1 credit(s);  
Instructor: Moon, Roger Dean  
Description: This course is intended for Entomology graduate students who need to satisfy their seminar requirement. Students in MS and PhD programs are required to present a thesis proposal seminar in a public seminar to the department. PhD students are also required to present an instructional seminar, where they are to review a non-thesis topic of their choice. Seminars of both kinds are usually scheduled and hosted as a part of the Entomology's Tuesday afternoon seminar series.  
Style: 100% Student Presentation.  
Grading: 100% reports/papers.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Venette, Robert C  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Fallon, Ann M  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Weller, Susan J.  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Krischik, Vera Aber  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Mesce, Karen A
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Munderloh, Ulrike G
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Andow, David
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Holzenthal, Ralph W
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Kurtti, Timothy J
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Ostlie, Kenneth R
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Spivak, Marla
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Hutchison PhD, William D.
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Moon, Roger Dean
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Heimpel, George Eugene
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Kells, Stephen A
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Aukema, Brian Henry
Description: Student may contact the instructor or department for information.
Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Tinerella, Paul P  
Description: Student may contact the instructor or department for information.

Entrepreneurship  
3-306 Carlson School of Management

Entr 6020 Business Formation  
A-F only, 4 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Entr 6021 Preparing and Implementing the Business Plan  
A-F only, 2 credit(s), max credits 4, 1 completion allowed;  
Instructor: Nyman, Martin Frederick  
Description: Student may contact the instructor or department for information.

Entr 6023 Financing Business Ventures  
A-F only, 4 credit(s);  
Instructor: Fine, Alan Raymond  
Description: Student may contact the instructor or department for information.

Entr 6036 Managing the Growing Business  
A-F only, 2 credit(s);  
Instructor: Pavone, Carla  
Description: Business growth can be as problematic as it may be desirable. High growth can outstrip management and operational capacity while it eats up working capital. On the other hand, growth can provide the scale and financial returns necessary for long-term success. This course will focus on strategies to sustain the business while it grows. We will address the following: - The dynamics of growth - why it can be both a curse and a blessing - How business models change with growth - Organizational, operational and financial growth strategies By the end of this course, participants should be able to: - Identify the stages of venture growth - Determine the organizational, operational and financial levers that enable aggressive yet sustainable growth - Apply analytic tools to assess and increase the sustainability of growth.

Entr 6037 Corporate Venturing  
A-F only, 2 credit(s);  
Instructor: Nord, Tobin Lawrence  
Description: Student may contact the instructor or department for information.

Entr 6041 New Product Design and Business Development  
A-F only, 2-4 credit(s), max credits 10, 3 completions allowed; MBA student Credit will not be granted if credit has been received for: ME 8221;  
Instructor: Nord, Tobin Lawrence  
Description: Student may contact the instructor or department for information.

Entr 6041 New Product Design and Business Development  
A-F only, 2-4 credit(s), max credits 10, 3 completions allowed; MBA student Credit will not be granted if credit has been received for: ME 8221;  
Instructor: Durfee, William K  
Description: See web site for course description.

Environmental Sciences, Policy, and Management

ESPM 1011 Issues in the Environment  
3 credit(s); Meets CLE req of Environment  
Instructor: Knight, Joe  
Description: This course is an introductory survey of environmental issues that explores the connections between environmental sciences, policy, and management. The course begins by reviewing scientific, ethical, and economic approaches to environmental
decision-making, but our primary focus will be scientific. Then we'll conduct a short review of ecology, focusing on case studies involving threats to biological diversity. Finally, we'll apply these perspectives to prominent environmental issues, including human population growth, resource consumption, land management (e.g., forestry, agriculture), pollution, and energy use. The course is intended for first-year students majoring in Environmental Sciences, Policy, and Management (ESPM), and for all students who are interested in the environment and wish to satisfy the University's liberal education theme for Environment. The course has no prerequisites and is appropriate for students with little or no scientific background.

**Style:** 65% Lecture, 5% Film/Video, 15% Discussion, 15% Small Group Activities.

**Grading:** 55% mid exam, 18% quizzes, 27% written homework. There will be 3 short writing assignments.

**Exam Format:** We will have three 40-point exams (non-cumulative) that will test your knowledge of the topics covered in the textbook and lectures. Exams will include a combination of multiple-choice, true/false, matching, and short-answer questions.

**ESPM 1012H Environmental Science and Society**

**A-F only, 3 credit(s); Meets CLE req of Environment**

**Instructor:** Tinerella, Paul P

**Description:** Selection of current and past environmental issues affecting our daily lives. Review and use of scientific methodology to investigate, understand, and work towards resolve of those issues. Global biogeochemical cycles (e.g., carbon, nitrogen, water) and impacts/effects on our changing planet. Exploration of scientific and social approaches to investigation of environmental issues. Visits to selected UMN laboratories and regional field trips.

**ESPM 1425 The Atmosphere**

**A-F only, 4 credit(s); High school algebra**

Credit will not be granted if credit has been received for: GEOG 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences

**Instructor:** Snyder, Peter K

**Description:** Student may contact the instructor or department for information.

**ESPM 1905 Freshman Seminar: State of the World 2012**

1 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Cooper, Terence H

**Description:** Student may contact the instructor or department for information.

**ESPM 2021 Environmental Sciences: Integrated Problem Solving**

**A-F only, 3 credit(s);**

**Instructor:** Davenport, Mae Allen

**Description:** Environmental issues facing the world today are increasingly complex. Global climate change, air and water quality, forest and agricultural production, and species conservation require an ability to conceptualize problems broadly so that solutions may be crafted to address a multitude of perspectives and considerations. Solutions will require the ability to structure problems that are ill-defined, ambiguous and ever-changing, and that incorporates input from multiple disciplines. Employers are increasingly seeking individuals with the ability to work in teams to resolve these complex problems and to contribute to the creation of new knowledge. For this reason, it is important that Environmental Sciences, Policy, and Management (ESPM) graduates develop strategies for resolving problems. This course will challenge you to frame environmental problems working in interdisciplinary teams and to develop a "tolerance for ambiguity" that will carry forward in upper division courses and in your professional pursuits.

**Style:** 5% Lecture, 15% Discussion, 50% Small Group Activities, 5% Student Presentation, 25% Demonstration. Group and individual problem solving activities

**Grading:** 20% reports/papers, 20% written homework, 25% reflection paper, 25% problem solving, 10% other evaluation. Peer assessment of team contributions to inform instructor evaluations

**Exam Format:** Demonstration of team problem solving of a given environmental situation

**ESPM 2021 Environmental Sciences: Integrated Problem Solving**

**A-F only, 3 credit(s);**

**Instructor:** Becker, Dennis R

**Description:** Environmental issues facing the world today are increasingly complex. Global climate change, air and water quality, forest and agricultural production, and species conservation require an ability to conceptualize problems broadly so that solutions may be crafted to address a multitude of perspectives and considerations. Solutions will require the ability to structure problems that are ill-defined, ambiguous and ever-changing, and that incorporates input from multiple disciplines. Employers are increasingly seeking individuals with the ability to work in teams to resolve these complex problems and to contribute to the creation of new knowledge. For this reason, it is important that Environmental Sciences, Policy, and Management (ESPM) graduates develop strategies for resolving problems. This course will challenge you to frame environmental problems working in interdisciplinary teams and to develop a "tolerance for ambiguity" that will carry forward in upper division courses and in your professional pursuits.

**Style:** 5% Lecture, 15% Discussion, 50% Small Group Activities, 5% Student Presentation, 25% Demonstration. Group and individual
problem solving activities

Grading: 20% reports/papers, 20% written homework, 25% reflection paper, 25% problem solving, 10% other evaluation. Peer assessment of team contributions to inform instructor evaluations

Exam Format: Demonstration of team problem solving of a given environmental situation

ESPM 2041 Natural Resources Consumption and Sustainability
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Hill, Jason David
Description: This course examines the use of natural resources as raw materials for industrial and economic development and the impact of their use on the environment. Topics covered include global trends in population growth, economic growth, agricultural production, and consumption of food, energy, water, minerals, and wood. Methods for quantifying the impact of human activities on their environment will be described along with mechanisms for balancing consumption and environmental needs. The goal of this course is to provide students with a framework to think critically about complex environmental problems and sustainable solutions in a diverse global economy.

ESPM 3000 Seminar on Current Issues for ESPM: Food and Soils: Local to Global
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cooper, Terence H
Description: Student may contact the instructor or department for information.

ESPM 3011W Ethics in Natural Resources
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Guiney, Peggy Savanick
Description: Often, in our goal-oriented society, little time and thought is given to considering WHY we approach the natural world in the way we do. In this course, you will have the opportunity to explore the ?why?s? that motivate humans to action. What are the fundamental value differences that cause intractable resource conflicts? How can you help people find win-win solutions? The course is designed to explore natural resource issues in the context of environmental ethics.

Style: 30% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 10% Service Learning.

ESPM 3011W Ethics in Natural Resources
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Bleser, Claire Seriesyssol
Description: Often, in our goal-oriented society, little time and thought is given to considering WHY we approach the natural world in the way we do. In this course, you will have the opportunity to explore the ?why?s? that motivate humans to action. What are the fundamental value differences that cause intractable resource conflicts? How can you help people find win-win solutions? The course is designed to explore natural resource issues in the context of environmental ethics.

Style: 30% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 10% Service Learning.

ESPM 3031 Applied Global Positioning Systems for Geographic Information Systems
A-F only, 3 credit(s); Intro GIS course, [jr or sr] Credit will not be granted if credit has been received for: ESPM 5031;
Instructor: Jenks, Andrew Carl
Description:

ESPM 3111 Hydrology and Water Quality Field Methods
A-F only, 3 credit(s); 4061 or EEB 4601 or GEO 4601 or FR 3114 Credit will not be granted if credit has been received for: ESPM 5111;
Instructor: Magner, Joe
Description: This course is about applied methods used by the industry to define hydrology and water quality. Most of the time we will be on a field trip to learn about flood forecasting, using water quality sondes, CR10’s, auto-samplers, sampling monitoring wells, surveying stream channels and measuring streamflow. You will be required to think & write about system design. Plan on attending at least one weekend field trip in April.

Style: 20% Lecture, 50% Field Trips, 30% Guest Speakers.
Grading: 35% final exam, 20% reports/papers, 35% quizzes, 10% attendance.
Exam Format: Take-home, problem solving

ESPM 3131 Environmental Physics
A-F only, 3 credit(s);
Instructor: Mulla, D J  
Description: Student may contact the instructor or department for information.

ESPM 3202W Environmental Conflict Management, Leadership, and Planning  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 5202; Meets CLE req of Writing Intensive  
Instructor: Nelson, Kristen  
Description:  

ESPM 3221 Soil Conservation and Land-Use Management  
3 credit(s);  
Instructor: Wheeler, Daniel B  
Description: Student may contact the instructor or department for information.

ESPM 3241W Natural Resource and Environmental Policy  
3 credit(s); Credit will not be granted if credit has been received for: ESPM 5241; Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences; meets CLE req of Writing Intensive  
Instructor: Becker, Dennis R  
Description: This course examines the political and administrative processes at play in the use of natural resources and protection of the environment. The focus is on exposing students to the processes by which fundamental disagreements over how the conservation and management of natural resources are addressed by different stakeholders, private-sector interests, government agencies and institutions, communities, and non-profit organizations. The course develops student understanding of and appreciation for the fundamental concepts of natural resource policy, the policy process, and social science methodologies used to assess policy choices. Relevant laws and institutions will be reviewed. Student will also be exposed to basic scientific tools and techniques for developing policy alternatives, evaluating existing natural resource polices, and methodologies for monitoring and adaptive management. Students will apply these concepts and scientific principles to a variety of contemporary issues through individual written assignments and team projects exploring aspects of problem definition, data collection, and the accretion of knowledge.  
Style: 40% Lecture, 45% Discussion, 15% Small Group Activities. Group and individual problem solving activities  
Grading: 15% mid exam, 25% final exam, 15% reports/papers, 25% special projects, 15% quizzes, 5% class participation.  
Exam Format: Some multiple choice and true/false with justification; focus is on essay questions

ESPM 3575 Wetlands Conservation  
3 credit(s); Credit will not be granted if credit has been received for: ESPM 5575;  
Instructor: Landwehr, Tom John  
Description:  
Style: 75% Lecture, 5% Small Group Activities, 5% Student Presentation, 5% Field Trips, 10% Guest Speakers.  
Grading: 15% mid exam, 30% final exam, 10% reports/papers, 20% special projects, 15% additional semester exams, 10% class participation.

ESPM 3601 Sustainable Housing--Community, Environment, and Technology  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HSG 3482; Meets CLE req of Technology and Society  
Instructor: Seavey, Robert Thomas  
Description: Perhaps you’ve noticed the high tech house on campus across from the Bell Museum. Will all housing be built with similar technologies in the future? Should it? Perhaps you’ve been in a neighborhood and wondered whether the residents ever see each other. How do housing practices and the choices we make about housing resources affect a sense of community? And what about the new and incredibly efficient but expensive LED light bulbs: are they worth it? As population continues to grow and as environmental issues become more pressing, it has become increasingly clear that some housing practices and technologies are more sustainable than others, and in this course you will learn about the challenges and choices we all face in creating and maintaining housing. Historically, we have mostly allowed people to do what they want on their own property, and to build without much thought to how natural events impact communities, but does this freedom carry an unsustainable cost to the surrounding environment, and to our communities? Housing is a basic necessity, and the knowledge you gain in this course is something you will use for the rest of your life.

ESPM 3602 Regulations and Corporate Environmental Management  
A-F only, 3 credit(s); APEC 1101 or ECON 1101 or 3261W Credit will not be granted if credit has been received for: ESPM 5602;  
Instructor: STAFF  
Description: Students will learn the basic principles and evolution of environmental regulatory development and implementation at U.S. national, state, and local levels as well as some introduction to international regulations. The course will emphasize the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to
environmental health. In particular, students will gain insight into the issues corporations need to deal with to achieve successful environmental management.

ESPM 3605 Recycling: Extending Raw Materials
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 5605; Meets CLE req of Technology and Society
Instructor: Barney, Brett M
Description: Student may contact the instructor or department for information.

ESPM 3703 Agroforestry in Watershed Management
3 credit(s); Credit will not be granted if credit has been received for: ESPM 5703;
Instructor: Zamora, Dioni Santos
Description: Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in poorer countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.
Style: 50% Lecture, 50% Discussion.
Grading: 60% reports/papers, 10% special projects, 10% in-class presentation, 20% class participation.

ESPM 4021W Problem Solving: Environmental Review
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Nater, Ed
Description: Class Room - Biological Sciences 64? a room designed for team teaching. Learn about the environmental review process; both at the national and state level - NEPA & MEPA Write actual environmental review documents. Learn the techniques used by consulting firms, local governments and state government that protect the environment when projects are proposed. The course is writing intensive and teams are used for many of the course projects. This course can prepare you for actual positions in the environmental review field.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Nelson, Kristen
Description: Student may contact the instructor or department for information.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Nerbonne, Julia Frost
Description: Student may contact the instructor or department for information.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Rosen, Carl Jay
Description: Student may contact the instructor or department for information.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Nater, Ed
Description: Student may contact the instructor or department for information.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Cooper, Terence H
Description: Student may contact the instructor or department for information.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Bleser, Claire Serieyssol
ESPM 4094 Directed Research
1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Rosen, Carl Jay
Description: Student may contact the instructor or department for information.

ESPM 4096 Professional Experience Program: Internship
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cuthbert, Francesca J
Description: Go to your Gold Pass account - left side to locate link to ESPM Internship form. Fill out form online and permission number will be sent to you.

ESPM 4096 Professional Experience Program: Internship
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cooper, Terence H
Description: Go to your Gold Pass account - left side to locate link to ESPM Internship form. Fill out form online and permission number will be sent to you.

ESPM 4256 Natural Resource Law and the Management of Public Lands and Waters
A-F only, 3 credit(s); 3241 or instr consent Credit will not be granted if credit has been received for: ESPM 5256;
Instructor: Enzler, Sherry Anne
Description:

ESPM 4607 Industrial Biotechnology and the Environment
A-F only, 3 credit(s); BIOL 1009, CHEM 1021 Credit will not be granted if credit has been received for: ESPM 5607;
Instructor: Sarkanen, Simo
Description: This course introduces non-science/engineering students to vital topics in biotechnology and biofuels: Energy from cellular metabolism; Photosynthesis and microbial hydrogen production; Gene cloning and protein production from cloned genes; Lignocellulose in plant cell walls; Transgenic plants for biofuels production
Style: 80% Lecture, 20% Discussion.
Grading: 70% quizzes, 30% class participation.
Exam Format: Seven biweekly quizzes with the questions in each selected from sets handed out one week in advance.

ESPM 4609 Air Pollution Impacts, Management, and Ethical Challenges
A-F only, 3 credit(s); [BIOL 1001 or BIOL 1009], [CHEM 1011 or CHEM 1015 or CHEM 1021], CHEM 1017 Credit will not be granted if credit has been received for: ESPM 5609; Meets CLE req of Civic Life and Ethics
Instructor: Janni, Kevin A
Description: Student may contact the instructor or department for information.

ESPM 4811 Environmental Interpretation
A-F only, 3 credit(s); Jr or sr or grad student Credit will not be granted if credit has been received for: ESPM 5811;
Instructor: Carlson PhD, Stephan Paul
Description:

ESPM 5019 Business, Natural Environment, and Global Economy
A-F only, 2 credit(s) Credit will not be granted if credit has been received for: MGMT 5019;
Instructor: Marcus, Alfred A
Description: This course addresses business strategies that affect the natural environment. Few disagree that the natural environment affects corporate management, that it potentially alters profit and loss statements. While many see it as a threat, others believe it presents business with an opportunity. This course addresses the following questions: ? How can environmental challenges be transformed from threats to opportunities? ? How can business produce win-win outcomes that are good for both business and the environment? ? When and under what conditions can the impacts of greening be positive for the firm and for society? The purpose of the course is to provide hands-on experience in trying to achieve win-win environmental solutions. Based on experience gained in this course you should be better prepared to align the social benefits of sustainability with the practical business needs of profitable growth.
Style: 50% Lecture, 10% Film/Video, 40% Discussion. There will be regular outside speakers.
Grading: 35% final exam, 10% reports/papers, 35% special projects, 20% class participation.
Exam Format: multiple choice

**ESPM 5031 Applied Global Positioning Systems for Geographic Information Systems**

A-F only, 3 credit(s); Grad student or instr consent credit will not be granted if credit received for: Biol 5501; Credit will not be granted if credit has been received for: ESPM 3031;

**Instructor:** Jenks, Andrew Carl

**Description:** Student may contact the instructor or department for information.

**ESPM 5111 Hydrology and Water Quality Field Methods**

A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 3111;

**Instructor:** Magner, Joe

**Description:** This course is about applied methods used by the industry to define hydrology and water quality. Most of the time we will be on a field trip to learn about flood forecasting, using water quality sondes, CR10’s, auto-samplers, sampling monitoring wells, surveying stream channels and measuring streamflow. You will be required to think & write about system design. Plan on attending at least one weekend field trip in April.

**Style:** 70% Field Trips, 30% Guest Speakers.

**Grading:** 40% mid exam, 40% final exam, 20% reports/papers.

**Exam Format:** Take-home, problem solving

**ESPM 5202 Environmental Conflict Management, Leadership, and Planning**

A-F only, 3 credit(s); Grad or instr consent Credit will not be granted if credit has been received for: ESPM 3202W;

**Instructor:** Nelson, Kristen

**Description:**

**ESPM 5241 Natural Resource and Environmental Policy**

3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 3241W;

**Instructor:** Becker, Dennis R

**Description:** This course examines the political and administrative processes at play in the use of natural resources and protection of the environment. The focus is on exposing students to the processes by which fundamental disagreements over how the conservation and management of natural resources are addressed by different stakeholders, private-sector interests, government agencies and institutions, communities, and non-profit organizations. The course develops student understanding of and appreciation for the fundamental concepts of natural resource policy, the policy process, and social science methodologies used to assess policy choices. Relevant laws and institutions will be reviewed. Student will also be exposed to basic scientific tools and techniques for developing policy alternatives, evaluating existing natural resource polices, and methodologies for monitoring and adaptive management. Students will apply these concepts and scientific principles to a variety of contemporary issues through individual written assignments and team projects exploring aspects of problem definition, data collection, and the accretion of knowledge.

**Style:** 40% Lecture, 45% Discussion, 15% Small Group Activities. Group and individual problem solving activities

**Grading:** 15% mid exam, 25% final exam, 15% reports/papers, 25% special projects, 15% quizzes, 5% class participation.

**Exam Format:** Some multiple choice and true/false with justification; focus is on essay questions

**ESPM 5256 Natural Resource Law and the Management of Public Lands and Waters**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 4256;

**Instructor:** Enzler, Sherry Anne

**Description:**

**ESPM 5601 Principles of Waste Management**

A-F only, 3 credit(s);

**Instructor:** Halbach, Thomas R.

**Description:** Student may contact the instructor or department for information.

**ESPM 5602 Regulations and Corporate Environmental Management**

A-F only, 3 credit(s); APEC 1101 or ECON 1101 Credit will not be granted if credit has been received for: ESPM 3602;

**Instructor:** STAFF

**Description:** Students will learn the basic principles and evolution of environmental regulatory development and implementation at U.S. national, state, and local levels as well as some introduction to international regulations. The course will emphasize the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. In particular, students will gain insight into the issues corporations need to deal with to achieve successful environmental management.
ESPM 5605 Recycling: Extending Raw Materials Supplies
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 3605;
Instructor: Barney,Brett M
Description: Student may contact the instructor or department for information.

ESPM 5607 Industrial Biotechnology and the Environment
A-F only, 3 credit(s); BIOL 1009, CHEM 1021, grad student Credit will not be granted if credit has been received for: ESPM 4607;
Instructor: Sarkanen,Simo
Description: This course introduces non-science/engineering students to vital topics in biotechnology and biofuels: Energy from cellular metabolism; Photosynthesis and microbial hydrogen production; Gene cloning and protein production from cloned genes; Lignocellulose in plant cell walls; Transgenic plants for biofuels production
Style: 80% Lecture, 20% Discussion.
Grading: 70% quizzes, 30% class participation.
Exam Format: Seven biweekly quizzes with the questions in each selected from sets handed out one week in advance.

ESPM 5609 Air Pollution Impacts, Management, and Ethical Challenges
A-F only, 3 credit(s); [CHEM 1021 or CHEM 1015], [BIOL 1001 or BIOL 1009 or CHEM 1017] Credit will not be granted if credit has been received for: ESPM 4609;
Instructor: Janni,Kevin A
Description: Student may contact the instructor or department for information.

ESPM 5703 Agroforestry in Watershed Management
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 3703;
Instructor: Zamora,Diomy Santos
Description: Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in poorer countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.
Style: 50% Lecture, 50% Discussion.
Grading: 60% reports/papers, 10% special projects, 10% in-class presentation, 20% class participation.

ESPM 5811 Environmental Interpretation
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 4811;
Instructor: Carlson PhD, Stephan Paul
Description:

Experimental and Clinical Pharmacology 7-159 WDH

ECP 5220 Regulatory Issues in Drug Research
1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Birnbaum PhD, Angela K
Description: Student may contact the instructor or department for information.

ECP 8100 Seminar
1 credit(s), max credits 8, 8 completions allowed;
Instructor: Lamba, Jatinder K
Description: Student may contact the instructor or department for information.

ECP 8220 Experimental and Clinical Pharmacology
3 credit(s);
Instructor: Birnbaum PhD, Angela K
Description: Student may contact the instructor or department for information.

ECP 8420 Clinical Trial Simulation
2 credit(s);
ECP 8430 Advances in Pharmacometrics Modeling and Simulation
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Birnbaum PhD, Angela K
Description: Student may contact the instructor or department for information.

ECP 8900 Advanced Topics in Experimental and Clinical Pharmacology
1-4 credit(s), max credits 8, 4 completions allowed;
Instructor: Brundage, Richard
Description: Student may contact the instructor or department for information.

ECP 8900 Advanced Topics in Experimental and Clinical Pharmacology
1-4 credit(s), max credits 8, 4 completions allowed;
Instructor: Marino, Susan Ellis
Description: Student may contact the instructor or department for information.

ECP 8900 Advanced Topics in Experimental and Clinical Pharmacology
1-4 credit(s), max credits 8, 4 completions allowed;
Instructor: Lamba, Jatinder K
Description: Student may contact the instructor or department for information.

FSoS 1101 Intimate Relationships
4 credit(s); Meets CLE req of Social Sciences
Instructor: Mendenhall PhD, Tai Justin
Description: Intimate Relationships is a course that focuses on the interpersonal dynamics of couples, and on the dynamics of couples in-context. We will explore how intimate relationships evolve and develop, and how they succeed or fail. We will talk about a variety of important relationship topics and skills, including dating, hooking-up, cohabitation, marriage, sexual orientation, gender roles & power, communication & conflict resolution, relationship problems (e.g., abuse, infidelity, divorce), and couple-enrichment/couples therapy. The course's principal goal is to provide an overview of these and related topics, and to help you gain a deeper appreciation and awareness of their importance.
Style: 50% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities.
Grading: 33% final exam, 33% reports/papers, 33% quizzes.
Exam Format: Multiple Choice + Essay
**FSoS 1201 Human Development in Families: Lifespan**

- **A-F only, 4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences**
- **Instructor:** Hemesath,Karla
- **Description:** This course provides a survey of human development in a family context while emphasizing the role of diversity in shaping family environments. Using life course theory and human development theories, the course addresses the interlocking paths of individual and family development, beginning with birth and continuing through the life cycle. It addresses the basic processes involved in physical, cognitive, language, social, and personality development and how they are interrelated. It interweaves the ways in which historical, social, and cultural factors, including ethnicity, gender, class and sexual orientation, influence family context, which in turn, influences individual development. The course is strongly grounded in theory and research, but also explores how theory and research findings are applied to everyday lives. Class lectures and discussions will not simply repeat the material in the textbook or readings. We will use class time to go beyond the readings, focusing on specific issues about families and development and exploring points of current interest and controversy. We will also examine social science data on current issues in development to understand how theories are applied in developmental research. Students will work individually and in small groups to evaluate findings in developmental research, and to apply a developmental lifespan perspective to major issues in today's society. This course is designed for undergraduates who seek a broad introduction to human development in family contexts across the entire lifespan. It is especially relevant for students interested in human services career paths. This course fulfills liberal education requirements for the Social Science core and the Diversity and Social Justice theme.

**FSoS 1301 Cash or Credit: You Need to Know**

- **A-F only, 1 credit(s);**
- **Instructor:** Zuiker,Virginia Solis
- **Description:** College students are referred to as "America's newest class of debtors" by the media. They are targeted for easy-to-get credit cards and also may have large student loans. FSoS 1301 is a course that provides PSEO students, freshmen and sophomore students with factual information about basic money management skills. The great thing about this class is that the topics covered in class can be applied to every day life, even the life that exists outside of college. This is an on-line, interactive learning based class."
- **Class URL:** http://www.collegelife.umn.edu/fsos.html
- **Style:** 100% Web Based. Distance Learning, web-based
- **Grading:** 40% reports/papers, 60% quizzes.
- **Exam Format:** Multiple choice True and False

**FSoS 2101 Preparation for Working With Families**

- **A-F only, 2 credit(s);**
- **Instructor:** Goodman,William Joseph
- **Description:** This course is designed to be a systematic preparation for upper division education, research and field internships, and career possibilities in Family Social Science. Central to the focus of this course is also the advancement of students' thinking power by utilizing five levels of thinking outlined by Bloom, 1956. These five levels: knowledge, comprehension, application, analysis, evaluation, and synthesis are used in responding to the course text, "Becoming a Helper" by Marianne and Gerald Corey (2007) and workbook assignments. Book and class topics include the following: Are the Helping Professions for You? Getting the Most from Your Education and Training, Stages in the Helping Process, Common Concerns of Beginning Helpers, Ethical Issues Facing Helpers, Values and the Helping Relationship, Cultural Diversity in the Helping Professions, Working in the Community, Working with Groups, Working with the Family, Understanding Life Transitions, Stress and Burnout, and The Challenge of Retaining Your Vitality. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB.
- **Style:** 20% Lecture, 40% Discussion, 20% Laboratory.
- **Grading:** PLEASE NOTE that this course uses Contract Grading

**FSoS 2103 Family Policy**

- **3 credit(s);**
- **Instructor:** Magistad,Beth Maddock
- **Description:** This course will explore the reciprocal linkages between family functioning and public/private policies at the local, state, and federal levels. The course will focus on theoretical frameworks for conceptualizing family policy and roles professionals can play in building and implementing family policy. Students will explore how families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being with special attention to selected family policy issues. Course Philosophy: My intent is to engage students in the topic of family policy and to enable family policy to come alive and be seen as real and relevant to the personal and professional lives of the students. I do not intend to have the students complete the class espousing my political views, but rather to explore more fully a range of political perspectives in an attempt to determine their own views on current family issues. Students are evaluated on their ability to articulate a particular view, identify its theoretical underpinnings, support it with empirical findings, and refute alternative views.
- **Style:** 35% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.
- **Grading:** 26% reports/papers, 30% special projects, 13% quizzes, 16% written homework, 10% class participation.
FSoS 2105 Methods in Family Research
3 credit(s); PSTL 1004 or STAT 1001 or OMS 2550 or ESPY 3264 or STAT 3011 or PSY 4801 or instr consent Credit will not be granted if credit has been received for: FSOS 4105;
Instructor: Rueter, Martha A
Description: This course is designed to give you the opportunity to develop the skills you need to be an intelligent consumer of scientifically based information about families. Topics covered include how to access current research on families, the scientific process and components of a well-executed family study, and social, ethical, and contextual factors that make studying families both exciting and challenging.
Style: 35% Lecture, 20% Discussion, 20% Small Group Activities, 25% Guest Speakers.
Grading: 30% mid exam, 30% final exam, 40% written homework.

FSoS 2191 Independent Study in Family Social Science
1-4 credit(s), max credits 12, 12 completions allowed; Instructor: STAFF
Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 3101 Personal and Family Finances
3 credit(s);
Instructor: Powell, Sharon Elizabeth
Description: The importance of financial management is recognized for its major impact on quality of life for individuals and families. This course focuses on personal and family finances, not corporate or government finances. College students' unique financial challenges and their related decisions will be considered as they impact credit ratings and debt accumulation, two areas in which less than optimal decision-making often results in long-term financial stress.
Style: 25% Lecture, 10% Film/Video, 20% Discussion, 25% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.
Grading: 15% mid exam, 10% final exam, 15% reports/papers, 15% special projects, 20% reflection paper, 15% in-class presentation, 10% class participation.

FSoS 3101 Personal and Family Finances
3 credit(s);
Instructor: Katras, Mary Jo Bartl
Description: This is a three-credit core course in the Family Social Science bachelor's major. It is required for the major and is also appropriate for those who are interested in gaining practical knowledge of personal finance. This course focuses on personal and family finances, not corporate or government finances. It will address financial pitfalls such as too much debt and investing scams. However, the focus is on financial strategies and tools, economic security, and ways to build assets.
Style: 100% Web Based.
Grading: 25% final exam, 15% quizzes. Weekly on-line discussion--15% Case Applications--15% Personal Financial Planner--30%
Exam Format: Multiple Choice

FSoS 3102 Family Systems and Diversity
3 credit(s); At least soph or instr consent Credit will not be granted if credit has been received for: FSOS 5101; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Xiong PhD, Zha Blong
Description: This course examines family systems across the lifespan using a variety of family theories (i.e., the family systems theory, the human ecology, the family development theory, etc.). It introduces students to diversity issues related to gender, class, ethnicity/race, sexual orientation, disability, as well as emergent family forms (i.e., cohabitation, divorce, single parenthood, and remarriage) in the context of the latest research.
Style: 50% Lecture, 15% Film/Video, 10% Discussion, 25% Small Group Activities.
Grading: 26% mid exam, 26% final exam, 28% reports/papers, 13% quizzes, 6% written homework.

FSoS 3102 Family Systems and Diversity
3 credit(s); At least soph or instr consent Credit will not be granted if credit has been received for: FSOS 5101; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Hemesath, Karla
Description: This course examines family systems across the lifespan using a variety of family theories (i.e., the family systems theory, the human ecology, the family development theory, etc.). It also introduces students to diversity issues related to gender, class, ethnicity/race, sexual orientation, disability, as well as emergent family forms (i.e., cohabitation, divorce, single parenthood, and...
remarriage) in the context of the latest research.

**Style:** 60% Lecture, 20% Film/Video, 15% Discussion, 5% Small Group Activities.

**Grading:** 15% final exam, 20% reports/papers, 20% quizzes, 45% additional semester exams.

**Exam Format:** Four exams are given during the course. Each exam is worth 75 points or (15%) of total grade. Exams consist of multiple choice, matching, and short answer answer questions.

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**FSoS 3104 Global and Diverse Families**

3 credit(s); at least Soph or instr consent
Credit will not be granted if credit has been received for: FSOS 4102; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences

**Instructor:** Solheim, Catherine Ann

**Description:** This course focuses on family dynamics of various racial/ethnic populations across the world, including the United States, in the contexts of global economic, political and socio-cultural processes. The course introduces students to a variety of theoretical frameworks (i.e., cultural variant vs. cultural deviant, family ecological) to question, examine, and understand the interdependence of family, kin, racial, cultural, class, communal, educational, social, religious, political and economic systems within and across countries.

Students learn to recognize personal, social, cultural, mass media, and other barriers to understanding global family lives. The course also creates learner awareness of "isms" (racism, sexism, ethnocentrism, ageism, heterosexism), privilege, discrimination, obliviousness and ignorance and how these dynamics manifest within and across various cultures and countries.

**Style:** 40% Discussion, 20% Small Group Activities, 20% Guest Speakers, 20% Service Learning. Films, reading, service-learning experiences and guest speakers provide the basis for discussion

**Grading:** 20% final exam, 25% special projects, 25% journal, 30% class participation. Attendance is mandatory as much of the learning and evaluation of learning occurs through class discussion and personal/group reflection

**Exam Format:** Essay

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**FSoS 3104 Global and Diverse Families**

3 credit(s); at least Soph or instr consent
Credit will not be granted if credit has been received for: FSOS 4102; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences

**Instructor:** Xiong PhD, Zha Blong

**Description:** This course focuses on family dynamics of various racial/ethnic populations across the world, including the United States, in the contexts of global economic, political and socio-cultural processes. The course introduces students to a variety of theoretical frameworks (i.e., cultural variant vs. cultural deviant, family ecological) to question, examine, and understand the interdependence of family, kin, racial, cultural, class, communal, educational, social, religious, political and economic systems within and across countries.

In addition, it also helps students to recognize personal, social, cultural, mass media, and other barriers to understand and work with global and diverse families. Course Objectives/Goals:

a. To know the basics for understanding the family life of people in various cultures and various racial/ethnic groups as they might understand it themselves.

b. To recognize personal, social, cultural, mass media, and other barriers to understanding the family life of people in various cultural, racial and ethnic groups.

c. To recognize key ways family and kin are important to people in various cultural, racial and ethnic and class groups.

d. To understand key dynamics and effects on families of various 'isms' (racism, sexism, ethnocentrism, ageism, heterosexism), privilege, discrimination, obliviousness and ignorance.

e. To understand key effects of families around the world of governmental policies of the U.S. and of other international governments.

f. To understand important elements and consequences of personal and institutionalized racism.

**Style:** 50% Lecture, 15% Film/Video, 10% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**Grading:** 14% mid exam, 14% final exam, 21% reports/papers, 7% quizzes, 28% additional semester exams, 6% attendance, 10% reflection paper. Extra credit assignments worth up to 20 points will be assigned to students to complete throughout the semester.

**Exam Format:** All exams include multiple choice and true/false items only.

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**FSoS 3191 Independent Study in Family Social Science**

1-5 credit(s), max credits 12, 12 completions allowed;

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

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**FSoS 3426 Alcohol and Drugs: Families and Culture**

3 credit(s); Credit will not be granted if credit has been received for: FSOS 5426;

**Instructor:** Jankord, John Lamont

**Description:** This survey course provides an introduction to the psychology and sociology of psychoactive drug use, abuse, and addiction, in contemporary American society. While this is not a skill development or clinical course, the relationships between individual, family, and socio-cultural dimensions of drug using behavior will be explored. The bio-psycho-socio-spiritual model is used to conceptualize addiction. Special attention is given to variables of ethnicity, gender, sexuality, and social class. Lectures, readings,
large and small group discussions, and individual research and writing projects are used to advance student knowledge and understanding.

**Style:** 25% Lecture, 20% Film/Video, 25% Discussion, 15% Small Group Activities, 15% Guest Speakers.

**Grading:** 14% mid exam, 14% final exam, 14% reports/papers, 6% special projects, 8% attendance, 14% journal, 14% reflection paper, 7% in-class presentation, 9% class participation.

**FSoS 3429 Counseling Skills Practicum I**
3 credit(s); Credit will not be granted if credit has been received for: FSOS 5429;
Instructor: Meyer, Cynthia Jo
**Description:** This course is designed to provide students the listening skills necessary to establish a helping relationship and to promote the personal growth and development of people they will see in their future work. It helps students develop skills that are critical in helping other people, including individuals, couples and families. Through class lecture, practice, written exercises, and discussion, this course focuses both on self-awareness about one's desire to help others as well as developing basic skills in helping others.

**Style:** 50% Lecture, 20% Discussion. skills practice
**Grading:** 30% final exam, 25% reports/papers, 10% special projects, 15% class participation, 20% other evaluation. Homework assignments
**Exam Format:** multiple choice and short essay

**FSoS 4101 Sexuality and Gender in Families and Close Relationships**
3 credit(s);
Instructor: Meyer, Cynthia Jo
**Description:** Sexuality and Gender in Families and Close Relationships provides students an opportunity to learn about current research in the field of sexuality, develop comfort applying this information in professional settings, utilize and develop critical thinking skills to examine evidence and biases in the field of sexual science, and to clarify and confirm sexual values as well as understand the impact these values have on one's personal and professional relationships. A variety of topics will be covered including family communication and sexuality education, body image, gender development and development of gender roles, sexuality research, developing healthy sexuality in children, adolescent sexuality, attraction and intimacy, mate selection and other sexuality related topics of importance to relationships and families.

**Style:** 60% Lecture, 30% Discussion. small group presentations and film
**Grading:** 30% mid exam, 30% final exam, 20% reports/papers, 10% special projects, 10% class participation.
**Exam Format:** multiple choice

**FSoS 4104W Family Psychology**
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Von Korff, Lynn
**Description:** This course addresses family processes taking place in families of origin, families of choice, and other close relationships in diverse social contexts. Course content is geared to students who have studied family theory and research methods. This is a Writing Intensive course. Family psychology takes place in a landscape of written language. Family clinicians use their knowledge of family theory and research to write descriptive and evaluative case reports. Family educators synthesize and translate research for practical use by parents, teachers, and policy makers. Family social scientists produce research reports to move the field forward, informing practice and family life. In each situation, writing is tailored to an intended audience for a specific purpose. This course has a variety of formal and informal writing assignments. Assignments are based on the premise that writing is thinking, writing is a process that requires feedback and revision, and writing is both discipline and audience specific. At the completion of this course, you should be able to: 1. Use theory to analyze families and family relationships 2. Describe how the study of family psychology differs from individual psychology 3. Identify and write critically about family psychology 4. Read and analyze research articles 5. Synthesize theory and scholarly evidence to defend a thesis and draw conclusions 6. Recognize and appreciate the ways diversity affects family psychology research and clinical practice

**Style:** 40% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 5% Student Presentation, 10% Guest Speakers.
**Grading:** 49% reports/papers, 7% special projects, 24% quizzes, 5% in-class presentation, 15% class participation. "clicker" assessments require class participation and attendance.

**FSoS 4104W Family Psychology**
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Harris, Steven Michael
**Description:**

**FSoS 4106 Family Resource Management**
3 credit(s);
Instructor: Powell, Sharon Elizabeth

Description: The course examines families as important economic units in society. The content focuses on the family economic activities of management, production, consumption, investment, exchange, allocation, and distribution. These economic activities assist families in reaching levels of living that bring varying degrees of life quality for family members. The course emphasis is placed on the managerial activities of low-income families and selected public policies that directly influence their economic well being. Management involves facing opportunities and solving the practical problems of every-day life, coordinating the activities of family members, and making and implementing decisions.

Style: 50% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities.

Grading: 20% mid exam, 20% final exam, 15% reports/papers, 15% special projects, 20% additional semester exams, 10% class participation.

Exam Format: true/false, multiple choice, and short answer

FSoS 4152 Gay, Lesbian, and Bisexual People in Families

3 credit(s);

Instructor: Craft, Shonda Marie

Description: This course is the outgrowth of the students, staff, and faculty of the Department of Family Social Science responding to the paucity of understanding of homosexuals and bisexuals in the context of families. The course's intention is to broaden perspectives and weave them into an inclusive fabric of enriched learning. Human Ecology Theory guides the examination of gay, lesbian, and bisexual people in families and their unique contribution to the understanding of diversity among families. Current research, theory, and opportunities for self-reflection will be pathways to learn more about the diverse experiences of those who participate in families with GLB members. Course topics will include: definitions of “family,” mythologies, coming-out, identity, homophobia and heterosexism, gender, family of origin, social networks, intimacy, children, parenting, aging, and ethnicity. We will also focus on the current debate dealing with “gay marriage,” the definitions of marriage, and critically examine the implications of providing marriage rights to gays and lesbians on GLB families and society as a whole. Methodological issues in research and clinical issues for serving GLB families will also be addressed.

Style: 40% Lecture, 20% Film/Video, 30% Discussion, 5% Small Group Activities, 5% Guest Speakers.

Grading: 38% reports/papers, 4% attendance, 31% reflection paper, 15% in-class presentation, 12% class participation. Up to 10 points in extra credit is available to students who attend a community event related to GLB family issues.

FSoS 4154W Families and Aging

3 credit(s); Meets CLE req of Writing Intensive

Instructor: Lassig, Sara Lynn

Description: Aging families from diverse socio-economic and cultural groups are examined as complex multi-generational systems interacting within ever-changing social structures. Changing demographics and social/cultural forces have created a unique period where family life includes more elders than ever before. This course provides an overview of aging in our society as it relates to the family system. The emphasis will be on the family as a complex system containing multiple generations. There is a special emphasis on the critical application of family theories to major internal and external issues confronting families with elders in this stage of the life course. Intergenerational family dynamics, late life developmental transitions, relationships and caregiving for frail elders will be investigated. Death, dying, and end-of-life issues will also be examined. Ethnicity, class, and gender are aspects that will be examined from the context of issues that confront families with elders. Students will be using two texts, including the popular seller "Another Country: Navigating the Emotional Terrain of our Elders," by Mary Pipher. Class discussion is encouraged and the classroom learning environment is built on mutual learning and teaching by both students and instructor. Guest speakers will also be a part of this course.

This course is designed to expand students' understanding of intergenerational aging and family issues. Students will have the opportunity to interview an older adult and explore several of the concepts discussed during the course. Course Objectives: By the end of the course, students will be able to: 1. Summarize demographic trends regarding aging families within US and worldwide and describe the issues this presents world society 2. Identify issues and themes which confront researchers, practitioners and policy makers who work with older families today 3. Critique gerontological and family systems theories as they apply to various elders, their marriages and families, taking into account diverse cultures and contexts 4. Apply conceptual frameworks of symbolic interaction, developmental, systems and human ecology to understand individual, family and community responses to late life issues 5. Apply these conceptual frameworks in constructing either an individual life course narrative or programmatic proposal to address an important issue facing late life families.

Style: 50% Lecture, 5% Film/Video, 25% Discussion, 10% Small Group Activities, 10% Guest Speakers.

Grading: 40% reports/papers, 40% quizzes, 5% attendance, 5% class participation, 10% other evaluation. Webvista discussion is used for this course and accounts for part of the participation grade.

Exam Format: 5 quizzes, with the 4 counting and the lowest score being dropped. Make up quizzes will not be given, but rather that quiz will count as the dropped quiz.

FSoS 4155 Parent-Child Relationships

A-F only, 3 credit(s);

Instructor: Magistad, Beth Maddock
Description: This course will cover history, theories, research, and contemporary practices of parent-child relationships in diverse families across the life span. Students will apply theories studied in class to parent-child observations. The course helps to prepare students for professional work in education, social work and other human service occupations as well as to examine parenting from a personal perspective.

Style: 65% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation.

Grading: 13% mid exam, 13% final exam, 15% reports/papers, 15% special projects, 8% written homework, 26% additional semester exams, 2% in-class presentation, 7% class participation.

Exam Format: Multiple choice

**FSoS 4160H Honors Capstone Project**
A-F only, 2 credit(s), max credits 4;
Instructor: STAFF
Description: Individualizes the honors experience by connecting aspects of major program with special academic interests.

**FSoS 4191 Independent Study in Family Social Science**
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

**FSoS 4294 Research Internship**
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Students work on research projects with Family Social Science faculty that may include research planning, proposal writing, literature review, data collection, data coding and/or cleaning, data analysis and research reporting.

**FSoS 4296 Field Study: Working With Families**
S-N only, 1-12 credit(s), max credits 12, 4 completions allowed;
Instructor: Goodman, William Joseph
Description: This course consists of 180 hours of directed paraprofessional work experience related to the student's applied interest. While the unit of focus is on families throughout this course, student involvement in agencies may range from working with the Minnesota State Legislature (Family Policy) to Family Financial Counseling (Family Economics) to Nursing Homes (Family Health Care). A multitude of Minnesota State, National, and International social service agencies are utilized in providing students with an experience that best advances their thinking and working. This course is further designed to integrate the whole of a student's undergraduate work by requiring students to complete a professional portfolio suitable for use during job interviews upon graduation. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. This course is for Family Social Science undergraduate majors only.

Style: 100% Discussion.
Grading: 5% in-class presentation, 5% laboratory evaluation, 90% other evaluation. community service

**FSoS 5014 Quantitative Family Research Methods I**
3 credit(s);
Instructor: Von Korff, Lynn
Description: Family research methods, issues associated with multiple levels of analysis. Conducting family-focused data analyses using basic/intermediate methods (through ANOVA and multiple regression), including power analysis. By the end of the semester, students will... *understand the special issues associated with family and relationship research, such as lack of independence of observations and multiple levels of analysis *evaluate a variety of quantitative family research articles published in journals such as the Journal of Marriage and Family, with an emphasis on understanding methods and results sections *formulate family related research questions in order to work with an existing quantitative data set *use SPSS successfully in data analysis (through FSoS 5015 1 credit SPSS lab) *conduct family-focused data analyses, using basic and intermediate methods (through ANOVA and multiple regression), including power analysis *prepare written reports, following APA style *deepen understanding of the ethical issues involved in family research, including functions of IRB and HIPAA *understand the strengths, limitations, and appropriateness of alternative methods: direct observation, interviewing, self-report questionnaires, rating scales (M) *develop the skills that will lead directly to the production of a successful masters thesis, critical review paper, and/or special project

Style: 25% Lecture, 25% Discussion, 25% Small Group Activities, 10% Demonstration, 10% Guest Speakers, 5% Web Based.
Grading: 50% reports/papers, 25% special projects, 15% written homework, 10% class participation.

**FSoS 5015 Family Research Laboratory**
S-N only, 1 credit(s);
Instructor: Schulz, Cathy L
Description: This course is designed to prepare students to conduct and document quantitative research using SPSS. Students will learn SPSS syntax through hands-on instruction completing a series of self-paced SPSS exercises. The sessions include individual and group instruction. Objectives of this course are to (1) develop sound quantitative research practices, such as preparing data for analyses, documenting the research process, and managing SPSS computer files, (2) learn methods of generating SPSS syntax, (3) demonstrate the ability to read, interpret, and describe statistical procedures that address specific research questions, and (4) improve analytical research skills.
Style: 15% Discussion, 85% Laboratory.
Grading: 10% attendance, 10% class participation, 55% laboratory evaluation, 25% problem solving.

FSoS 5150 Special Topics in Family Social Science: Healing Community-Institution Relationships
3 credit(s), max credits 24, 6 completions allowed;
Instructor: Axtell, Sara Ann
Description:

FSoS 5150 Special Topics in Family Social Science: Citizen Prof Work with Families and Communities
3 credit(s), max credits 24, 6 completions allowed;
Instructor: Doherty, William J
Description: Theoretical frameworks and philosophy underlying the role of parent educator as a citizen professional will be covered. Students will practice skills to develop parents' capacity for citizen deliberation and action on public issues related to family well-being. Parent educators will learn to integrate citizen engagement into their practice.
Style: 20% Lecture, 5% Film/Video, 30% Discussion, 25% Small Group Activities, 10% Student Presentation, 10% Guest Speakers. Students will practice facilitating small groups in class using skills covered in readings and discussion.
Grading: 30% reports/papers, 30% reflection paper, 25% in-class presentation, 15% class participation.

FSoS 5193 Directed Study in Family Social Science
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: STAFF
Description: The directed study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 8003 Current Issues in Family Science
3 credit(s);
Instructor: Solheim, Catherine Ann
Description: Course Objectives 1. To explain the major research findings in a number of prominent areas of family science. 2. To identify what is known with confidence about these areas of research, which findings are more tentative, and where the major gaps lie in the research. 3. To identify current theoretical and methodological issues in contemporary family science. 4. To analyze the strengths and weaknesses in the ways in which family science issues are currently being examined. 5. To identify the contributions of multiple disciplines to family science research.
Style: 60% Discussion, 40% Student Presentation.
Grading: 37% reflection paper, 50% in-class presentation, 13% class participation.

FSoS 8033 Problems in Families
3 credit(s);
Instructor: Craft, Shonda Marie
Description: The focus of this course is the exploration of specific mental and physical health disorders and relational difficulties experienced in the context of family systems. Students will learn about contemporary systemic approaches of couple and family therapy that have been empirically and clinically tested in the treatment of these disorders and difficulties. A major area of emphasis in each class will be to integrate issues related to cultural diversity (e.g., gender, race, ethnicity, class, sexual/romantic orientation, ability/disability, etc.) throughout the course. Critical thought will be required to address diversity vis-a-vis theoretical frameworks presented in the course. Lectures, class activities, group discussions, and individual assignments will be used to promote and enhance critical thinking skills related to course material.
Style: 20% Lecture, 70% Discussion, 10% Student Presentation.
Grading: 70% reports/papers, 10% attendance, 20% class participation.

FSoS 8034 Marriage and Family Therapy Supervision
3 credit(s);
Instructor: Harris, Steven Michael
Description: For advanced doctoral students in Marriage and Family Therapy. Theories of supervision, structures for supervision, methods of supervision, evaluation process, legal/ethical issues. Therapist-client-supervisor relationships, potential problems, contextual issues. Students will articulate their theory of change, the role of intimacy in interpersonal relationships, and the role of the therapist in MFT. Students will also articulate their theory of the role of supervision in trainee development.
Style: 30% Lecture, 20% Film/Video, 20% Discussion, 10% Student Presentation, 20% Guest Speakers.
Grading: 50% reports/papers, 20% quizzes, 20% in-class presentation, 10% class participation.

FSoS 8037 Ethical, Legal, and Professional Issues in Mental Health Practice: Issues with Couples and Families
A-F only, 2-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Harris, Steven Michael
Description: Students taking this class will gain and demonstrate their mastery of ethical decision making in Marriage and Family Therapy. Special emphasis will be placed on ethical dilemmas that arise when more than one person is in the therapy room, or when a couple or family is the client. The AAMFT Code of Ethics will be the main focus of the course. Students must enroll in 3 credit hours for this course to count toward licensure as an MFT in the State of Minnesota.
Style: 25% Lecture, 25% Film/Video, 50% Discussion.
Grading: 50% final exam, 50% class participation.
Exam Format: Exams given coincide with AAMFT exams required for Continuing Education requirements.

FSoS 8047 Integrative Research Seminar
3 credit(s);
Instructor: Dworkin, Jodi
Description: The course involves integrating theoretical, methodological, and practice/outreach issues in writing dissertations, papers for publication, and/or proposals for research. Students submit proposals, at the beginning of the semester, outlining the research paper or proposal to be written and refined during the semester. Work during the semester includes writing several drafts of the paper/proposal after receiving critiques from professor and class members. Examples of published papers may be used as examples for both discussion and critique. The course is presented in seminar format with active participation of students in contributing readings, writing, critique, discussions, and evaluations. The professor acts as facilitator with the students to maximize the content covered.
Style: 10% Lecture, 20% Discussion, 20% Small Group Activities, 45% Student Presentation, 5% Guest Speakers.
Grading: 49% reports/papers, 36% reflection paper, 10% in-class presentation, 5% class participation.

FSoS 8151 Preparation for Independent Teaching in Family Studies
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Meyer, Cynthia Jo
Description: FSoS 8151 is a one credit practicum course open to graduate students focusing on the development of skills to independently teach family sciences courses to undergraduates. Students who have submitted a proposal to teach a one-credit summer course, which has been accepted, will be required (and have the opportunity) to take this class. While it is understood that there are some teaching skills, methods, and approaches that cross all disciplines, this course will focus specifically on the development of teaching skills to teach family studies courses, both in terms of content and methods. This course is meant to serve as a place for students to get support in their development as instructors, be mentored, and have the opportunity to mentor others. Students will meet as a group on a monthly basis. Class meetings will serve as an opportunity for students to support one another as they develop their summer class, including course syllabus, lesson plans, course goals and outcomes, assignments, tests, and lectures. Classroom management issues will be discussed. Students will also have the opportunity to meet with the instructor on an individual basis to develop and implement additional goals that best meet their teaching needs. The instructor of this course will support the student prior to, during and after their teaching experience providing any consultation or support that is needed.
Style: 30% Discussion, 5% Small Group Activities, 65% Student Presentation.
Grading: 35% special projects, 20% attendance, 35% in-class presentation, 10% class participation. Students must register for this class S/N. Students will receive an "S" by attending and participating in all classes, giving a one hour lecture to an undergraduate class, completing class syllabus, and presenting class format to students in 8151.

FSoS 8193 Directed Study in Family Social Science
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Directed study for a doctoral student in FSoS or related field.

FSoS 8295 Family Therapy Practicum
S-N only, 1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Wieling, Elizabeth
Description: This course is designed to provide you with group supervision in addition to the supervision you receive at your clinical placement site. Bi-monthly supervision will consist of regular check-ins and case presentations as well as clinical discussions guided by a range of conceptual and theoretical frameworks, clinical models, and areas of learning specific to your developmental needs as a clinician.

FSoS 8296 Family Therapy Internship
S-N only, 1-21 credit(s), max credits 21, 1 completion allowed; 
Instructor: Wieling, Elizabeth
Description: This course is designed to provide you with supervision during your internship experience. Frequency, orientation, and supervision structure will be determined in conjunction with your supervisor.

FSoS 8297 Supervision of Supervision
S-N only, 1-3 credit(s), max credits 12, 12 completions allowed; 
Instructor: Harris, Steven Michael
Description: Student may contact the instructor or department for information.

FSoS 8755 Master's Paper: Plan B Project
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed; 
Instructor: STAFF
Description: Graduate faculty work with students on research for Plan B paper.

FSoS 8794 Directed Research in Family Social Science
1-6 credit(s), max credits 12, 12 completions allowed; 
Instructor: STAFF
Description:

Finance 3-122 Carlson School of Management

Fina 3001 Finance Fundamentals
A-F only, 3 credit(s); ACCT 2050, OMS 2550 Credit will not be granted if credit has been received for: APEC 3501; 
Instructor: STAFF

Fina 4121 Financial Markets and Interest Rates
A-F only, 2 credit(s); 
Instructor: STAFF
Description: Course Provides and introduction to the principles of and methods used in Financial Markets. Basic framework for valuing fixed income securities. Term structure on interest rates, forward rates, principles of fixed-income valuation. Surveys treasury, corporate, municipal, securitization markets.
Style: 90% Lecture, 10% Discussion.
Grading: 45% final exam, 5% special projects, 20% quizzes, 30% written homework. These percentages are subject to change and provided to give the student a rough idea of the weighting of course elements.
Fina 4122 Banking Institutions
A-F only, 2 credit(s);
Instructor: Moser, Helen
Description: The world of banking touches everything. Nearly everyone has a relationship with a bank of some kind. Many of us today have managed to form relationships with multiple institutions...one for savings and checking, one for mortgages, another for credit cards, etc. These relationships are essential in creating growing economies. In this course, we will discuss how the banking system works. We will begin with an overview of the history of the banking system in the United States, and discuss the creation and role of the Federal Reserve. The key focus of the course is on commercial banking. We will discuss the structure of the bank's balance sheet and focus on its risks. Risk management is a key in managing a profitable institution. This discussion will also focus on changing regulations and the evolution of global banking. From this base of knowledge, we will move on to discuss other types of institutions and their role in the economy and their societal benefits. These will be compared/contrasted with the role of the commercial bank.
Style: 65% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities.

Fina 4221 Principles of Corporate Finance
A-F only, 2 credit(s);
Instructor: Gupta, Shamlall
Description: Student may contact the instructor or department for information.

Fina 4242W Corporate Investment Decisions
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Focuses on efficiently managing working capital and fixed assets. Cases illustrate some of the topics: working capital management, making capital budgeting decisions, targeting/evaluating firm performance, assessing mergers/acquisitions.

Fina 4321 Portfolio Management and Performance Evaluation
A-F only, 2 credit(s);
Instructor: STAFF
Description: Introduces investment environment and concepts used to manage security portfolios. Portfolio/security risk/return tradeoffs, portfolio diversification, asset allocation, active portfolio management versus indexed portfolios, portfolio performance evaluation.

Fina 4329 Security Analysis Capstone
A-F only, 2 credit(s);
Instructor: Legg, Thomas D
Description: Student may contact the instructor or department for information.

Fina 4422 Financial Modeling
A-F only, 2 credit(s);
Instructor: Legg, Thomas D
Description: Student may contact the instructor or department for information.

Fina 4522 Options in Corporate Finance
A-F only, 2 credit(s);
Instructor: Yu, Jianfeng
Description: Student may contact the instructor or department for information.

Fina 4523 Derivatives I
A-F only, 2 credit(s);
Instructor: Bazdresch, Santiago
Description: This course provides an introduction to financial derivatives, their valuation, and their use by corporations, investment managers, and financial institutions to manage financial risk. The course makes extensive use of the no-arbitrage principal and the binomial model for options to develop a solid foundation for understanding the value and risks in derivatives markets.
Fina 4529 Derivatives II Capstone
A-F only, 2 credit(s);
Instructor: Graveline, Jeremy J
Description: This course is a continuation of FINA 4523 Derivatives I. It covers more advanced models for pricing and hedging options, swaps, and credit derivatives.

Fina 4621 The Global Economy (Macro)
A-F only, 2 credit(s);
Instructor: Bazdresch, Santiago
Description: This course is a survey of macroeconomics from a global perspective. Macroeconomic policies in emerging markets and developed countries are covered. International dimensions of corporate finance are discussed. Exchange rate determination mechanisms, exchange rate regimes, the interest rate parity conditions, and a country's international capital and commercial balances are analyzed. Students who have completed ECON 3102 Intermediate Macro Economics Theory should not enroll in FINA 4621.
Style: 40% Lecture, 25% Discussion, 25% Small Group Activities, 10% Student Presentation.

Fina 6121 Debt Markets, Interest Rates, and Hedging
A-F only, 2 credit(s);
Instructor: STAFF

Fina 6122 Financial Management of Depository Institutions
A-F only, 2 credit(s);
Instructor: Moser, Helen
Description: The world of banking touches everything. Nearly everyone has a relationship with a bank of some kind. Many of us today have managed to form relationships with multiple institutions—one for savings and checking, one for mortgages, another for credit cards, etc. These relationships are essential in creating growing economies. In this course, we will begin with an overview of the history of the banking system in the United States, and discuss the creation and role of the Federal Reserve. The main focus of the course is on commercial banking. We will discuss the structure of the bank's balance sheet and focus on its risks. Risk management is a key in managing a profitable institution. This discussion will also focus on changing regulations and the evolution of global banking. In addition, we will also touch on other financial institutions and compare/contrast their risk/rewards with that of the commercial bank.
Style: 65% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities.

Fina 6241 Corporate Finance Analysis and Decisions
A-F only, 4 credit(s);
Instructor: STAFF
Description: Theoretical/applied understanding of corporate financial decisions. Adjusted present value, economic value added options. Impact of financing decisions on real asset valuation, managerial incentives, corporate strategy.

Fina 6242 Advanced Corporate Finance Analysis and Decisions
A-F only, 4 credit(s);
Instructor: STAFF
Description: Theory/practice of efficiently managing working capital, fixed assets. Emphasizes mergers/acquisitions, corporate restructuring, real options. Use of derivatives as financing tools, in deal structure.

Fina 6322 Financial Modeling
A-F only, 2 credit(s);
Instructor: Nantell, Timothy J
Description: The ability to build, operate and interpret financial models has become an almost universal job requirement for all MBA students. (See student and professional quotes below.) This course has been redesigned to appeal to MBA students with a wide range of career interests. Corporate finance, marketing, consulting, supply chain, IT and entrepreneurial students will find the course useful, as will students with career interests in the financial services industry (e.g. credit analysts, equity analysts, investment bankers, etc.). Students build a financial model on their own, they learn to use a fully developed financial model and they use these models repeatedly to evaluate and plan performance, to estimate value added from projects and strategies and to estimate the value of securities. Relative to other finance courses, this course emphasizes building and interpreting financial models, plowing little new ground in the way of finance theory and concepts. On the other hand, one objective of this course is to reinforce finance concepts by having students build them into models and by having students interpret the results produced by the models. The ability of students...
completing this course to build and work with comprehensive financial models should allow them to claim financial modeling and financial analysis capabilities as among their strengths, regardless of the functional career path they have chosen. This course has been designed to both stand on its own and to serve as the first half of a four-credit two-course sequence on financial modeling. The second half of the sequence, Fina 6323, Advanced Financial Modeling, is offered in the Fall semester and focuses on advanced financial performance models, equity security analysis models, including relative valuation models, credit analysis models and mergers and acquisition models. Upon completion of this two-course sequence, students will know how to use standard financial models and how to build financial performance and valuation models for any financial analysis situation they might come across. Bottom line is if you can build a cash flow model from scratch, you will understand how everything in a P&L is linked. This allows you to easily explain to both finance and non-finance people what is going on (very important in the corporate finance world). Modeling is the one skill that can really set you apart from your peers and help you look a lot smarter than you may even be! All the recruiters seem to care about is whether I can build and maintain a financial model! ? Financial models are not about absolute values; they are about relationships. A good financial model demonstrates the relationships and the business tradeoffs that compose the profitability potential of the business idea. If you understand the relationships, the drivers of revenue, drivers of cost, and the critical success factors, you understand the core of the business.??

**Style:** 20% Lecture, 40% Discussion, 40% Demonstration.
**Grading:** 20% final exam, 20% class participation, 60% other evaluation. Students are asked to come to class having attempted to conclude modeling exercises. The structure of and lessons learned from these models are discussed in class. Five of these modeling exercises are graded, each worth 12%.

**Exam Format:** A final modeling exercise -- take home.

**Fina 6324 Securitization Markets**

A-F only, 2 credit(s);
**Instructor:** Redfield, Corey Blair
**Description:** Student may contact the instructor or department for information.

**Fina 6341 World Economy**

A-F only, 4 credit(s);
**Instructor:** Le, Thanh Trung
**Description:** Student may contact the instructor or department for information.

**Fina 6341 World Economy**

A-F only, 4 credit(s);
**Instructor:** Bond, Philip
**Description:** This course covers some of the leading policy questions in contemporary economics, with a view to enhancing business understanding of the economic climate: - Does losing $1 trillion matter? - When is a government?s budget deficit indefinitely sustainable? - When are government interventions in financial panics a good idea? - Do high savings rates enhance long run growth prospects? - What does enhance long-run growth prospects? - Government macro policy, part I: spending $1 costs $1, aka, crowding out. - Government macro policy, part II: spending $1 costs nothing, aka, the multiplier. - Are current account deficits good or bad? - The impossible trinity (of monetary policy). - Why unemployment and employment can both fall at the same time - The one percent.

**Fina 6422 Topics: Mergers and Acquisitions**

A-F only, 2 credit(s), max credits 8, 4 completions allowed;
**Instructor:** Caruso, Gerald M
**Description:** This course will explore the various means for corporate managers to achieve growth through mergers and acquisitions. The objectives of the course will be to leverage the skills developed in the core curriculum: finance, accounting, marketing, and strategy. We will examine both buyer and seller motivations in the context of M&A transactions and strategic alliances. The course will also examine the growing role of private equity in the M&A marketplace and we will discuss why these players have been able to succeed. Who should take this course? Managers who expect, at some point in their career, to be making decisions related to mergers and acquisitions or joint ventures at their firm - from valuation to integration. The pre-requisite for this course is FINA 6241 or permission from the instructor.

**Style:** 35% Lecture, 35% Discussion, 15% Small Group Activities, 15% Student Presentation.

**Grading:** 35% reports/papers, 30% special projects, 35% in-class presentation.

**Fina 6541 Derivatives, Futures, and Options**

A-F only, 2 credit(s);
**Instructor:** Graveline, Jeremy J
**Description:** This course is a continuation of FINA 6622 ?Financial Risk Management.? It covers more advanced models for pricing and hedging options, swaps, and credit derivatives.
Fina 6621 International Financial Management  
A-F only, 2 credit(s);  
Instructor: Le, Thanh Trung  
Description: Student may contact the instructor or department for information.

Fina 6622 Financial Risk Management  
A-F only, 2 credit(s);  
Instructor: Graveline, Jeremy J  
Description: This course provides an introduction to financial derivatives, their valuation, and their use by corporations, investment managers, and financial institutions to manage financial risk. The course makes extensive use of the no-arbitrage principal and the binomial model for options to develop a solid foundation for understanding the value and risks in derivatives markets.

Fina 6801 Finance Independent Study  
1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: STAFF  
Description: Independent Study

Fina 8822 Empirical Methods in Finance  
2 credit(s);  
Instructor: Yu, Jianfeng  
Description: Student may contact the instructor or department for information.

Fina 8823 Empirical Corporate Finance  
2 credit(s);  
Instructor: STAFF  
Description: Current empirical research on corporate finance. Mergers/acquisitions, equity offerings, event studies, tests of market efficiency, impact of corporate governance, compensation policies, initial public offerings.

Fina 8892 Independent Study in Finance  
1-8 credit(s), max credits 16, 16 completions allowed;  
Instructor: STAFF  
Description: Problems or developments of special interest to the student.

Fina 8894 Directed Research in Finance  
1-8 credit(s), max credits 16, 16 completions allowed;  
Instructor: STAFF  
Description: Individualized directed research on a project of interest to the student, approved and advised by faculty.

Financial Mathematics  127 Vincent Hall

FM 5002 Preparation for Financial Mathematics II  
3 credit(s);  
Instructor: Adams, Scot Robert  
Description: Student may contact the instructor or department for information.

FM 5012 Mathematical Background for Finance II  
4 credit(s);  
Instructor: Bemis, Christopher Joseph  
Description: Student may contact the instructor or department for information.

FM 5022 Mathematical Theory Applied to Finance II  
4 credit(s);  
Instructor: Tolmasky, Carlos  
Description: Student may contact the instructor or department for information.

FM 5032 A Practitioner's Course in Finance II  
4 credit(s);  
Instructor: Jones, Philip Andrew
**FM 5092 Computation, Algorithms, and Coding in Finance II**

3 credit(s);
Instructor: Prouty, Christopher William
Description: Student may contact the instructor or department for information.

**Finnish**

**320 Folwell Hall**

**Fin 1002 Beginning Finnish**

5 credit(s);
Instructor: Karvonen, Daniel
Description: FIN 1002/4002 is the second semester of Beginning Finnish, and continues where FIN 1001/4001 left off. The main textbook for the course is "Supisuoamea" (chapters 6-10). Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).
Style: 20% Lecture. Interactive exercises
Grading: 10% final exam, 21% reports/papers, 30% quizzes, 6% in-class presentation, 21% class participation, 12% other evaluation.
Exam Format: Short answer, essay, matching

**Fin 1004 Intermediate Finnish**

5 credit(s);
Instructor: Listema, Jacqueline Dawn
Description: This is the continuation of the intermediate course which will pick up where FIN 1003/4003 left off. The intermediate course requires that you've taken a year of college-level Finnish or have equivalent knowledge of the language. We will continue working with the textbook "Suomea paremmin," as well as with authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.). Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4004 designator for 2 credits (and reduced tuition).
Style: 20% Lecture, 80% Small Group Activities.
Grading: 10% final exam, 18% reports/papers, 28% quizzes, 5% in-class presentation, 29% class participation, 10% other evaluation.

**Fin 3012 Advanced Finnish**

3 credit(s);
Instructor: Karvonen, Daniel
Description: This course is the second half of the third-year language sequence in Finnish, and is designed to deepen and hone students’ skills in oral and written expression in Finnish. Advanced grammatical constructions which are characteristic of written Finnish will be covered via class handouts and authentic Finnish texts, such as short stories and newspaper articles, which will form the basis for classroom discussions. Students will write three essays, do three short take-home exams, and complete a final project on a topic of their choice.
Style: 20% Lecture, 80% Discussion.
Grading: 24% reports/papers, 6% special projects, 12% in-class presentation, 28% class participation, 30% other evaluation. three take-home quizzes
Exam Format: short answer, essay

**Fin 4002 Beginning Finnish**

2 credit(s);
Instructor: Karvonen, Daniel
Description: FIN 1002/4002 is the second semester of Beginning Finnish, and continues where FIN 1001/4001 left off. The main textbook for the course is "Supisuoamea" (chapters 6-10). Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).
Style: 20% Lecture. Interactive exercises
Grading: 10% final exam, 21% reports/papers, 30% quizzes, 6% in-class presentation, 21% class participation, 12% other evaluation. oral interviews
Exam Format: Short answer, essay, matching

Fin 4004 Intermediate Finnish
2 credit(s);1004 in another language or passing score on LPE or grad studentCredit will not be granted if credit has been received for: FIN 1004;
Instructor: Listemaa,Jacqueline Dawn
Description: Student may contact the instructor or department for information.

Fisheries and Wildlife  200 Hodson Hall

FW 2002 Threatened and Endangered Wildlife: Causes, Consequences, and Future Conservation
3 credit(s);
Instructor: Gutierrez,Ralph J
Description: Student may contact the instructor or department for information.

FW 2003 Introduction to Marine Biology
3 credit(s);
Instructor: Sorensen, Peter William
Description: Our planet is nearly three-quarters ocean in which the majority of world's organisms are found in a wide variety of fascinating and complex ecosystems. Understanding these systems is both interesting and critical to the survival of our species. This course provides an introduction to the major themes of life in the oceans including the nature of the oceans and aquatic life, the diversity and ecology of the organisms found in them, and the effects of marine fishes, marine mammals, and pollution addressed in more detail. Text, reading and movies are employed. The overarching goal of the course is to make you a well-informed global citizen who could take advanced courses in marine biology. Students taking this course are qualified for a 2-credit marine field course in the Bahamas 'marine Biology and Shark Ecology'
Style: 70% Lecture, 15% Film/Video, 10% Discussion, 5% Guest Speakers.
Grading: 25% mid exam, 25% final exam, 20% reports/papers, 10% quizzes, 20% class participation.
Exam Format: multiple choice and short-answer

FW 3565 Fisheries and Wildlife Ecology and Management: Field Trip
A-F only, 2 credit(s);
Instructor: Rentz, Michael Stephen
Description: Student may contact the instructor or department for information.

FW 4102 Principles of Conservation Biology
3 credit(s);
Instructor: Oberhauser, Karen S
Description: This course examines the ecological, economic, and social principles that form the basis of Conservation Biology. The course is organized into three learning modules: 1) fundamental theories in the applicable disciplines, 2) Conservation Biology's principles and the major threats to biodiversity, and 3) an exploration of various "hot" topics, in detail, often with guest speakers.
Style: 30% Lecture, 25% Discussion, 20% Small Group Activities, 5% Student Presentation, 20% Guest Speakers.
Grading: 10% mid exam, 15% final exam, 15% reports/papers, 15% special projects, 15% written homework, 10% attendance, 5% journal, 10% reflection paper, 5% in-class presentation, 5% class participation.

FW 4103 Principles of Wildlife Management
3 credit(s);
Instructor: Gutierrez, Ralph J
Description: Student may contact the instructor or department for information.

FW 4291 Independent Study: Fisheries
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: STAFF
Description: Individual field, library, and laboratory research in fisheries. Primarily for majors. Students work on special projects. Individual field, library, and lab research in fisheries biology.
Style: special projects and individual directed study
Grading: 100% reports/papers. 100% written reports/papers; may have occasional exceptions

FW 4391 Independent Study: Wildlife
FW 5051 Analysis of Populations  
4 credit(s);  
Instructor: Arnold, Todd W.  
Description: This course covers the basics of experimental design and sampling techniques as they relate to wildlife conservation and terrestrial ecology. We examine methods for estimating population size, population change, and population vital rates (i.e., components of birth, death, immigration, and emigration rates). It is appropriate for seniors or graduate students in FWCB, EEB, Cons Bio, ESPM and others who have a basic understanding of ecology and statistics. The first hour of each class session will be lecture format and the remainder will involve discussion and/or hands-on problem solving using computer programs.  
Style: 40% Lecture, 5% Student Presentation, 55% Demonstration.  
Grading: 50% reports/papers, 13% quizzes, 37% written homework.

FW 5604W Fisheries Ecology and Management  
3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Beck, Marcus William  
Description: Student may contact the instructor or department for information.

FW 5625 Wildlife Handling and Immobilization for Research and Management  
S-N only, 2 credit(s);  
Instructor: Smith, James L David  
Description: Student may contact the instructor or department for information.

FW 8200 Seminar  
S-N only, 1-4 credit(s), max credits 8, 4 completions allowed;  
Instructor: Cohen, Yosef  
Description: Student may contact the instructor or department for information.

FW 8394 Research in Fisheries  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Newman, Raymond M  
Description: Student may contact the instructor or department for information.

FW 8394 Research in Fisheries  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Miller, Loren Michael  
Description: Student may contact the instructor or department for information.

FW 8394 Research in Fisheries  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Perry, Jim A  
Description: Directed, highly independent research. My current work for UNESCO focuses on natural World Heritage Sites and climate change. I ask what risk the Outstanding Universal Values (OUVs) of these Sites face from future climate conditions, and what adaptation choices society and/or Site managers have. I also lead a global training program for UNEP in Ecosystem Management. In that work, we train watershed managers to take an ecosystem approach, focusing on identifying and sustaining ecosystem services from watersheds. Directed study opportunities are rare, and are originated by the student.

FW 8394 Research in Fisheries  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Cohen, Yosef  
Description: Student may contact the instructor or department for information.
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Sorensen, Peter William
Description: Student may contact the instructor or department for information.

FW 8394 Research in Fisheries
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Vondracek, Bruce
Description: Student may contact the instructor or department for information.

FW 8394 Research in Fisheries
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Simons, Andrew M.
Description: Student may contact the instructor or department for information.

FW 8394 Research in Fisheries
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Fulton, David C
Description: Student may contact the instructor or department for information.

FW 8394 Research in Fisheries
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Venturelli, Paul A
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Smith, James L David
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Cuthbert, Francesca J
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Nelson, Kristen
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Mech, L David
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Perry, Jim A
Description: Directed, highly independent research. My current work for UNESCO focuses on natural World Heritage Sites and climate change. I ask what risk the Outstanding Universal Values (OUVs) of these Sites face from future climate conditions, and what adaptation choices society and/or Site managers have. I also lead a global training program for UNEP in Ecosystem Management. In that work, we train watershed managers to take an ecosystem approach, focusing on identifying and sustaining ecosystem services from watersheds. Directed study opportunities are rare, and are originated by the student.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Cohen, Yosef
Description: Student may contact the instructor or department for information.
FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Fulton, David C
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Gutierrez, Ralph J
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Blair, Robert B
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Johnson, Douglas H
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Forester, James Derwin
Description: Student may contact the instructor or department for information.

Food Science and Nutrition

FScN 1011 Science of Cooking
4 credit(s); Meets CLE req of Physical Sciences
Instructor: Smith, David Eugene
Description: This course examines physical and chemical changes occurring during common food preparation techniques. We will use actual food systems such as souffles, custards, sauces, coffee brewing, and candy making to examine the physics and chemistry of heat transfer, foams, gels, emulsions, extractions, and crystallization. Weekly laboratories will illustrate the impact of physical or chemical changes in a food system on the flavor, texture and appearance of the food. You must come to the lab ready to carefully prepare a specific product that will be shared with others in your lab group. You must take responsibility for working with others in your group to examine all the products, make necessary measurements, and to collaboratively learn the physical science concepts illustrated. As part of a small team, you will design an experiment to test a hypothesis about the behavior of an added/substituted ingredient or a change in a procedure step on the flavor, texture and appearance of a food they prepare. This course is designed for students majoring in non-science-based disciplines that want to explore the physical sciences through foods.
Style: 75% Lecture, 25% Laboratory.
Grading: 40% mid exam, 20% final exam, 30% reports/papers, 10% special projects. Reports are lab group lb reports as is the project.
Exam Format: Multiple choice, fill in the blanks and short answer.

FScN 1013 Dietary Supplements: scientific, regulatory, and cultural aspects
3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Brady, Linda J
Description: The course will cover: 1) Use of dietary supplements in the U.S.; how U.S. public demand drives industry and government. 2) The development and implementation of the law--Dietary Supplements Health and Education Act. 3) DSHEA and "safety testing," and risk assessment: How much safety data is needed before marketing? 4) Ethics of marketing. 5) FTC responsibilities and the ethics of advertising. 6) Other cultures as sources of supplements; transference of use between cultures. 7) Issues and ethics of intellectual property rights of indigenous cultures. 8) Rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance. 9) Use of supplements for weight loss. A UM Connect audio video orientation is provided to explain the syllabus and assignment submission and academic integrity; registered students will receive information on orientation about a week before classes start. For each weekly unit, an online UM Connect presentation of the week's power point is also available to complement weekly readings. Students critically evaluate information on supplements and submit weekly homework and critical thinking questions online via the class website; these are graded online and returned. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and "thought" questions (critical thinking) that are more open ended and require students to move beyond the readings into higher level thinking. There is no textbook; readings are online.
FScN 1102 Food: Safety, Risks, and Technology
OPT No Aud, 3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Labuza PhD, Ted Peter
Description: Introduction to the inherent risks and safety of the food supply and the use of public policy, and food technology to reduce those risks including the public perception of these risks. The course will survey microbiological, chemical and environmental hazards, government and industry controls used to ensure foods are safe. After a general review of risk the course will focus on hot issues including the new initiatives on allergens, bio-terrorism, GMOs, obesity, trans fatty acids, Johness disease and health claims. The course will emphasize government regulations with respect to adulteration, food and misbranding, as the means for ensuring food safety. Thermal processing, high pressure and irradiation which will be described as examples of the technologies used in food processing to reduce risk and assure a safe food supply. This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes the public policy process, critical thinking skills and internet use. There are 8-10 in class questions, two written assignments (scenario writing) and two in class open book quizzes. critical thinking skills and internet use. You will be made aware of the magnitude of the food safety issue and the use of public policy to manage inherent risk, as related to processing, distribution and preparation of food at home and in food service. We will cover methods used to control and maintain both safety and quality in the processing and distribution of foods.
Style: 60% Lecture, 20% Discussion. video
Grading: 33% reports/papers, 67% quizzes.
Exam Format: Short essays, critical thinking, evaluation of issues

FScN 1112 Principles of Nutrition
3 credit(s);
Instructor: Brady, Linda J
Description: This course is for all levels of students and will address: 1. essential nutrients needed from the diet; 2. major functions of nutrients and physiological changes with deficiency or excess; 3. digestion, absorption, and metabolism of nutrients; 4. eating programs; 5. scientific method and nutrition; 6. life cycle issues; 7. food safety issues. This class is totally online. Power points and UM Connect presentations (narrated powerpoints) for each chapter are posted on the class site. These contain the key points of the chapters and updated information from current events. Students will be evaluated by weekly online chapter quizzes, a diet analysis and questions about their diet analysis, and a final comprehensive exam covering the major themes of the course. Prerequisite is high school biology, but college biology and chemistry are helpful, since nutrition is a science that is based on biology, physiology, and biochemistry, as well as more social aspects. Students who learn well alone using text and who need the online flexibility will be best served by this class section. Students who learn best by hearing lectures or interacting with others should consider the other section of the class that meets in person.
Style: 100% Web Based.
Grading: 25% final exam, 50% quizzes, 25% other evaluation. Diet analysis and associated questions
Exam Format: multiple choice

FScN 1112 Principles of Nutrition
3 credit(s);
Instructor: Arikawa, Andrea Yukie
Description: When you are studying nutrition, you soon realize that there is always something new to learn. Scientists are constantly making new discoveries, and there are new advances in the field every day. What was true about nutrition ten years ago is not the case today. Keep in mind that oftentimes there is no single correct answer to a question about nutrition. This uncertainty allows you to decide the best course of action for a particular situation. Hopefully as you complete this course you will become confident in your ability to critically evaluate the plethora of nutrition information and make informed dietary choices for yourself, your family, and those you may be working with professionally.
Grading: 43% mid exam, 36% final exam, 14% special projects, 7% quizzes.

FScN 2021 Introductory Microbiology
A-F only, 4 credit(s);
Instructor: Arenz, Brett Evan
Description: Student may contact the instructor or department for information.
Description: Student may contact the instructor or department for information.

FScN 3301 Food Choices: Healing the Earth, Healing Ourselves
3 credit(s); Jr or sr or grad student
Credit will not be granted if credit has been received for: CSPH 3301;
Instructor: Brady, Linda J
Description: Student may contact the instructor or department for information.

FScN 3615 Sociocultural Aspects of Food, Nutrition, and Health
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Smith, Chery
Description: Socio-cultural aspects of regional and cultural diversity in food preferences and food behavior, food habits, demographics, lifestyles, food consumption and expenditures. Effect of socio-economic status, religious beliefs, age, and cultural meaning of food on food choices. Students will understand factors that influence eating behavior, particularly how socio-economic status, religious beliefs, age and gender, and ethnicity contribute to it. Additionally, they will be able to discuss how societal values influence eating patterns and contribute to health issues. Lastly, students will be able to describe how social scientists study, describe, and interpret information on dietary patterns through observations and class readings and discussions.

FScN 4096 Professional Experience Program: Internship
A-F only, 1-4 credit(s), max credits 24, 6 completions allowed;
Instructor: Canad-Barrett, Anna
Description: Student may contact the instructor or department for information.

FScN 4121 Food Microbiology
OPT No Aud, 3 credit(s);
Instructor: Diez-Gonzalez, Francisco
Description: This course is designed to study the most important microorganisms involved in food-borne disease, and food spoilage, as well as methods for their control and detection. Four major topics are covered: 1) basics of food microbiology 2) foodborne pathogens 3) microbial food spoilage and 4) control of microorganisms in food. Specific topics include: traditional, molecular and rapid methods of detection; applications of microbiology, factors that influence microbial growth; mechanisms and agents (physical, chemical, biological) for food preservation; and characteristics of pathogenic bacteria, molds, protozoa, viruses and prions that may be foodborne. In the laboratory the following subjects will be studied: 1) general microbiological techniques for the cultivation and quantification of food microorganisms, 2) quantification and detection of indicator and spoilage microorganisms, and 3) detection, isolation and identification of foodborne pathogens.
Style: 50% Lecture, 10% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Guest Speakers.
Grading: 16% mid exam, 20% final exam, 20% reports/papers, 10% quizzes, 12% written homework, 10% journal, 8% class participation, 4% laboratory evaluation.

FScN 4121 Food Microbiology
OPT No Aud, 3 credit(s);
Instructor: Diez-Gonzalez, Francisco
Description: Student may contact the instructor or department for information.

FScN 4291 Independent Study
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Independent Study is for one-to-one faculty student work agreed upon food science related topics. Prior registration approval is necessary and can be obtained by contacting Sue P. at 624-6753. Contracts are used to outline the proposed projects.

FScN 4311 Chemical Reactions in Food Systems
2 credit(s);
Instructor: Csallany, A Saari
Description: Student may contact the instructor or department for information.

FScN 4332 Food Processing Operations
A-F only, 3 credit(s);
Instructor: Smith, David Eugene
Description: This course is a continuation of topics in food processing. This semester, topics will include fluid flow, pumping, heat and mass transfer, thermal processing and case studies.
FScN 4332 Food Processing Operations
A-F only, 3 credit(s);
Instructor: Reineccius,Gary A
Description: This course is a continuation of topics in food processing. This semester, topics will include fluid flow, pumping, heat and mass transfer, thermal processing and case studies.
Style: 50% Lecture, 50% Laboratory.
Grading: 30% mid exam, 30% final exam, 10% quizzes, 30% laboratory evaluation.
Exam Format: Problems and short answers

FScN 4349 Food Science Capstone
A-F only, 2 credit(s);
Instructor: Ismail, Baraem
Description: Student may contact the instructor or department for information.

FScN 4613 Experimental Nutrition
2 credit(s);
Instructor: Gallacher, Daniel David
Description: This course provides a laboratory experience in chemical and biochemical methods of analysis of nutritional status. The majority of lab experiences will be conducted to determine the student's own nutritional status. Students develop an understanding of the usefulness of various biochemical parameters in ascertaining nutritional status, become familiar with a variety of laboratory equipment and procedures, develop an understanding of the theory of operation of a number of laboratory instruments, and learn the principles involved in a number of chemical and biochemical procedures. There is one lecture and one laboratory period per week. The course is intended primarily for upper division dietetics and nutrition science majors and beginning nutrition graduate students, although it is appropriate for any student wishing to take a biochemistry-oriented laboratory course. Students must have taken courses in biochemistry and physiology. A course in statistics is highly recommended.
Style: 22% Lecture, 3% Film/Video, 70% Laboratory, 5% Web Based.
Grading: 20% mid exam, 30% final exam, 40% reports/papers, 10% quizzes. Final exam is cumulative. Quizzes are web-based quizzes on laboratory preparation material before each laboratory.
Exam Format: Multiple choice.

FScN 4614 Community Nutrition
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Smith, Chery
Description: Community-based nutrition issues will be explored, including nutrition risks associated with different age, sex, ethnic, and socioeconomic groups; community needs assessment; program planning and evaluation; and programs developed to address the needs and interests for people at different stages of the life cycle, ethnic or cultural backgrounds, and literacy levels. Students will be able to describe the purpose and principles of community nutrition, the role of the nutritionists, and methods employed to gather information on the nutritional status of the multiethnic American population. They will be able to describe how race, culture and socioeconomic status influence the nutritional risk factors associate with chronic illness and selected conditions (i.e. pregnancy, low birthweight infants, aging). Students will be able to conduct a community needs assessment, identify and prioritize problems, and develop a culturally-appropriate nutrition program plan for people living in their community. Lastly, students will be able to characterize the major government - sponsored food and nutrition programs and will be able to refer members of the community to the appropriate program for services required.

FScN 4622 Nutritional Toxicology, the basic science of diet-related toxicants
A-F only, 3 credit(s); BIOC 3021; designed for students majoring in [nutrition or food science or toxicology ]Credit will not be granted if credit has been received for: NUTR 5627;
Instructor: Chen, Chi
Description: The goal of this course is to provide the students an intellectual platform to comprehend the potential adverse effects of foreign compounds to the biological system. This course comprises two parts. Part 1 will cover the basic knowledge of toxicology, such as toxicokinetics; enzymes and pathways responsible for the adsorption, distribution, metabolism and excretion (ADME) of xenobiotics; oxidative stress and genetic polymorphism in the toxicological events; organ toxicity. Part 2 will focus on primary research by studying specific toxic (or detoxification) events associated with food intake and environmental exposure as well as in vivo and in vitro techniques used in toxicological research.
Style: 100% Lecture.
Grading: 32% mid exam, 28% final exam, 32% reports/papers, 8% attendance.

FScN 4666 Medical Nutrition Therapy II
A-F only, 3 credit(s);
Instructor: Earthman, Carrie P
Description: Student may contact the instructor or department for information.

FScN 4732 Food and Nutrition Management
A-F only, 3 credit(s);
Instructor: Marquart, Len
Description: Student may contact the instructor or department for information.

FScN 5481 Sensory Evaluation of Food Quality
2 credit(s);
Instructor: Vickers, Zata M
Description: Student may contact the instructor or department for information.

FScN 5601 Management of Eating Disorders
3 credit(s);
Instructor: Croll, Jillian Kathleen
Description: This course is open to undergraduate and graduate students in nutrition, psychology, medical, nursing, public health, and other related disciplines or by permission of instructor. The purpose of this course is to provide the student with an understanding of etiology, occurrence, course, treatment, and prevention of eating disorders from a multidisciplinary perspective. In addition, this course will examine the roles and responsibilities of eating disorder treatment team members of varying types across a variety of treatment milieus. The instructor will provide a framework for the course material, and invite regular participation by students. A number of eating disorder professionals from teh community will come into the class and speak about how they are involved in eating disorder treatment. Many of these are interactive presentations. Students have the chance to explore the use of yoga, art therapy, music therapy, and other therapeutic interventions commonly used in the treatment of eating disorders. The course format will include lecture, discussion, and case studies incorporating readings and other information. The course projects mimic typical work in an eating disorder treatment setting, giving students an idea of day to day work that clinicians complete in the course of working with individuals with eating disorders.
Style: 35% Lecture, 40% Discussion, 25% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 30% reports/papers, 20% special projects, 10% in-class presentation.

FScN 8310 General Seminar
S-N only, 1 credit(s), max credits 2;
Instructor: Reicks, Marla M
Description: Student may contact the instructor or department for information.

FScN 8318 Current Issues in Food Science
A-F only, 2 credit(s), max credits 4;
Instructor: Smith, David Eugene
Description: Student may contact the instructor or department for information.

FScN 8330 Research Topics
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cariad-Barrett, Anna
Description: Student may contact the instructor or department for information.

FScN 8335 Carbohydrate Chemistry in Food and Nutrition
2 credit(s);
Instructor: Cariad-Barrett, Anna
Description: Student may contact the instructor or department for information.

FScN 8391 Independent Study: Food Science
1-4 credit(s), max credits 6, 6 completions allowed;
Instructor: Cariad-Barrett, Anna
Description: Student may contact the instructor or department for information.
Forest Resources 115 Green Hall

FR 3131 Geographical Information Systems (GIS) for Natural Resources
A-F only, 4 credit(s);Soph or jr or sr or UHP frCredit will not be granted if credit has been received for: FR 5131;Meets CLE req of Technology and Society
Instructor: Jenks, Andrew Carl
Description: FR 3131 is an introduction to Geographical Information Systems, focusing on spatial data development and analysis in the science and management of natural resources. Topics covered include basic data structures, data sources, data collection, data quality, geodesy and map projections, spatial and tabular data analyses, digital elevation data and terrain analyses, cartographic modeling, and cartographic layout. Laboratory exercises provide practical experiences that complement the theory covered in lecture.
Style: 50% Lecture, 50% Laboratory.
Grading: 15% mid exam, 15% final exam, 55% laboratory evaluation, 15% other evaluation. Third Test
Exam Format: short answer; multiple choice

FR 3203 Forest Fire and Disturbance Ecology
A-F only, 3 credit(s);[3104 or equiv], course feeCredit will not be granted if credit has been received for: FR 5203;
Instructor: Frelich, Lee E
Description: The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip. Offered every spring.
Style: 60% Lecture, 20% Discussion. Small group exercises
Grading: 40% mid exam, 20% final exam, 20% problem solving, 10% other evaluation.
Exam Format: Short answer, essay, solve problems

FR 3218 Measuring and Modeling Forests
A-F only, 3 credit(s);[ESPM 3012 or STAT 3011], MATH 1151Credit will not be granted if credit has been received for: FR 5218;
Instructor: Burk, Thomas Edward
Description: General sampling design and survey techniques to assess current resource conditions. Application of these metrics/sampling methods to forest vegetation. Calculation of tree/stand volume and selection of modeling approaches. Case studies of modeling to project future growth. Landscape processes, characterization, and modeling. Offered every spring.
Style: 80% Lecture, 20% Small Group Activities.
Grading: 71% mid exam, 24% written homework, 5% class participation. 4 "mid exam"s

FR 3262 Remote Sensing of Natural Resources and Environment
3 credit(s);Credit will not be granted if credit has been received for: FR 5262;
Instructor: Bauer, Marvin E
Description: The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for mapping and monitoring natural resources, environment and land use. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience in interpretation of aerial photographs and an introduction to digital image analysis techniques, along with a practical / team project using remote sensing.
Style: 60% Lecture, 40% Laboratory.

FR 3411 Managing Forest Ecosystems: Silviculture
3 credit(s);[3104, non FR [major or minor]] or [3104, concurrent enrollment in 5413, FR [major or minor]] or instr consentCredit will not be granted if credit has been received for: FR 5411;
Instructor: D'Amato, Anthony William
Description: Management of forest ecosystems for sustaining ecological integrity, soil productivity, water quality, wildlife habitat, biological diversity, commodity production in landscape context. Silvics, forest dynamics, disturbances, regeneration, restoration, silvicultural systems. Ramifications of management choices.

FR 3431 Timber Harvesting and Road Planning
2 credit(s);3411 or instr consentCredit will not be granted if credit has been received for: FR 5431;
Instructor: Blinn, Charles R
Description: This course provides an introduction to timber harvesting and road planning. The course begins by reviewing timber harvesting equipment. With that background, we visit several active timber harvesting operations during a one-day field trip. We then explore some basic concepts about logging costs and productivity before discussing road and timber sale planning. This course is
primarily intended for upper division students in the Forest Ecosystem Management and Conservation specialization within the Forest Resources curriculum. Course information is also pertinent to anyone interested in timber harvesting, soils, conservation of natural resources, and road or trail building.

**Style:** 55% Lecture, 5% Film/Video, 5% Discussion, 5% Small Group Activities, 15% Student Presentation, 10% Field Trips, 5% Guest Speakers.

**Grading:** 24% mid exam, 18% final exam, 10% reports/papers, 10% special projects, 33% written homework, 5% in-class presentation.

**Exam Format:** All three exams are a mixture of True/False, short answer, matching, and fill-in-the-blank questions.

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**FR 3471 Forest Planning and Management**

A-F only, 3 credit(s); Intro silviculture or concurrent registration in silviculture or instr consent Credit will not be granted if credit has been received for: FR 5471;

**Instructor:** STAFF

**Description:** Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

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**FR 3471 Forest Planning and Management**

A-F only, 3 credit(s); Intro silviculture or concurrent registration in silviculture or instr consent Credit will not be granted if credit has been received for: FR 5471;

**Instructor:** Hoganson, Howard M

**Description:**

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**FR 3501 Arboriculture: Selection and Maintenance of Trees**

3 credit(s);

**Instructor:** Johnson, Gary

**Description:** This course is designed for the undergraduate student in urban forestry, forestry, horticulture or landscape architecture who desires more technical information on the selection, siting, and care of individual trees in the landscape. Topics include: species selection, planting and transplanting, pruning, plant health care management, diagnosis of problems, risk management, and remedial treatments. The textbook is the 4th edition of Arboriculture: Integrated Management of Landscape Trees, Shrubs, and Vines. Other assigned readings from journals and texts reserved in the Forestry library, as well as electronically forwarded articles. Classes are discussion/demonstration lectures with professionals as occasional lecturers. Exams are short-answer and problem solving in nature. Quizzes are brief and based on reading assignments. Lab exercises are pragmatic and problem-solving.

**Style:** 60% Lecture, 10% Discussion, 20% Demonstration, 10% Guest Speakers. Demonstration

**Grading:** 10% mid exam, 10% final exam, 15% reports/papers, 35% quizzes, 20% written homework, 10% additional semester exams.

**Exam Format:** Short-answer, problem solving

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**FR 4293 Directed Study**

1-5 credit(s), max credits 15, 3 completions allowed;

**Instructor:** Ek, Alan Ryan

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

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**FR 4293 Directed Study**

1-5 credit(s), max credits 15, 3 completions allowed;

**Instructor:** Hoganson, Howard M

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

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**FR 4293 Directed Study**

1-5 credit(s), max credits 15, 3 completions allowed;

**Instructor:** Nelson, Kristen

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

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**FR 4293 Directed Study**
FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Burk, Thomas Edward
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Kilgore, Mike
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Blinn, Charles R
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Current, Dean Alan
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Schneider, Ingrid Eleanore
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Reich, Peter Bernard
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Bauer, Marvin E
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Johnson, Gary
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Frelich, Lee E
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Carlson PhD, Stephan Paul
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.
FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Brooks,Kenneth N
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Bolstad,Paul V
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: David,Andrew J
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: D'Amato,Anthony William
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Davenport,Mae Allen
Description: Student may contact the instructor or department for information.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Stafford,Susan G
Description: Student may contact the instructor or department for information.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Montgomery,Rebecca Anne
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Becker,Dennis R
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Knight,Joe
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4501 Urban Forest Management: Managing Greenspaces for People
3 credit(s);[1101, 3501, Ent 4251, PIPa 3003, [UF major or minor]] or instr consent Credit will not be granted if credit has been received for: FR 5501;
Instructor: Johnson,Gary
Description: This course is designed for upper level undergraduate and graduate students in urban forestry, forestry, natural
resources, landscape architecture, landscape design and planning curricula. This is a management course with less emphasis on tree
care than FR 3501. Topics of study include: risk assessment and management; inventorying and developing maintenance programs;
legal perspectives of urban forest management; urban user preferences; minimizing green and gray infrastructure conflicts; protecting
the resources during development and urban expansion; storm preparedness and response.

**Style:** 40% Lecture, 20% Discussion, 5% Student Presentation, 15% Demonstration, 20% Guest Speakers.

**Grading:** 15% mid exam, 15% final exam, 30% reports/papers, 30% quizzes, 10% in-class presentation.

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**FR 5146 Science and Policy of Global Environmental Change**
3 credit(s); 3104 or Biol 3407 or equiv
Credit will not be granted if credit has been received for: EEB 5146;
Instructor: Hobbie, Sarah E

**Description:**

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**FR 5203 Forest Fire and Disturbance Ecology**
A-F only, 3 credit(s); [Grad student or instr consent], course fee
Credit will not be granted if credit has been received for: FR 3203;
Instructor: Frelich, Lee E

**Description:** The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in
forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of
disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip.
Offered every spring.

**Style:** 60% Lecture, 20% Discussion. Small group exercises

**Grading:** 40% mid exam, 20% final exam, 20% problem solving, 10% other evaluation.

**Exam Format:** Short answer, essay, solve problems

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**FR 5218 Measuring and Modeling Forests**
A-F only, 3 credit(s); Grad student or instr consent
Credit will not be granted if credit has been received for: FR 3218;
Instructor: Burk, Thomas Edward

**Description:** General sampling design and survey techniques to assess current resource conditions. Application of these
metrics/sampling methods to forest vegetation. Calculation of tree/stand volume and selection of modeling approaches. Case studies
of modeling to project future growth. Landscape processes, characterization, and modeling. Offered every spring.

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**FR 5262 Remote Sensing of Natural Resources and Environment**
3 credit(s); Grad student or instr consent
Credit will not be granted if credit has been received for: FR 3262;
Instructor: Bauer, Marvin E

**Description:** The course is designed to provide students with a working knowledge of the principles and applications of remote
sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for mapping and monitoring
natural resources, environment and land use. Both photographic and digital sensing approaches are considered. The laboratory
provides hands-on experience in interpretation of aerial photographs and an introduction to digital image analysis techniques, along
with a practical / team project using remote sensing.

**Style:** 60% Lecture, 40% Laboratory.

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**FR 5411 Managing Forest Ecosystems: Silviculture**
3 credit(s); Grad student or instr consent
Credit will not be granted if credit has been received for: FR 3411;
Instructor: D’Amato, Anthony William

**Description:** Management of forest ecosystems for sustaining ecological integrity, soil productivity, water quality, wildlife habitat,
biological diversity, commodity production in landscape context. Silvics, forest dynamics, disturbances, regeneration, restoration,
silvicultural systems. Ramifications of management choices.

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**FR 5412 Digital Remote Sensing**
3 credit(s);
Instructor: Bauer, Marvin E

**Description:** Digital Remote Sensing provides graduate and advanced undergraduate students with a working knowledge of
biophysical-quantitative remote sensing. The theoretical basis and practical aspects of digital remote sensing are addressed, including
energy-matter interactions, radiation measurements and sensors, and digital image processing and analysis. Lectures and reading
assignments will be supplemented by problems and projects providing experience in working with digital remote sensing imagery,
models and image processing.

**Style:** 80% Lecture, 10% Discussion, 5% Student Presentation, 5% Demonstration.

**Grading:** 30% mid exam, 20% final exam, 30% special projects, 10% in-class presentation, 10% problem solving.

**Exam Format:** Essay
FR 5413 Managing Forest Ecosystems: Silviculture Lab  
1 credit(s);  
Instructor: D'Amato, Anthony William  
Description: Development of silvicultural prescriptions to achieve various landowner objectives. Timber cruise, growth/yield simulations, stand density management diagrams, thinning schedules, use of forest vegetation simulator. Two Saturday field trips, computer labs, lectures.

FR 5431 Timber Harvesting and Road Planning  
2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: FR 3431;  
Instructor: Blinn, Charles R  
Description: This course provides an introduction to timber harvesting and road planning. The course begins by reviewing timber harvesting equipment. With that background, we visit several active timber harvesting operations during a one-day field trip. We then explore some basic concepts about logging costs and productivity before discussing road and timber sale planning. This course is primarily intended for upper division students in the Forest Ecosystem Management and Conservation specialization within the Forest Resources curriculum. Course information is also pertinent to anyone interested in timber harvesting, soils, conservation of natural resources, and road or trail building.  
Style: 55% Lecture, 5% Film/Video, 5% Discussion, 5% Small Group Activities, 15% Student Presentation, 10% Field Trips, 5% Guest Speakers.  
Grading: 22% mid exam, 15% final exam, 9% reports/papers, 19% special projects, 27% written homework, 8% in-class presentation.  
Exam Format: All three exams are a mixture of True/False, short answer, matching, and fill-in-the-blank questions.

FR 5471 Forest Planning and Management  
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: FR 3471;  
Instructor: STAFF  
Description:

FR 5501 Urban Forest Management: Managing Greenspaces for People  
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: FR 4501;  
Instructor: Johnson, Gary  
Description: This course is designed for upper level undergraduate and graduate students in urban forestry, forestry, natural resources, landscape architecture, landscape design and planning curricula. This is a management course with less emphasis on tree care than FR 3501. Topics of study include: risk assessment and management; inventorying and developing maintenance programs; legal perspectives of urban forest management; urban user preferences; minimizing green and gray infrastructure conflicts; protecting the resources during development and urban expansion; storm preparedness and response.  
Style: 40% Lecture, 20% Discussion, 5% Student Presentation, 15% Demonstration, 20% Guest Speakers.  
Grading: 15% mid exam, 15% final exam, 30% reports/papers, 30% quizzes, 10% in-class presentation.

FR 8101 Research Problems: Physiological Ecology  
1-5 credit(s), max credits 10, 10 completions allowed;  
Instructor: Montgomery, Rebecca Anne  
Description: Student may contact the instructor or department for information.

FR 8102 Research Problems: Forest-Tree Genetics  
1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: David, Andrew J  
Description: Student may contact the instructor or department for information.

FR 8103 Research Problems: Forest Hydrology  
1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Eckman, Karlyn  
Description: Student may contact the instructor or department for information.

FR 8103 Research Problems: Forest Hydrology  
1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Brooks, Kenneth N  
Description: Student may contact the instructor or department for information.
FR 8104 Research Problems: Forest Ecology
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Frelich, Lee E
  Description: Student may contact the instructor or department for information.

FR 8104 Research Problems: Forest Ecology
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Montgomery, Rebecca Anne
  Description: Student may contact the instructor or department for information.

FR 8105 Research Problems: Silviculture
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: D'Amato, Anthony William
  Description: Student may contact the instructor or department for information.

FR 8106 Research Problems: Urban Forestry--Biology and Management
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Johnson, Gary
  Description: Student may contact the instructor or department for information.

FR 8107 Seminar: Forest Resources
  1 credit(s);
  Instructor: Thompson, Jerrilyn L
  Description: Student may contact the instructor or department for information.

FR 8201 Research Problems: Forest Economics
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Hoganson, Howard M
  Description: Student may contact the instructor or department for information.

FR 8201 Research Problems: Forest Economics
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Kilgore, Mike
  Description: Student may contact the instructor or department for information.

FR 8201 Research Problems: Forest Economics
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Becker, Dennis R
  Description: Student may contact the instructor or department for information.

FR 8202 Research Problems: Forest Biometry and Measurements
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Ek, Alan Ryan
  Description: Student may contact the instructor or department for information.

FR 8202 Research Problems: Forest Biometry and Measurements
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Burk, Thomas Edward
  Description: Student may contact the instructor or department for information.

FR 8203 Research Problems: Forest Recreation
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Bengston, David
  Description: Student may contact the instructor or department for information.

FR 8203 Research Problems: Forest Recreation
  1-5 credit(s), max credits 5, 1 completion allowed;
  Instructor: Baughman, Mel J.
FR 8203 Research Problems: Forest Recreation
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Schneider, Ingrid Eleanore
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Recreation
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Davenport, Mae Allen
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Policy
1-5 credit(s), max credits 10, 4 completions allowed;
Instructor: Nelson, Kristen
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Policy
1-5 credit(s), max credits 10, 4 completions allowed;
Instructor: Baughman, Mel J.
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Policy
1-5 credit(s), max credits 10, 4 completions allowed;
Instructor: Kilgore, Mike
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Policy
1-5 credit(s), max credits 10, 4 completions allowed;
Instructor: Current, Dean Alan
Description: Student may contact the instructor or department for information.

FR 8205 Research Problems: Spatial Data Analysis
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Bauer, Marvin E
Description: Student may contact the instructor or department for information.

FR 8205 Research Problems: Spatial Data Analysis
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Bolstad, Paul V
Description: Student may contact the instructor or department for information.

FR 8205 Research Problems: Spatial Data Analysis
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Knight, Joe
Description: Student may contact the instructor or department for information.
FR 8206 Research Problems: Forest Management
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Hoganson, Howard M
Description: Student may contact the instructor or department for information.

FR 8206 Research Problems: Forest Management
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Blinn, Charles R
Description: Student may contact the instructor or department for information.

FR 8207 Economic Analysis of Natural Resource Projects
A-F only, 2 credit(s);
Instructor: Kilgore, Mike
Description: Student may contact the instructor or department for information.

FR 8207 Economic Analysis of Natural Resource Projects
A-F only, 2 credit(s);
Instructor: Becker, Dennis R
Description: Student may contact the instructor or department for information.

FR 8207 Economic Analysis of Natural Resource Projects
A-F only, 2 credit(s);
Instructor: Suh, Sangwon
Description: Student may contact the instructor or department for information.

FR 8208 Research Problems: Environmental Learning and Leadership
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Eckman, Karlyn
Description: Student may contact the instructor or department for information.

FR 8208 Research Problems: Environmental Learning and Leadership
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Current, Dean Alan
Description: Student may contact the instructor or department for information.

FR 8208 Research Problems: Environmental Learning and Leadership
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Carlson PhD, Stephan Paul
Description: Student may contact the instructor or department for information.

French  314 Folwell Hall

Fren 100 Reading French in the Arts and Sciences
S-N only, 0 credit(s);
Instructor: Kamel, Amy Fawkia
Description: Student may contact the instructor or department for information.

Fren 1001 Beginning French
5 credit(s);
Instructor: STAFF
Description: This course is intended for students with NO previous study of French, or students who have not studied French in recent years (gap of 3 years or more). If you have more than two years of high school French completed within the last year or two, you should register for Fren 1022 which provides students with an accelerated review of Fren 1001 material followed by material covered in Fren 1002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 1001 is a theme-based course. Students develop their communication skills in French in different areas: speaking, writing, listening and reading. In addition to linguistic skills, students develop a better understanding of diverse aspects of French-speaking cultures. Themes addressed in the course include: student life, family, recreation, life in Francophone cities, housing, Francophone heritage in Northern America and Canada. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia) with a variety of practice
activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from "Premiere Etape" through Ch. 5. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Combination of whole-class and small-group activities

**Grading:** 10% mid exam, 15% final exam, 12% reports/papers, 8% special projects, 10% quizzes, 25% other evaluation. written exams; 12% oral tests; 8% workbook exercises

**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture.

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**Fren 1001 Beginning French**

5 credit(s);

**Instructor:** Estrem, Mary Elaine

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of student group. (Assignments may be submitted via e-mail.) Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, based on the video series French in Action, you will go to the center of the French-speaking world--Paris--where you will learn French by participating in a story about a young French woman, Mireille Belleau, and a young American man, Robert Taylor, who develop an interest in each other. As their story unfolds, you will learn language for common social situations, such as ordering food and drink; making purchases; talking about one's interests and one's dreams; talking about one's studies; extending, accepting, and refusing invitations; and behaving politely at the dinner table. You will learn to use past tenses, and you will see some of the famous sites in Paris. The language you learn in French 1001 will allow you to function in some social situations and begin your understanding of French grammar.

**Style:** This is a printed correspondence section.

**Grading:** 25% mid exam, 50% final exam, 25% written homework. The self-recordings are not graded unless part of a quiz. The oral exercises are for practice and to check your pronunciation. The instructor may record corrections to your pronunciation. Lowest written and oral quiz scores are dropped.

**Exam Format:** Supervised, in-person exams.

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**Fren 1002 Beginning French**

5 credit(s); 1001 or equiv

Credit will not be granted if credit has been received for: FREN 4022;

**Instructor:** STAFF

**Description:** Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the interpersonal, interpretive and presentational skills developed in first-semester French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1002 is a theme-based course. Themes addressed in this course include: Francophone youth, food, geography, the environment, travel, education and employment. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 6 through Ch. 10. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Class Time: Mostly discussion and student involvement in pair/group activities.

**Grading:** 30% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 13% special projects, 12% quizzes, 5% workbook exercises

**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

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**Fren 1002 Beginning French**

5 credit(s); 1001 or equiv

Credit will not be granted if credit has been received for: FREN 4022;

**Instructor:** Estrem, Mary Elaine

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. (Assignments may be submitted via e-mail.) Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, based on the video series French in Action, you will go to the center of the French-speaking world--Paris--where you will learn French by participating in a story about a young French woman, Mireille Belleau, and a young American man, Robert Taylor, who develop an interest in each other. As their story unfolds, you will learn language for common social situations, such as ordering food and drink; making purchases; talking about one's interests and one's dreams; talking about one's studies; extending, accepting, and refusing invitations; and behaving politely at the dinner table. You will learn to use past tenses, and you will see some of the famous sites in Paris. The language you learn in French 1002 will allow you to function in a greater range of social situations and extend your understanding of French grammar.

**Style:** This is a printed correspondence section.

**Grading:** 25% mid exam, 50% final exam, 25% written homework. The self-recordings will not be graded. The oral exercises are for practice and for your instructor to check your pronunciation. The instructor may record corrections to your pronunciation. Lowest
written and oral quiz scores will be dropped.

Exam Format: Supervised, in-person (not online) exams

**Fren 1003 Intermediate French**

**5 credit(s):**

**Instructor:** STAFF

**Description:** Prereq: 1002 or Entrance Proficiency Test. This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students build on the interpersonal, interpretive and presentational skills developed in beginning French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1003 is a theme-based course. Themes addressed in this course include: French media and cinema, the French resistance, wellness and health, current French family, societal and global issues. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 11 through Ch. 14. They will also work with the film `Le Chemin du Retour? available on the course site: the story of a young French journalist and her pursuit of the truth about her grandfather's past. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Mostly discussion and student involvement in pair/group activities

**Grading:** Grade: 15%; final exam, 20%; reports/papers, 6%; chapter quizzes, 7%; class participation, 32%; other evaluation: written exams (22.5%), writing assignments on movie, on-line writing assignments (9.5%), 15%; oral exams, 5%; workbook exercises.

**Exam Format:** Exam Format: Exams assess a student's listening, reading, speaking and writing proficiency and cultural knowledge and understanding. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

**Fren 1004 Intermediate French**

**5 credit(s):**

**Instructor:** STAFF

**Description:** This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural awareness, knowledge and understanding of Francophone cultures. Emphasis is placed on reading, writing and culture. The theme of this course is that of cultural identity, addressed via discussion of food, family, education, work, nationality and diversity. A custom edition of "Ouvertures" (based on the 4th ed.) includes contemporary and literary texts. In this text students will learn material from Chapters 1 through 8, with emphasis on chapters 1, 2, 3, 6 and 7. A supplemental course pack includes activities to accompany video clips, as well as supplemental grammar activities. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources (mainly film clips) to develop their listening skills; the clips will also serve as a basis for cultural discussions. Email exchanges with native French speakers learning English will further enhance cultural knowledge. During enrollment in 1004 students who choose to, will have the opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.

**Style:** Mostly discussion and student involvement in pair/group activities.

**Grading:** 15% final exam, 20% reports/papers, 5% quizzes. 10% email exchanges and other assignments; 30% written exams; 15% oral exams; 5% workbook exercises

**Exam Format:** Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

**Fren 1022 Accelerated Beginning French**

**5 credit(s);** 2 or more yrs high school French

Credit will not be granted if credit has been received for: FREN 4002;

**Instructor:** STAFF

**Description:** Prereq: 2 or more yrs high school French. This beginning French course for false beginners is intended for students who have previously studied French in high school or at a community college, or who are transfer students, while Fren 1001 is a course for students with no previous French studies. The Fren 1022 course begins with a review of Fren 1001 materials (Ch. preliminaire through Ch. 5 in "Deux Mondes" 6th ed.), followed by materials introduced in Fren 1002 (Ch. 6 through Ch. 10). In other words, the course allows students to learn first-year materials in one semester. Upon entering Fren 1022 students should be familiar with basic vocabulary related to daily life and daily survival situations, present and past tenses (please note: "passe compose" will be reviewed and "imparfait" will be introduced). Fren 1022 is a theme-based course. Themes addressed in this course include: student life, family, recreation, housing, Francophone heritage in North-America, Francophone youth, food, geography, the environment, travel, education and employment. Students develop knowledge and understanding of Francophone practices and products through multimedia and cultural readings. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. Since the majority of class is devoted to communication class attendance is fundamental.

**Style:** Mostly discussion and student involvement in pair/group activities
Grading: 36% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 10% special projects, 7% quizzes, 7% workbook exercises
Exam Format: All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

Fren 3014 French Phonetics
2 credit(s);
Instructor: Treece PhD,Rick
Description: This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with phonetic symbols. Another important theoretical component is learning the rules governing the correspondence between written letters and their pronunciation. In the practical portion of the course, students will be given extensive pronunciation practice so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French conversation. This course is designed for non-native speakers of French and is a required course for French majors who declared the major prior to Fall 2010 (who may, if they have excellent pronunciation skills, attempt to gain exemption from this requirement by passing a practical pronunciation test).
Style: 10% Lecture, 10% Discussion, 80% Laboratory.
Grading: 10% final exam, 5% reports/papers, 20% quizzes, 10% class participation, 10% laboratory evaluation, 45% other evaluation.
8 audio recordings
Exam Format: short answer, multiple choice

Fren 3015 Advanced French Grammar and Communication
3 credit(s);
Instructor: STAFF
Description: Fren 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms (e.g. portrait, description, narration) while exploring selected cultural themes through written texts and film. Course requirements include exams as well as regular writing assignments, which usually involve one rewriting. In order to enroll in 3015, it is highly recommended that students have completed Fren 1004 with a minimum grade of B; transfer students should take the Language Proficiency Exam and receive a High Pass. For information on the LPE, see <a href="http://langtest.umn.edu/imdatesGPT.html">http://langtest.umn.edu/imdatesGPT.html</a>
Style: Language instruction
Exam Format: Grammar exercises, essays

Fren 3016 Advanced French Composition and Communication
3 credit(s);
Instructor: STAFF
Description: Fren 3016 is the second in a two-course sequence (with 3015) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3016, students will develop skills in a variety of writing forms (e.g. compte rendu, argumentative essay, film scene analysis) while exploring selected cultural themes through written texts and film. Course requirements include written exams as well as regular writing assignments, which usually involve one rewriting. Students who do not receive a grade of B or better in 3015 (or equivalent course) are strongly encouraged to repeat 3015 before taking 3016.
Style: Language instruction
Grading: 50% written homework, 10% class participation.
Exam Format: Grammar exercises, essay

Fren 3022 The Language and Culture of Business in France
3 credit(s);
Instructor: Mougel,Patricia M.
Description: Fren 3022 is an advanced content-based course taught in French. Themes addressed in the course are: France?s economy in Europe and in the world, business creation, organization, expansion and decline, green business and marketing, employment/ unemployment, human resources management, discrimination in the work place, job-search procedures. You will learn how to translate short texts, write standard business letters, job and internship applications, how to hold a telephone conversation in French. We will also describe, analyze and discuss sustainable business practices in France through case studies of businesses that have moved towards sustainability in terms of resources selection, product development, marketing and human resources management. We will make extensive use of authentic written and visual texts (newspaper and magazine articles, news broadcasts, documentaries, websites) which will allow you to gain insights into current socio-economic issues in France and gain a better
understanding of similarities and differences in business and employment practices between France and the United States. Interpretation of authentic documents, discussions, expressing and supporting one’s opinion, narrating in paragraphs, comparing/contrasting orally and in writing will be emphasized. This course is web-enhanced and will allow you to further develop your language and intercultural communication competence outside of class while exploring business content.

**Style:** 30% Lecture, 30% Discussion, 25% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.

**Grading:** 18% reports/papers, 15% special projects, 10% quizzes, 20% in-class presentation, 7% class participation. 3 written exams: 30%

**Exam Format:** Short answer questions and essay writing. Final Oral Group Presentation on a business French current issue.

**Fren 3101W Methods in French and Francophone Studies**

4 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive

**Instructor:** Brewer, Maria M

**Description:** FREN 3101W is a writing intensive course offering a broad introduction to the critical methods, standards of scholarship, and body of knowledge specific to the discipline of French and Francophone Studies. The course will train students to understand and analyze various documents and media such as literary works, cultural or theoretical texts, cultural artifacts, film, art, audio and visual media pertaining to France and Francophone communities from selected periods spanning the centuries. Since this is a writing intensive course, particular attention is given to the content, style and format of written assignments. In this section of 3101W, titled “Translation, Representation, the Other,” we will explore the theme of cultural translation. French and Francophone literature has a long history of translating and representing diverse identities, selves, and Others. From Francois Villon's "Persian" observations on Parisian society, to Assia Djebar's "transmission" of Algerian women's stories, distant subjectivities seem to be explored and translated in literary and cinematic texts. This introduction to French Studies will work through the complex question of what is gained - and what is lost - in the literary and cinematic translations of selves and cultures.

**Fren 3101W Methods in French and Francophone Studies**

4 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive

**Instructor:** Bliss, Greta K

**Description:** FREN 3101W is a writing-intensive course offering a broad introduction to the critical methods, standards of scholarship, and body of knowledge specific to the discipline of French and Francophone Studies. The course will train students to understand and analyze various documents and media such as literary works, cultural or theoretical texts, cultural artifacts, film, art, audio and visual media pertaining to France and Francophone communities from selected periods spanning the centuries. Since this is a writing intensive course, particular attention is given to the content, style and format of written assignments. In this section of 3101W, titled “Translation, Representation, the Other,” we will explore the theme of cultural translation. French and Francophone literature has a long history of translating and representing diverse identities, selves, and Others. From Francois Villon's "Persian" observations on Parisian society, to Assia Djebar's "transmission" of Algerian women's stories, distant subjectivities seem to be explored and translated in literary and cinematic texts. This introduction to French Studies will work through the complex question of what is gained - and what is lost - in the literary and cinematic translations of selves and cultures.

**Fren 3260 Dramas of Culture: 20th-Century French and Francophone Theater**

3 credit(s), max credits 9, 3 completions allowed; 3101 Credit will not be granted if credit has been received for: TH 3261

**Instructor:** Brewer, Maria M

**Description:** Dramas of Culture: 20th Century French and Francophone Theater This course is focused on the innovative dramatists, key movements, and contexts of 20th-Century French and Francophone theater. Theatrical movements we will be studying include symbolism, existentialism, the avant-garde, and contemporary drama and performance. Topics such as the following will be pursued:

1) sites of theater in modern culture and their significance in “making visible” socio-political discourses and spaces, 3) theater’s innovative staging of these spaces? material, symbolic, and unconscious dimensions, 4) cultural exchange and complexity in contemporary theater, and 5) the involvement of the audience/interpreter in the signifying process. Plays and critical essays are likely to include the work of Bertolt Brecht, Antonin Artaud, Aime Césaire, Jean-Paul Sartre, Samuel Beckett, Jean Genet, Marguerite Duras, Eduard Glissant, Simone Schwartz-Bart, Ariane Mnouchkine, Bernard-Marie Koltès, and Koffi Kwahule. Plays, readings, videos/DVD, and powerpoint projections will be treated from a variety of interdisciplinary perspectives, including their cultural context, relation to theater history, practices of representation, and innovations in staging. The course, taught in French, combines a lecture and discussion format. Class Time: 60% Lecture, 40% Discussion. Work Load: 60 pages reading per week, 15 pages writing per term, 1 exam, 3 papers. Grade: 20% mid exam, 60% reports/papers, 20% class participation and presentations. Exam Format: essay

**Fren 3340 Topics in Modern French Literature**

3 credit(s), max credits 9, 3 completions allowed;

**Instructor:** Chaouat, Bruno

**Description:** Thought Police: A Survey of Shocking Literature and Cultural Performance This course will examine the expressions and mutations of “thought police” (Orwell's term) from the Revolution of 1789 to its current manifestations in France. Thought police in past centuries were established in the name of a certain morality that today would be deemed bigotry. Though this conception of morality has changed, the thought police persist in our developed liberal democracies. They no longer exist to perpetuate prejudices, but rather to eliminate them. While it may seem legitimate and reasonable to eliminate bigotry, we will ask whether it is a) possible and b)
desirable to suppress all biases rooted in custom and tradition. We will explore the French Revolutionary attempt to establish a "newspaper," and the most infamous legal trials of the Second Empire (Flaubert's "Madame Bovary" and Baudelaire's "Les Fleurs du mal"). We will analyze recent manifestations of internal and external (legal) censorship imposed in the name of the fight against racism, anti-semitism and islamophobia. Finally we will discuss texts by authors who challenge and transgress what might be called "political correctness" in their fictions or essays. Students are expected to compare the French and American concepts of "political correctness." Students should be aware that some of the texts may shock their sensitivity for political, moral or spiritual reasons. They will not be excused from the readings, but they will be encouraged to discuss their concerns in class. Questions about the selection of texts may be addressed to the instructor before the beginning of the semester. Readings, discussions and assignments will be conducted in French. However, students will be permitted to read Flaubert's "Madame Bovary" and Baudelaire's poems in English if they prefer.

Fren 3350 Topics in Literature
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Abderrezak, Hakim
Description: 50 years of Post-Independence Literature This course will focus on Algerian literature written in French from 1962 to the present day. In this class, we will study the works of important post-independence Algerian figures like Mohammed Dib, Mouloud Feraoun, Fatima Gailaire, and Leila Sebbar. We will discuss novels, short stories, plays, and poems, and will explore a variety of topics, ranging from childhood and memory to war and emigration. We will also watch four films. Secondary readings will include short essays in English and French. Graded assignments include a response paper, a midterm, an essay, a film review and a final paper. Students may choose to do a poetry reading or a play performance in lieu of one of the short written assignments. The class will be taught in French.

Fren 3531 Sociolinguistics of French
3 credit(s); 3015, Ling 3001 or instr consent Credit will not be granted if credit has been received for: FREN 5531; Meets CLE req of Global Perspectives
Instructor: Kerr, Betsy Jean
Description: Sociolinguistics is the study of language in relation to its social contexts, and how language varies in different contexts. After a brief introduction to the basic principles of language variation, we will consider the development and current state of linguistic ideology in France (e.g. what is the Academie Francaise, why is it important?) and how this ideology plays out in some current linguistic debates such as the predominance of anglicisms in contemporary French and the 1990 spelling reform. We will consider the diverse varieties of French that correspond to the various locations where French is spoken, with some attention to social and stylistic differences as well. Starting with regional differences within France, our itinerary will gradually move away from the metropole: first Belgium and Switzerland; then Canada, where we will spend some time tracing the history and current situation of French within the English-dominated North American continent; a brief look at French-based creoles and French in Africa; and finally, French in New England and in Louisiana. Our approach will be both external (what are the historical/cultural events and contexts that have affected language use?) and internal (what are the actual linguistic features that distinguish a particular variety of the language?). The course will present a broad survey; groups of undergraduate students will choose a topic of interest to research in depth for an in-class presentation and a final paper. Taught in French. Prereq: Fren 3015 or equivalent. Ling 3001 recommended, but not required.
Style: 30% Lecture, 70% Discussion.
Grading: 25% mid exam, 25% final exam, 30% special projects, 20% class participation.
Exam Format: short answer, essay, limited true-false

Fren 3650 Topics in French/ Francophone Cultures
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Noakes, Susan J
Description: Description Marriage, Medieval to Modern Spring 2012 Conducted entirely in French, this course presents an introduction to the ways predominant customs, beliefs, and stereotypes about relations between men and women developed in the West. Attention to economic, legal, religious, and medical developments and the ways cultural imagination intervened in all of them. Consideration of 1) the ways French men's lives were reordered and their positions in society changed as chivalric values gave way to mercantile ones and 2) the ways French women's lives were reordered and their positions in society changed as the feudal economic system was replaced by proto-capitalism, "bride-price" gave way to "dowry," and the notion of woman as transmitter and guarantor of wealth was transformed into the notion of woman as enthusiastic consumer, even squanderer, of wealth. Discussion of primary works written in Southern, Northwest, and Northeast?France? in the high Middle Ages: troubadour lyric, initiated by Guillaume d' Aquitaine; "lais" (short stories in verse) by Marie de France, who frequented the court of Henry II of England and his wife, Alienore d'Aquitaine; the tragedy of Tristan et Iseut as performed at court by the minstrels Thomas and Beroul; and a romance written by Chretien de Troyes, clerk at the court of Alienore's daughter, Marie, countess of Champagne. To help us understand these primary texts, we will draw from the historian Georges Duby's Le Chevalier, la femme, et le pretre: le mariage dans la France feodale. We will develop an understanding of marriage as a changing institution in medieval France and ask how the marriages and extra-marital affairs depicted in medieval literature reflect or challenge the institution and the ways it changed, especially in the eleventh and twelfth centuries, laying a foundation for enduring concepts still active in society today. Our study will conclude with a series of student-led discussions of excerpts from four very different texts from the thirteenth and fourteenth centuries, reacting in varied ways to the transformations of
Fren 4001
Beginning French
2 credit(s);
Instructor: STAFF
Description: This course is intended for students with NO previous study of French, or students who have not studied French in recent years (gap of 3 years or more). If you have more than two years of high school French completed within the last year or two, you should register for Fren 4022 which provides students with an accelerated review of Fren 4001 material followed by material covered in Fren 4002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 4001 is a theme-based course. Students develop their communication skills in French in different areas: speaking, writing, listening and reading. In addition to linguistic skills, students develop a better understanding of diverse aspects of French-speaking cultures. Themes addressed in the course include: student life, family, recreation, life in Francophone cities, housing, Francophone heritage in Northern America and Canada. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from "Premiere Etape" through Ch. 6. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Combination of whole-class and small-group activities
Grading: 10% mid exam; 15% final exam; 12% reports/papers; 8% special projects; 10% quizzes; 25% other evaluation. Written exams; oral tests; workbook exercises.
Exam Format: All exams evaluate listening, vocabulary, grammar, writing, reading and culture.

Fren 4002
Beginning French
2 credit(s);
Grad student
Credit will not be granted if credit has been received for: FREN 1022;
Instructor: STAFF
Description: Fren 4002 is intended for students who have completed Fren 4001 or the equivalent. In this course students build on the interpersonal, interpretive and presentational skills developed in first-semester French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 4002 is a theme-based course. Themes addressed in this course include: Francophone youth, food, geography, the environment, travel, education and employment. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 6 through Ch. 10. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Mostly discussion and student involvement in pair/group activities
Grading: 30% written exams; 15% oral exams; 13% final exam; 12% reports/papers; 13% special projects; 12% quizzes; 5% workbook exercises.
Exam Format: All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

Fren 4003
Intermediate French
2 credit(s);
Instructor: STAFF
Description: Prereq: 1002 or 1022 or Entrance Proficiency Test Description: This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students build on the interpersonal, interpretive and presentational skills developed in beginning French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1003 is a theme-based course. Themes addressed in this course include: French media and cinema, the French resistance, wellness and health, current French family, societal and global issues. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 11 through Ch. 14. They will also work with the film 'Le Chemin du Retour?' available on the course site: the story of a young French journalist and her pursuit of the truth about her grandfather's past. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Mostly discussion and student involvement in pair/group activities.
Exam Format: Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs,
written exams involve answering short questions and essay writing.

**Fren 4004 Intermediate French**
2 credit(s);
**Instructor:** STAFF
**Description:** This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural awareness, knowledge and understanding of Francophone cultures. Emphasis is placed on reading, writing and culture. The theme of this course is that of cultural identity, addressed via discussion of food, family, education, work, nationality and diversity. A custom edition of "Ouvertures" (based on the 4th ed.) includes contemporary and literary texts. In this text students will learn material from Chapters 1 through 8, with emphasis on chapters 1, 2, 3, 6 and 7. A supplemental course pack includes activities to accompany video clips, as well as supplemental grammar activities. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources (mainly film clips) to develop their listening skills; the clips will also serve as a basis for cultural discussions. Email exchanges with native French speakers learning English will further enhance cultural knowledge. During enrollment in 1004 students who choose to, will have the opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.
**Style:** Mostly discussion and student involvement in pair/group activities.
**Grading:** 15% final exam, 20% reports/papers, 5% quizzes. 10% email exchanges and other assignments, 30% written exams, 15% oral exams, 5% workbook exercises
**Exam Format:** Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

**Fren 4022 Accelerated Beginning French**
2 credit(s); Grad student
**Credit will not be granted if credit has been received for:** FREN 1002;
**Instructor:** STAFF
**Description:** Prereq: 2 or more yrs high school French This beginning French course for false beginners is intended for students who have previously studied French in high school or at a community college, or who are transfer students, while Fren 4001 is a course for students with no previous French studies. The Fren 4022 course begins with a review of Fren 4001 materials (Ch. preliminaire through Ch. 5 in "Deux Mondes" 6th ed.), followed by materials introduced in Fren 4002 (Ch. 6 through Ch. 10). In other words, the course allows students to learn first-year materials in one semester. Upon entering Fren 4022 students should be familiar with basic vocabulary related to daily life and daily survival situations, present and past tenses (please note: "passe compose" will be reviewed and "imparfait" will be introduced). Fren 4022 is a theme-based course. Themes addressed in this course include: student life, family, recreation, housing, Francophone heritage in North-America, Francophone youth, food, geography, the environment, travel, education and employment. Students develop knowledge and understanding of Francophone practices and products through multimedia and cultural readings. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. Since the majority of class is devoted to communication class attendance is fundamental.
**Grading:** 36% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 10% special projects, 7% quizzes, 7% workbook exercises
**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

**Fren 4109W Senior Project in French and Francophone Studies**
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
**Instructor:** Noakes, Susan J
**Description:** Student may contact the instructor or department for information.

**Fren 4109W Senior Project in French and Francophone Studies**
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
**Instructor:** Brewer, Maria M
**Description:** Student may contact the instructor or department for information.

**Fren 4109W Senior Project in French and Francophone Studies**
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
**Instructor:** Kerr, Betsy Jean
**Description:** Student may contact the instructor or department for information.
Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Preckshot, J E
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Brewer, Daniel
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Sivert, Eileen B
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Cherbuliez, Juliette
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Chaouat, Bruno
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Franklin-Brown, Mary
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Abderrezak, Hakim
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;Meets CLE req of Writing Intensive
Instructor: Noakes, Susan J
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;Meets CLE req of Writing Intensive
Instructor: Brewer, Maria M
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;Meets CLE req of Writing Intensive
Instructor: Kerr, Betsy Jean
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;Meets CLE req of Writing Intensive
Instructor: Preckshot, J E
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;Meets CLE req of Writing Intensive
Instructor: Brewer, Daniel
Description: Student may contact the instructor or department for information.
Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Sivert, Eileen B
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Cherbuliez, Juliette
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Chaouat, Bruno
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Franklin-Brown, Mary
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Abderrezak, Hakim
Description: Student may contact the instructor or department for information.

Fren 4970 Directed Readings
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description: Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

Fren 5301 Critical Issues in French Studies
3 credit(s);
Instructor: Cherbuliez, Juliette
Description: To complete sound research in our field scholars must grapple with standards that can appear vague or even paradoxical. Scholarly journals, academic presses (not to mention seminar instructors and exam committees) call for work that is at once "original" and grounded in existing research. Accounting for the vast array of scholarship on any given text can be complex enough; attempting to articulate an original position that moves the field forward can seem daunting at first. In this seminar, we will take up the task of better understanding both these criteria, as well as the methodologies and research habits that contribute to sound research in French Studies and related disciplines. Our primary method will be to study works in our field that have achieved a certain canonical status (to name a few that we shall consider: Flaubert, Pascal, Montaigne, etc.) alongside both "classic" interpretations and "new scholarship" taking up each text. A variety of fields, genres, and methodological approaches will be represented. Guest scholars will intervene in our debate. Coursework will vary according to each participant's stage in their doctoral program and their current goals. Generally, students with a dissertation topic will have the opportunity to lead a discussion and select articles for our consideration. Students working on pre-dissertation research will design a research paper that contributes to their current goals (Plan B papers, Critical Reviews, conference papers). Class discussion will be in English or French, depending on participants.

Fren 5531 Sociolinguistics of French
3 credit(s);
Instructor: Kerr, Betsy Jean
Description: Sociolinguistics is the study of language in its social contexts, and how languages vary in different contexts. After a brief introduction to the basic principles of language variation, we will consider the development and current state of linguistic ideology in France (e.g. what is the Academie Francaise, why is it important?) and how this ideology plays out in some current linguistic debates such as the predominance of anglicisms in contemporary French and the 1990 spelling reform. We will consider the diverse varieties of French that correspond to the various locations where French is spoken, with some attention to social and stylistic differences as well. Starting with regional differences within France, our itinerary will gradually move away from the metropole: first Belgium and
Switzerland; then Canada, where we will spend some time tracing the history and current situation of French within the English-dominated North American continent; a brief look at French-based creoles and French in Africa; and finally, French in New England and in Louisiana. Our approach will be both external (what are the historical/cultural events and contexts that have affected language use?) and internal (what are the actual linguistic features that distinguish a particular variety of the language?). The course will present a broad survey; groups of undergraduate students will choose a topic of interest to research in depth for an in-class presentation and a final paper. Graduate students will write an individual research paper on a topic of their choice. Taught in French. Prereq: graduate student status or instructor permission; Fren 3015 or equivalent. Ling 5001 recommended, but not required.

**Style:** 30% Lecture, 70% Discussion.
**Grading:** 25% mid exam, 25% final exam, 30% special projects, 20% class participation.
**Exam Format:** short answer, essay, limited true-false

**Fren 8190 Old French Workshop**

3 credit(s); max credits 2;
**Instructor:** Franklin-Brown, Mary
**Description:** Student may contact the instructor or department for information.

**Fren 8270 Critical Issues: Prose**

3 credit(s), max credits 12, 4 completions allowed;
**Instructor:** Abderrezak, Hakim
**Description:** Algerian Literature and Postcolonial Theory In this seminar we will be examining Algerian literature, primarily novels and plays published after 1962, the year Algeria won its independence from France. In order to frame this literature, we will explore the historical, political, and ideological contexts, and we will study the texts in a chronological order starting with pre-Independence narratives. Primary readings will be supplemented with critical and theoretical essays. The corpus will comprise representative readings from nationalist writings to ?litterature d?urgence. Assigned authors include Taos Amrouche, Rabah Belamri, Anouar Bennmalek, Rachid Boudjedra, Mohammed Dib, Tahar Djaout, Assia Djebar, Yasmina Khadra, Rachid Mimouni, Boualem Sansal, Jean Senac, and Kateb Yacine. A short number of films will also be discussed. The seminar will be conducted in French.

**Fren 8290 Critical Issues: Perspectives on an Author**

3 credit(s), max credits 12, 4 completions allowed;
**Instructor:** Franklin-Brown, Mary
**Description:** The Romance of the Rose: The Erotic Textualities of Scholasticism The Roman de la Rose is a synthetic text, gathering up and reworking the various threads of the intellectual and literary tradition inherited by thirteenth-century writers. But the romance also leaves many readers with the impression of strangeness; familiar as its themes, tropes, and source texts may be, the resulting bricolage is uniquely disorienting, if not thoroughly disturbing. In this seminar, we shall read slowly through the entirety of the romance while also studying several of its most important intertexts (Ovid?s Art of Love, Boethius? Consolation of Philosophy, Alan of Lille?s Plaint of Nature, and medieval courtly lyric, all available in translation) and exploring the various critical approaches that scholars, from C. S. Lewis to the present, have taken to this perplexing and vexing text. Topics of discussion will include: allegory and symbolism, intertextuality, authorship and continuation, translation, medieval humanism, scholasticism, genre, gender, and sexuality. Discussion will be in English, and students from all departments are welcome. No prior knowledge of medieval literature or Old French is required; an optional one-credit workshop in Old French language will run concurrently with the course. Students of the Classical languages are invited to read the Latin texts in the original and develop their final papers from them.

**French and Italian 314 Folwell Hall**

**Frt 3600 The Renaissance**

3 credit(s); Credit will not be granted if credit has been received for: CLA 3600;
**Instructor:** Noakes, Susan J
**Description:** Relationships among the visual arts, literature, science, philosophy, and politics in Europe, especially Italy and France, from about 1300-1600. Works of artists, writers, and intellectuals (e.g., Michelangelo Buonarroti, Niccolo Machiavelli, Francois Rabelais, Michel de Montaigne), different artistic and literary forms (e.g., portrait, sonnet, essay), and broad thematic issues, including the individual, antiquity, the state, and discovery. Team taught by an art historian, an historian, and a specialist in early French and Italian literature, this course was selected by the CLA Dean's Office as an "incubator" course; that is, it will try out a new model for instruction in which professors from three different departments will collaborate in offering a truly interdisciplinary approach to the Renaissance. The three professors will alternate in giving lectures, and each will lead one of the three discussion sections. This will provide students with a broader approach to a major topic in the Humanities than would otherwise be possible, blending art, literature, and history. The course will be offered entirely in English. Students who wish to count it toward a major in either French or Italian may do so, however, by arrangement with Prof. Susan Noakes. Such students will do readings and writing in the language of the major to which credit is to be applied and will have regular discussion groups conducted in the language of the major.
Gay, Lesbian, Bisexual, and Transgender Studies

GLBT 3211 History of Sexuality in Europe
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HIST 3211;
Instructor: Clark, Anna Kirsten
Description: Student may contact the instructor or department for information.

GLBT 3404 Transnational Sexualities
3 credit(s); Credit will not be granted if credit has been received for: GWSS 3404;
Instructor: Dutta, Aniruddha
Description: The course will address the interconnections and differences in queer lives across the world, studying how LGBT identities and forms of queer mobilization converge or diverge across different cultural locations in the context of global relations of power. At the same time, it will go beyond thinking transnational sexuality studies as only being about queer identities like lesbian, gay, bisexual or transgender. Rather, it will discuss the ways in which global inequalities and transnational power structures create or bolster heteronormativity, and how seemingly 'local' or 'national' constructions of gender and sexuality are co-implicated with global class and racial differences. It will discuss the importance of sexuality in constructions of nation and national culture, and thus also in transnational contact and interaction. We will discuss how gendered and sexualized differences across cultures are depicted and evoked to bolster ongoing forms of neocolonialism and imperialism, and how one might approach interconnections and differences in gender/sexuality in ways that critique and guard against such usages.
Style: 20% Lecture, 10% Film/Video, 30% Discussion, 20% Small Group Activities, 20% Student Presentation.

GLBT 3456W Sexuality and Culture
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hubbard, Kysa Koerner
Description: Looking beyond questions of representational truth, this course explores the modern history of sexuality in the West, examining and theorizing the relationship between the abstract, ever-changing ways in which we have understood it, and the concrete, material ways in which we have subsequently lived it. Readings will include the psychoanalytic writings of Sigmund Freud and Jessica Benjamin, the historical accounts of Thomas Laqueur and Patricia Hill Collins, and the historical-critical analyses of Michel Foucault and Anne Fausto-Sterling.
Style: 30% Lecture, 20% Film/Video, 30% Discussion, 20% Small Group Activities.
Grading: 50% reports/papers, 10% quizzes, 20% written homework, 20% class participation.

GLBT 3610 Topics in GLBT Studies
3 credit(s), max credits 6;
Instructor: Cihlar, James Jay
Description: Authors establish a sense of acceptance and belonging sometimes through a close examination of literal surroundings, and other times through an artistic indulgence of the imagination. For LGBTIQ writers, the concepts of home, community, and identity are central. In this class, we'll read a sampling of contemporary American and British authors who investigate the varied definitions of home, from nature to family to history, from leaving to finding to building home. We'll delve into novels, memoirs, and poems that explore the intersection of language, people, and place.
Style: 15% Lecture, 10% Film/Video, 40% Discussion, 20% Small Group Activities, 15% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 10% attendance, 10% class participation.

GLBT 3610 Topics in GLBT Studies
3 credit(s), max credits 6;
Instructor: Giusti, Jessica
Description: Is it the scene of a frenzied, high-altitude love affair between two rugged young cowboys in "Brokeback Mountain?" The portrayal of neurotic lesbian parents navigating the return of their children's biological father in "The Kids are Alright?" Or the tumultuous, yet tender, cross-country journey between a son and his transgendered mother in "TransAmerica?" What is queer cinema and what is queer about it anyway? As a medium that both intentionally and unintentionally imitates, reflects, and shapes our perceptions of sexual norms and identities, film remains potent in its ability to impact the cultures in which we live. This course will look to queer cinema as a method for challenging conventional sexual norms, while also seeking to disrupt the very notions of sex, gender, and sexuality that the mainstream perpetuates. We will answer these questions of What is queer cinema? and What makes these films queer? while simultaneously considering what the intentional and unintentional effects are of their makings. Through the use of multiple cinematic genres and styles of representation, we will engage a wide breadth of what queer cinema might look like across different communities and through lenses that also consider the filmic portrayal of race, class, citizenship, and ability, among others. By the close of the semester, students will have developed the skills to watch films critically and develop their own informed conclusions about the representations of queer and LGBT lives in cinema both past and present.
GLBT 4101 Gender, Sexuality, and Politics in America
3 credit(s);
Instructor: Hu Pegues, Juliana
Description: This course examines women of color feminism as a historical, intellectual, cultural, and political formation in the U.S. from the 1960s to the present. We will focus on the specific ways that women of color feminism arose from and posed serious challenges to second-wave feminism and nationalist movements, and its importance to the development of what is now known as queer of color critique. We will address the ways that women of color feminists critiqued the racism and classism of white-middle class feminist spaces while simultaneously critiquing the sexism and heterosexism within Black, Chicana/o and Latina/o, American Indian, and Asian American nationalist movements and fields of study. In this course we will look at historical documents, social theory texts, film, poetry, fiction, performance, visual art, and current social movements. This course examines women of color feminism as a historical, intellectual, cultural, and political formation in the U.S. from the 1960s to the present. We will focus on the specific ways that women of color feminism arose from and posed serious challenges to second-wave feminism and nationalist movements, and its importance to the development of what is now known as queer of color critique. We will address the ways that women of color feminists critiqued the racism and classism of white-middle class feminist spaces while simultaneously critiquing the sexism and heterosexism within Black, Chicana/o and Latina/o, American Indian, and Asian American nationalist movements and fields of study. In this course we will look at historical documents, social theory texts, film, poetry, fiction, performance, visual art, and current social movements. Class time will be divided by lecture, film/video/arts viewing, and group discussion.

Gender, Women, and Sexuality Studies 425 Ford Hall

GWSS 1002 Politics of Sex
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Desai, Jigna
Description: The politics of sex are around us everyday--in our laws, on our televisions, and aired in heated political debates. In this course, we tackle some of the controversies associated with a variety of contemporary issues ranging from pornography and global sex work (prostitution) to racism and marriage. And we do it while having fun: we engage in debates, study laws, and create our own popular culture. As we do this, the course unravels how sex, gender, and sexuality, along with race and nationality, play important and complex roles in our societies and cultures. In this course we will assume that sexuality is inextricable from other categories of identity, and that sexuality is just as much about race, class, nationality, and gender as it is about sex. The course examines how sex, gender, and sexuality are understood historically through the study of social discourses including history, film, ethnographies, and popular culture. The primary purpose of this class is to study different constructions of sex, gender, and sexuality with an emphasis on challenging the ways in which certain constructions are normalized and others marked as deviant or unnatural. In this way, we examine femininity and masculinity, homosexuality, bisexuality, and heterosexuality. In studying the relationship between what is considered normal and deviant, we can understand how our society categorizes and makes sense of individuals.
Style: 40% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities, 10% Student Presentation.
Grading: 25% mid exam, 35% final exam, 25% special projects, 15% class participation.
Exam Format: Take home essay exams

GWSS 1003W Women Write the World
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Kaminsky, Amy K
Description: We will read short stories, essays, and poetry by women from different parts of the world and from a range of time periods. Through these texts we will learn core concepts both in literary studies and gender, women, and sexuality studies. We study all of these in a comparative way, to understand how specificities of nation, culture, and history affect and influence literary writing. By the same token, we will look at gender as it relates to the nature, activity, and forms of creative writing and reading, and how these vary across cultures and world regions.
Style: 15% Lecture, 3% Film/Video, 82% Discussion.
Grading: 45% reports/papers, 20% additional semester exams, 30% reflection paper, 5% class participation.

GWSS 1004 Screening Sex: Visual and Popular Culture
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Desai, Jigna
Description: The course is designed to enable students to analyze popular media critically, rather than as passive consumers of information. The students will be introduced not only to the structure and styles of media but also the politics of representation. With a focus on issues intertwining media with gender and sexuality, the course also offers examples of media that is produced in resistance and outside of the mainstream culture, to illustrate the possibilities of alternative and more socially conscious representations. It is an introductory course that surveys various issues regarding gender and sexuality in the media, and equips students for more rigorous and complex inquiries in a higher level course on media analysis. Possible topics to be discussed are pornography, the male gaze, violence and cinema, censorship and ratings, new media, and empire.
GWSS 1905 Freshman Seminar: Farming and the Good Food Revolution
A-F only, 3 credit(s), max credits 6;
Instructor: Zita, Jacquelyn N
Description: This course will focus on the future of food in the existing global food system and in our local communities. We will explore some of the critiques of industrial and high-tech food production poised against the problem of alternative ways to produce enough food to feed the world and to create local sustainable communities. The class will then explore the common slogan: buy local, buy fresh, buy organic -- as part of an agricultural social movement creating a scattering of new food economies. Juxtaposing industrial food production from subsistence farming and local agri-food resistance networks, students will explore the pros and cons of each approach and the values guiding these practices. Students will have an opportunity to visit and participate in local urban and rural farming projects, including the Women's Environmental Institute's Growing Power program, the Little Earth United Tribes urban farm and other local organic and conventional farms. As part of the final assignment for the class, students will design their own farming-and-food sustainable community guided by the principles of food justice. An opportunity for summer farm internships and food-and-farm directed research for the 2012 summer will be available for students enrolled in the class.

GWSS 3102W Feminist Thought and Theory.
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Petocz, Jessica Marie
Description: What is theory? What is feminist theory? What does theory tell us about the world and our place in it? How do our experiences of race, class, gender, and sexuality create the possibility of theorizing difference and power? How have various feminist theories challenged some forms of oppression and yet been complicit with others? Feminist Thought and Theory is an intermediate level exploration of the major theoretical trends, debates, and politics of contemporary feminist analysis and critique. The course will address the historical role and continued relevance of feminist theory by tracking debates within the field and by applying "feminist thinking" to today's political and cultural conflicts. The course is fundamentally intersectional and interdisciplinary: It is intersectional in that it considers sex, gender, race, class, sexuality, nationality, ability, and other differences as deeply entwined with one another and central to both culture and politics. It is interdisciplinary in that it draws from multiple fields of study, including philosophy, ethnic studies, literature, political theory, law, history, sociology, and others. The course will work through feminist thought about epistemology/knowledge production, the role of experience in theory, identity politics, law and criminality, contemporary imperialism, corporeality, queer/trans/feminist debates, and feminist political agency. In doing so, the course will be a gateway for students interested in women's and gender studies, LGBT and queer studies, sexuality, cultural studies, and social justice struggles. As a Writing Intensive? course, Feminist Thought and Theory requires a semester-long major writing project that is distinct from other class assignments and that has a scheduled revision process. This major writing project is heavily weighted in students' final grades and is required to pass the course. In addition to the major writing project, the course requires weekly responses to study guide questions and a group project that examines in depth one of the weekly themes and guides class discussion of that theme. Student participation in class discussions is essential to success in this course, as is a willingness to read and grapple with theoretical writing.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities.

GWSS 3203W Blood, Bodies and Science
3 credit(s); Meets CLE req of Social Sciences; meets CLE req of Technology and Society; meets CLE req of Writing Intensive
Instructor: Zita, Jacquelyn N
Description: This course aims to introduce students to the field of feminist science studies by analyzing gendered/raced/sexed/classed science methods and practices, as well as how feminist science theory and practice restructures the field of scientific knowledge. Specifically we examine how scientific understandings of bodies, disease, life-processes, and desires shape how we understand who we are and our relations to others in the distribution of resources and the valuation of human life. Often the products of racism, sexism, and homophobia produced in the pursuit of knowledge are explained as aberrations in the scientific method -- as moments when society and politics corrupts the production of truth in the scientific method. This class recasts this relationship and uncovers how scientific endeavors have often been driven by the production and reproduction of these social hierarchies. Case studies will include controversies emerging in the biological and biomedical sciences related to sexuality, genetics, cancer, reproductive technologies, patenting of life forms, genetically modified food, and epic history of blood and medicine. The course resists the idea that the production of knowledge is necessarily objective and value neutral by exploring the relationship between science, technology, power, and imperial knowledge.

GWSS 3303W Writing Differences: Literature by U.S. Women of Color
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Pu, Xiumei
Description: From slavery to high capitalism, and from the rural south to the urban landscapes of the west coast, the mid-west, and New York, U.S. women of color have experienced American life and American history differently. Literature by U.S. women of color is deeply informed by these colored yet colorful experiences. This course examines how literature by U.S. women of color portrays the
GWSS 3403W Jewish Women in the United States
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Prell, Riv-Ellen
Description: The course will introduce students to the history of Jewish women in the United States from the late 19th century to the present. It will examine how the lives of women changed from immigration to the present. It will analyze how Jews interacted with the larger society and how gender shaped those engagements. The class will examine the various arenas of Jewish life--religious, political, and cultural. Students will undertake a research paper that will be written over the course of the entire semester and will involve original research.
Style: 50% Lecture, 10% Film/Video, 40% Discussion.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% attendance. The class is writing intensive and the paper will have a number of steps
Exam Format: essay and short answer

GWSS 3404 Transnational Sexualities
3 credit(s); Credit will not be granted if credit has been received for: GLBT 3404; Meets CLE req of Global Perspectives
Instructor: STAFF
Description: PLEASE NOTE: This class is called TRANSNATIONAL SEXUALITIES This class will use literary and academic texts, creative non-fiction and first person essays, as well as film and digital media to examine the ways in which ideas about non-normative sexualities move across geographic boundaries and what social movements that take up these issues look like, particularly in

GWSS 3406 Pop Culture Women
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Swift, Jayne A
Description: What is popular culture? Who is it for? How are women represented in and created by popular culture? What meanings of femaleness and femininity circulate in popular cultures, and what meanings are less available? How does gender intersect with race, class, sexuality, nationality, and other critical axes of difference? How does pop culture reiterate and reproduce cultural norms, hierarchies, and inequalities? How is pop culture put to creative, pleasurable, and politically subversive uses by diverse, often socially subordinated, audiences? How are we, sometimes all at once, consumers, audiences, producers, and critics? How do these roles intersect and challenge each other? How is popular culture both an industry of mass production and consumption and also a cultural site in which people create meanings and pleasure? This course will turn a critical lens on representations of gender, as it intersects with race, class, sexuality, and other axes of identity, in popular cultural mediums including film, TV, music, social media, magazines, and literature. We will explore and expand our knowledge of critical feminist, race, and queer theories of popular culture. Students will be asked to interrogate their experiences and understandings of identity, power, and society through the lens of popular cultural mediums, to filter new knowledge about popular culture into their practices of reading popular culture, to engage with a variety of texts, to read, write, and discuss, to learn to critique both mainstream and alternative media and genres, and to become discerning consumers, creators, and critics of pop culture.

GWSS 3306 Queer Cinema
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Giusti, Jessica
Description: Is it the scene of a frenzied, high-altitude love affair between two rugged young cowboys in "Brokeback Mountain"? The portrayal of neurotic lesbian parents navigating the return of their children's biological father in "The Kids are Alright"? Or the tumultuous, yet tender, cross-country journey between a son and his transgendered mother in "TransAmerica"? What is queer cinema and what is so queer about it anyway? As a medium that both intentionally and unintentionally imitates, reflects, and shapes our perceptions of sexual norms and identities, film remains potent in its ability to impact the cultures in which we live. This course will look to queer cinema as a method for challenging conventional sexual norms, while also seeking to disrupt the very notions of sex, gender, and sexuality that the mainstream perpetuates. We will answer these questions of ?What is queer cinema?? and ?What makes these films queer?? while simultaneously considering what the intentional and unintentional effects are of their makings. Through the use of multiple cinematic genres and styles of representation, we will engage a wide breadth of what queer cinema might look like across different communities and through lenses that also consider the filmic portrayal of race, class, citizenship, and ability, among others. By the close of the semester, students will have developed the skills to watch films critically and develop their own informed conclusions about the representations of queer and LGBT lives in cinema both past and present.

GWSS 3305 Transnational Sexualities
3 credit(s); Meets CLE req of Global Perspectives
Instructor: STAFF
Description: American experience of democracy, freedom, and happiness differently. We will situate our literary inquiry in women of color feminism and womanism to investigate intersections of race, gender, class, sexuality, and other forms of identity that define U.S. women of color experiences. We will also wander and wonder at alternative spaces and futures as imagined by U.S. women writers of color. Selected texts include Toni Morrison?s A Mercy, Jane Jeong Trenka?s The Language of Blood, Helena Maria Viramontes?s Their Dogs Come With Them, and Wang Ping?s The Last Communist Virgin.
Style: 15% Lecture, 60% Discussion, 15% Small Group Activities, 10% Student Presentation.

GWSS 3403W Jewish Women in the United States
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Swift, Jayne A
Description: What is popular culture? Who is it for? How are women represented in and created by popular culture? What meanings of femaleness and femininity circulate in popular cultures, and what meanings are less available? How does gender intersect with race, class, sexuality, nationality, and other critical axes of difference? How does pop culture reiterate and reproduce cultural norms, hierarchies, and inequalities? How is pop culture put to creative, pleasurable, and politically subversive uses by diverse, often socially subordinated, audiences? How are we, sometimes all at once, consumers, audiences, producers, and critics? How do these roles intersect and challenge each other? How is popular culture both an industry of mass production and consumption and also a cultural site in which people create meanings and pleasure? This course will turn a critical lens on representations of gender, as it intersects with race, class, sexuality, and other axes of identity, in popular cultural mediums including film, TV, music, social media, magazines, and literature. We will explore and expand our knowledge of critical feminist, race, and queer theories of popular culture. Students will be asked to interrogate their experiences and understandings of identity, power, and society through the lens of popular cultural mediums, to filter new knowledge about popular culture into their practices of reading popular culture, to engage with a variety of texts, to read, write, and discuss, to learn to critique both mainstream and alternative media and genres, and to become discerning consumers, creators, and critics of pop culture.

GWSS 3404 Transnational Sexualities
3 credit(s); Credit will not be granted if credit has been received for: GLBT 3404; Meets CLE req of Global Perspectives
Instructor: STAFF
Description: PLEASE NOTE: This class is called TRANSNATIONAL SEXUALITIES This class will use literary and academic texts, creative non-fiction and first person essays, as well as film and digital media to examine the ways in which ideas about non-normative sexualities move across geographic boundaries and what social movements that take up these issues look like, particularly in
communities of color and the global South. This course will consider the uses and limits of using categories such as "LGBT? and "queer" in non-western contexts and will interrogate western frames of understanding sexuality and rights as being the default model for other contexts of struggle. This course also presumably that it is impossible to look at sexuality without understanding and exploring how it is always constructed in and through discourses of race, gender, class and nation. Therefore, we will spend some time collecting a variety of theoretical tools?from gay and lesbian studies, queer theory, third world and transnational feminisms, and postcolonial studies?that will help us look at "transnational sexualities? in a critical manner. Throughout the course, we will examine the production of gendered, raced, and classed bodies and explore the significance of transnational analysis of sexuality to social justice.

GWSS 3406 Gender, Labor, and Politics
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Torres PhD, Eden E.
Description: This course explores historical developments and contemporary manifestations of women?s participation in the labor force and the global economy. It looks at gender as a socially constructed category that intersects and overlaps with race, class, ethnicity and nationality among other things in determining what it means to be a woman in the labor force and in setting up expectations for wages. It contemplates gender as a condition for the creation and maintenance of an exploitable category of workers, as well as the way in which women?s choices are shaped in various geographical and cultural locations. Our study includes an examination of the way women respond to gender oppression, police other women for compliance, submit to oppression for a variety of socioeconomic reasons, and/or develop a political consciousness of their social locations to become labor organizers and activists.
Style: 20% Lecture, 60% Discussion, 10% Small Group Activities, 10% Student Presentation.
Grading: 30% reports/papers, 20% attendance, 20% reflection paper, 20% in-class presentation, 10% class participation. Quizzes are part of participation/attendance grade.

GWSS 3409W Asian American Women's Cultural Production
3 credit(s); Credit will not be granted if credit has been received for: AAS 3409W; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Karem Albrecht, Charlotte
Description: This course investigates the cultural production of Asian American women within the larger context of America as a "gate-keeping" nation-state and empire. We will seek to understand the connections between cultural form, expression, and production and the social formations of race, ethnicity, nationalism, class, gender, religion, and sexuality. Focusing on post-1965 immigration, this course examines Asian American identities and racial formations in a time of increasing globalization and xenophobia. Through a variety of texts, both academic and creative, we will try to grasp how even the seemingly most personal relationships expressed in cultural production are rooted in and shaped by historical and social circumstances. We focus on how systems of oppression (like globalization, colonialism, heterosexism, and racism) produce inequalities and differences as well as resistance to these oppressions. The course is geared toward placing cultural texts in their historical and political contexts and identifying how these creative productions imagine Asian America. By strengthening knowledge of cultural analysis and interdisciplinary knowledge production, this course will encourage students to examine what writers and filmmakers convey through their works and develop their critical thinking through analysis of the ramifications and influence of these texts on US culture, history, and politics.

GWSS 3993 Directed Study
1-12 credit(s), max credits 12, 9 completions allowed;
Instructor: Cihlar, James Jay
Description: Student may contact the instructor or department for information.

GWSS 4001 Nations, Empires, Feminisms
A-F only, 3 credit(s);
Instructor: Murthy, Pashmina V
Description: What is the logic of inclusion and exclusion through which nationalisms and empires operate? As various cultural commentaries suggest, the active inclusion of subjects into the boundaries of a nation-state are contingent upon the exclusion of others. The porosity of boundaries is called into question as political discourses set out the conditions one must satisfy to be demarcated as a citizen. How is this single-axis category repeatedly bisected by considerations of gender, race, class, ethnicity, nationhood, sexuality, and able-bodiedness? More importantly, to what extent does the normative discourse surrounding citizenship coalesce with or diverge from erstwhile colonial rhetoric on the model imperial subject? These are some of the questions we will seek to answer through a focus on the U.S. Empire and settler colonialisms and by focusing on critiques of citizenship and democracy to empire. Apart from cultural texts like films, readings include critiques by Wendy Brown, Mae M. Ngai, Lisa Duggan, Jasbir Puar, Aihwa Ong, and Lisa Lowe, among others.

GWSS 4401 Chicana/Latina Cultural Studies
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Torres PhD, Eden E.
Description: One of the enduring legacies of the Chicano Movement is the mixture of art and politics. This course examines the politically conscious cultural production (literature, music, art, theatre, etc.) of Chicanas and Latinas, much of it produced in the past thirty years. It surveys a representational sampling from various art forms, analyzing the work for not only its artistic sophistication, but also its sociopolitical meaning. What is the role of the artist in community revitalization, the creation of political ideology, or the defining of identity categories? How does historical and cultural context shape art, as well as our understanding of it? How does art both reflect and constitute culture? We will also contemplate the way in which art by women has affected the way we think about the Chicana/o-Latina/o experience. The intersecting and overlapping nature of race, class, and gender will always be part of the conversation.

Style: 10% Lecture, 80% Discussion. Film & other technology
Grading: 50% reports/papers, 25% class participation, 25% other evaluation. Co-Facilitation of Discussion

GWSS 4404 Gender, Nation, and Literature in Latin America
3 credit(s);
Instructor: Kaminsky,Amy K
Description: In the nations of Latin America, literary expression has long been tied to ideas and ideals of the nation. In the nineteenth century, when the colonies of Spain and Portugal began to establish themselves as independent countries, and in the twentieth century, when most of those nations experienced some sort of political violence and social upheaval, many Latin American writers took it upon themselves to write the nation into being. In this class, we will examine creative writing, mostly by women, from a range of Latin American nations, whose literary works take as a theme the politics, society, and history of their nations, or whose writing in some way represents the relationship between gender and the nation. The class is largely discussion-driven. We will be reading both literary and theoretical texts. Among the former are works by Luisa Valenzuela, Nora Strejilevich, Elena Garro, Gertrudis Gomez de Avellaneda, Gioconda Belli, Esteban Echevarria, and Rosario Ferre.

GWSS 5190 Topics: Theory, Knowledge, and Power
3 credit(s);
Instructor: STAFF
Description: Queering the Body, Queering Politics How do we understand the relationship between bodies, power and the genealogy of modern societies and politics? How is the disciplined, dociled, and governed body deployed as foundation of a specific social and political order in modern, "western" societies? What role do race, gender, sex and ability play in these body- and biopolitics? How do these forms of body- and biopolitics undergo changes within current neoliberal discourses? And how can a perspective that draws on feminist theory, postcolonial theory, critical race studies, disability studies and queer studies about the body propose emancipatory ideas of politics, democracy, rights and citizenship? In this course, we will explore various aspects of the relationship between bodies and politics. In a first step we will discuss selected essays by Norbert Elias, Michel Foucault and Max Horkheimer and Theodor W. Adorno about the body in modern societies. The aim here is to bring into light how a specific modern, androcentric and western imagination of the body as disciplined, civilized and a possession operates as "hidden" pendant for modern concepts of democracy, rights, citizenship and politics. In a second part, we will more specifically discuss how the concepts of a gendered, raced, sexualized and abled body shape the construction of a disciplined and civilized body in a hierarchical way: The normal, disciplined and civilized body that becomes the ground for modern, hegemonic forms of politics is constructed through imaginations about norms, normalizations and naturalizations based on gender, sexuality, ability and race. Inclusions and exclusions of what is seen as an intelligible political subject are constructed through racialized, gendered, sexualized and "abled" body politics. In the third part, we will examine concepts of politics that do not require as its pendant a sovereign, rationale, normalized, civilized subject that gains its sovereignty through mastering and "civilizing" its body. Through referring to contributions on the body and politics from the fields of feminist, queer, postcolonial, critical race and disability studies we will interrogate how rights, citizenship/democracy, political ethics and politics/utopia could be conceptualized beyond heteronormative, white, healthy and androcentric imaginations of the body and the subjects. Readings will include selected essays by Susan Bordo, Judith Butler, Lennart Davis, Norbert Elias, Max Horkheimer/ Theodor A. Adorno, Michel Foucault, Jose Estaban Muñoz, Robert McRuer, Jasbir Puar, Margrit Shildrick, among others.

GWSS 8190 Topics: Feminist Theory: Feminist Epistemology
3 credit(s), max credits 6;
Instructor: Scheman,Naomi
Description: GWSS 8190/Phil 8130 Feminist Epistemology The seminar will take up themes that inform a book I am in the early stages of conceptualizing. My hope is both to engage members of the seminar in that project as well as to make connections with students' own research interests; and specific directions in the seminar will be shaped by student interest. The working title of my book is Stones, Stories, and the Future of the Research University. I start with a way of thinking of objects (stones, for example) as nodes of conceptualizing. My hope is both to engage members of the seminar in that project as well as to make connections with students' own research interests; and specific directions in the seminar will be shaped by student interest. The working title of my book is Stones, Stories, and the Future of the Research University. I start with a way of thinking of objects (stones, for example) as nodes of distinctive epistemic ways of being and being affected by the other things around them. One consequence of such a conception is an ethics and politics of epistemology: as knowers, how ought we to engage with the objects of our knowledge and with the other things that are implicated in those objects' stories? Putting notions like narrative, salience, diversity, distinctiveness, and relationship at the heart of what I think of as an ontological attitude--how we orient ourselves towards the world and the things in it we seek to know--reframes how we think about research universities as particular, and particularly authoritative, sites of knowledge production. I want to articulate a sustainable epistemology, one that cultivates, rather than undermining or poisoning, the ground on which those who follow us can come to know about their world. Such cultivation calls for
GWSS 8190 Topics: Feminist Theory: The body text/context in law, policy and medicine
3 credit(s), max credits 6;
Instructor: Schuster, Mary Lay
Description: This seminar explores how the body is configured in legal decisions, public policy debates, and funding and acceptance of medical research and treatment. In particular, we will look at how attitudes toward male and female bodies influence social myths and criminal categorization of domestic violence; how reproductive technologies symbolically divide or unite the maternal body and the fetal body; and how the body and parts of the body become symbols or texts for public and professional discussions of medical research and procedures. The course begins with foundational reading and discussion from the interdisciplinary work on how bodies are defined and marked, from HIV/AIDS tattoos to proposed mandatory HPV vaccination to human rights abuses in maquiladoras to definitions of disability and finally to social movements such as animal rights and environmental ethics. One part of the seminar deals with aspects of domestic violence, including the roles of prosecutors, judges, and the court system in dealing with the problem; the part of emotion and gender myths in criminal law; the recent controversies about sex offender legislation; and the language and principles articulated in historical and current court cases. Another part of the seminar deals with controversies in reproduction, from surrogates to breastfeeding to infertility treatment to homebirth and finally to unplanned pregnancies as portrayed in current films, such as Juno and Knocked Up. The final aspect of the seminar focuses on body debate in medical research and procedures, such as stem cell research, genetic counseling, chemical exposure in fetuses, and historical and current eugenics. Graduate students from all disciplinary areas are welcome. Students will have an opportunity to work on a project of interest. For more information, contact Professor Mary Schuster, mmlay@umn.edu.

GWSS 8190 Topics: Feminist Theory: Postcolonial Feminism
3 credit(s), max credits 6;
Instructor: Murthy, Pashmina V
Description: Postcolonial feminist theories have challenged the conventional paradigms within which Postcolonial Studies as a discipline is framed. Feminist readings have interrogated the resolute focus on androcentric colonizer-colonized relations by drawing attention to the ways in which desire and pleasure mediate these relations. This course explores the emerging scholarship in postcolonial feminisms that engages with the carnal and the intimate in the daily life of colonial history. How might a study of the intimate allow us to rethink how neocolonialisms operate? In what ways does an examination of proximity and the body illuminate the trajectory of colonial histories? Readings will encompass imperial histories of Britain, France, Japan, North America, and Spain. Some of the texts we will be reading include critical works by Antoinette Burton, Anne McClintock, Ann Laura Stoler, Mrinalini Sinha, and Elizabeth Povinelli, among others.

GWSS 8190 Topics: Feminist Theory: Women of Color Feminism
3 credit(s), max credits 6;
Instructor: Isoleke, Zenzele
Description: What is "Women of Color Feminism"? How do women of color research, writing, and pedagogical practices disrupt Eurocentric knowledge production practices, including the fetishization and canonization of texts, and the exclusion of the ideas, perspectives, and worldviews that inform women of color scholarship? In this course, we explore new categories of analysis developed by women of color. This course privileges the oppositional knowledge that women of color have produced in their efforts to decolonize the academy. We consider the perspectives of women from diverse and complex social locations?showcasing their varied and creative strategies of argumentation, critique, and deconstruction. We seriously consider the transdisciplinary political projects that women of color have privileged in their work, closely reflecting on the ethnographic writing practices that have shaped their inquiries into power, culture, identity, and social justice across cultural and national borders and boundaries. Selected featured texts: African Feminism: The Politics of Survival in Subsaharan Africa by Gwendolyn Mikell The Protestant Ethnic and the Spirit of Capitalism by Rey Chow Black Women, Writing and Identity: Migrations of the Subject by Carole Boyce Davies EntreMundos/Among Worlds: New Perspectives on Gloria Anzaldua by Ana Louise-Keating Feminism Without Borders: Decolonizing Theory: Practicing Solidarity by Chandra T. Mohanty Immigrant Acts by Lisa Lowe Pedagogies of Crossing by M. Jacqui Alexander Teaching Community: A Pedagogy of Hope by bell hooks Testimonies of Exile by Abena Busia The Invention of Women by Oyeronke Oyewumi Woman, Native, Other: Writing Postcoloniality and Feminism by Trinh Min-ha Writing Women's Worlds by Lila Abu-Lughod Course Requirements Attendance/Participation 25% Four critical response essays, (5 pages each). 25% Final Seminar Paper, 20-25 pages 50% Style: 25% Discussion.
GWSS 8996 Feminist Studies Colloquium
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Zita, Jacquelyn N
Description: Student may contact the instructor or department for information.

**General Dentistry 15-209 MoosT**

GenD 5153 Advanced General Dentistry Seminar III
S-N only, 2-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 5256 Advanced General Dentistry Clinic III
S-N only, 5-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 5263 Advanced General Dentistry Clinical Administration III
S-N only, 1-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 5266 Advanced General Dentistry Clinic VI
S-N only, 1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 6153 General Practice Seminar III
S-N only, 2-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 6256 General Practice Clinic III
S-N only, 10-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 6263 General Practice Clinical Administration III
S-N only, 5-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 6266 General Practice Clinic VI
S-N only, 10-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

**Genetics, Cell Biology and Development 6-160 Jackson Hall**

GCD 3022 Genetics
3 credit(s); BIOL 1002 or BIOL 1009 Credit will not be granted if credit has been received for: BIOL 4003;
Instructor: Brooker, Robert James
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is intended to provide students with a broad understanding of genetics. In the first part of the course, the emphasis will be on inheritance patterns. We will be interested in many types of inheritance patterns,
including simple "Mendelian" inheritance, extrachromosomal inheritance, linkage, and quantitative traits that are determined by multiple genes. We will then examine the structure, replication, and expression of the genetic material known as deoxyribonucleic acid (DNA). This will involve an understanding of the molecular structure of DNA and its organization into units called genes. The last part of the course will examine genetic technologies.

**Style:** This is a printed correspondence section.

**Grading:** 45% mid exam, 45% final exam, 10% written homework.

**Exam Format:** Supervised, in-person exams

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**GCD 3022 Genetics**

3 credit(s); BIOL 1002 or BIOL 1009

Credit will not be granted if credit has been received for: BIOL 4003;

**Instructor:** Kirkpatrick, David T

**Description:** This course is designed to provide students with a working knowledge of genetics. The first part of the course covers basic Mendelian genetics, focusing on patterns of inheritance. The middle of the course covers molecular genetics, emphasizing the mechanisms behind the storage, duplication, and utilization of information in the cell. The final section covers current genomic technology, genetic aspects of development and human disease, and the genetics of populations. The course is designed for students who are not College of Biological Sciences majors; CBS majors should take Biol4003.

**Style:** 90% Lecture, 5% Film/Video, 5% Discussion.

**Grading:** 4 exams, including the final, each worth 100 points. 4 pop quizzes, each worth 15 points, with the lowest quiz dropped.

**Exam Format:** Approximately 60 points of multiple choice, the rest short answer

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**GCD 3022 Genetics**

3 credit(s); BIOL 1002 or BIOL 1009

Credit will not be granted if credit has been received for: BIOL 4003;

**Instructor:** Marahrens, York H

**Description:** Student may contact the instructor or department for information.

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**GCD 3033 Principles of Cell Biology**

A-F only, 3 credit(s);

**Instructor:** Neufeld, Thomas Peter

**Description:** Introduction to the components and activities common to eukaryotic cells. Focus on structures such as chromosomes, membranes, organelles and the cytoskeleton, and processes including cellular communication, replication, motility, transport and gene expression. Emphasis on relevance to human health and medicine. Appropriate for non-CBS majors.

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**GCD 3485 Bioinformatic Analysis: Introduction to the Computational Characterization of Genes and Proteins**

A-F only, 3 credit(s);

**Instructor:** Matthes, David J

**Description:** Students in this practical and hands-on course learn how to use computer applications for the manipulation and analysis of DNA, RNA, and protein sequences. Each student works with a human gene/protein of unknown function that they choose at the beginning of the semester. Over the course of the semester students carry out a complete bioinformatic analysis of their gene/protein, becoming the world-expert on it in the process. There are no quizzes or exams. Instead students have structured "problem sets" of analyses to carry out on their gene/protein and four scheduled individual meetings outside of class with the instructor to present their work on these and receive feedback to allow them to improve or extend their work. As a culminating experience students present their work to the class and write the Wikipedia page on their gene/protein.

**Style:** 25% Lecture, 10% Discussion, 25% Laboratory, 5% Student Presentation, 35% Demonstration.

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**GCD 4025 Cell Biology Laboratory**

2 credit(s);

**Instructor:** Norrander PhD, Jan Marie

**Description:** Student may contact the instructor or department for information.

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**GCD 4025 Cell Biology Laboratory**

2 credit(s);

**Instructor:** Norrander PhD, Jan Marie

**Description:** Student may contact the instructor or department for information.

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**GCD 4034 Molecular Genetics**

3 credit(s);

**Instructor:** Bardwell, Vivian June

**Description:** Student may contact the instructor or department for information.
GCD 4111 Histology: Cell and Tissue Organization  
4 credit(s);  
Instructor: Norrander PhD, Jan Marie  
Description: Structure and function of human tissues and organs. Lectures present electron microscopy, light microscopy, cell physiology, and cell biology of the major organ systems. Labs concentrate on light and electron microscopy of human cells, tissues, and organs. There are 3 lecture exams and 3 lab practical exams.

GCD 4111 Histology: Cell and Tissue Organization  
4 credit(s);  
Instructor: Bauer, G Eric  
Description: Structure and function of human tissues and organs. Lectures present electron microscopy, light microscopy, cell physiology, and cell biology of the major organ systems. Labs concentrate on light and electron microscopy of human cells, tissues, and organs. There are 3 lecture exams and 3 lab practical exams.

GCD 4134 Endocrinology  
3 credit(s);  
Instructor: Iwanij, Victoria  
Description: Student may contact the instructor or department for information.

GCD 4143 Human Genetics  
3 credit(s);  
Instructor: Oetting, William Starr  
Description: Student may contact the instructor or department for information.

GCD 4151 Molecular Biology of Cancer  
3 credit(s);  
Instructor: Bardwell, Vivian June  
Description: The course will focus on the regulatory pathways involved in directing the normal development of eukaryotic organisms and how disruption of these pathways can lead to abnormal cell growth and cancer. Additional topics will include causes, detection, treatment, and prevention of cancer. This course will be co-taught by Vivian Bardwell and David Largaespada. Text: Principles The Biology of Cancer By Robert Weinberg. Target audience: upper level undergraduates and non-major graduate students.  
Style: 95% Lecture, 5% Discussion.  
Grading: 70% mid exam, 30% final exam.  
Exam Format: multiple choice, short answer, short essay

GCD 4171 Stem Cells in Biology and Medicine  
A-F only, 3 credit(s); BIOL 4003, [BIOL 4004 or Concurrent registration is required (or allowed) in BIOL 4004 or instr consent ]
Credit will not be granted if credit has been received for: SCB 8181;  
Instructor: Simon, Jeffrey A  
Description: Contemporary stem cell biology with emphasis on molecular mechanisms and applications. Topics include embryonic stem (ES) cells, tissue-specific stem cells, induced pluripotent stem (iPS) cells, and their potential uses in human disease. The course will cover the history of stem cell discoveries through the latest advances, including genome-wide profiling and other techniques used in stem cell research and manipulation. A portion of the course will consist of modules where tissue-specific stem cell types will be discussed together with relevant diseases they could impact (i.e. hematopoietic stem cells and leukemias). Other topics include cancer stem cells, stem cells in invertebrate model organisms, chromatin mechanisms in stem cells, technical issues in stem cell engineering, and ethical/regulatory issues in stem cell research and applications.  
Style: 75% Lecture, 15% Discussion, 10% Student Presentation.  
Grading: 25% mid exam, 35% final exam, 5% quizzes, 25% additional semester exams, 10% in-class presentation.  
Exam Format: Short answer, short essay, fill-in, multiple choice

GCD 4171 Stem Cells in Biology and Medicine  
A-F only, 3 credit(s); BIOL 4003, [BIOL 4004 or Concurrent registration is required (or allowed) in BIOL 4004 or instr consent ]
Credit will not be granted if credit has been received for: SCB 8181;  
Instructor: Gammill, Laura Susan  
Description: Contemporary stem cell biology with emphasis on molecular mechanisms and applications. Topics include embryonic stem (ES) cells, tissue-specific stem cells, induced pluripotent stem (iPS) cells, and their potential uses in human disease. The course will cover the history of stem cell discoveries through the latest advances, including genome-wide profiling and other techniques used in stem cell research and manipulation. A portion of the course will consist of modules where tissue-specific stem cell types will be discussed together with relevant diseases they could impact (i.e. hematopoietic stem cells and leukemias). Other topics include cancer
stem cells, stem cells in invertebrate model organisms, chromatin mechanisms in stem cells, technical issues in stem cell engineering, and ethical/regulatory issues in stem cell research and applications.

**Style:** 75% Lecture, 15% Discussion, 10% Student Presentation.

**Grading:** 25% mid exam, 35% final exam, 5% quizzes, 25% additional semester exams, 10% in-class presentation.

**Exam Format:** Short answer, short essay, fill-in, multiple choice

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**GCD 4793W Directed Studies: Writing Intensive**

S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Steer, Clifford John

**Description:** Student may contact the instructor or department for information.

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**GCD 4793W Directed Studies: Writing Intensive**

S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Lefebvre, Paul A

**Description:** Student may contact the instructor or department for information.

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**GCD 4793W Directed Studies: Writing Intensive**

S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Oetting, William Starr

**Description:** Student may contact the instructor or department for information.

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**GCD 4794W Directed Research: Writing Intensive**

S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Van Ness, Brian George

**Description:** Student may contact the instructor or department for information.

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**GCD 4794W Directed Research: Writing Intensive**

S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Jenkins, Marc

**Description:** Student may contact the instructor or department for information.

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**GCD 4794W Directed Research: Writing Intensive**

S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Starr, Tim

**Description:** Student may contact the instructor or department for information.

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**GCD 4794W Directed Research: Writing Intensive**

S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Largaespada, David Andrew

**Description:** Student may contact the instructor or department for information.

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**GCD 4794W Directed Research: Writing Intensive**

S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Ondrey, Frank G

**Description:** Student may contact the instructor or department for information.

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**GCD 4794W Directed Research: Writing Intensive**

S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** Shapiro, Elsa Gail

**Description:** Student may contact the instructor or department for information.
Instructor: Rougvie, Ann E
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Kirkpatrick, David T
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Clarke, Duncan John
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Chen, Lihsia
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Koepp, Deanna
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Nakato, Hiroshi
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Nakagawa, Yasushi
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Greenstein, David I.
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Schwertfeger, Kaylee
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Voytas, Daniel F
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Perlingeiro, Rita C.R.
Description: Student may contact the instructor or department for information.
**GCD 4794W Directed Research: Writing Intensive**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Kawakami, Yasuhiro  
Description: Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Matthes, David J  
Description: Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Bagchi, Anindya  
Description: Student may contact the instructor or department for information.

**GCD 4993 Directed Studies**  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Largaespada, David Andrew  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Starr, Tim  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Gale MD, Cheryl Ann  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Largaespada, David Andrew  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Neufeld, Thomas Peter  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Berman, Judith G  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Simmons, Michael J  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Kokkoli, Efie  
Description: Student may contact the instructor or department for information.

**GCD 4994 Directed Research**  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Carlson,Daniel Fred
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Sachdev, Deepali
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Kirkpatrick, David T
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Ohlfest, John R
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Chen, Lihsia
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Spector, Logan G
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Koepp, Deanna
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Nakato, Hiroshi
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Firpo, Meri
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Zeng, Yan
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Keng, Vincent Wee-Keong
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Greenstein, David I.
Description: Student may contact the instructor or department for information.
GCD 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Saluja,Ashok K  
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Kyba,Michael  
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Kawakami,Yasuhiko  
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Matthes,David J  
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Bagchi,Anindya  
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Luxton,G.W. Gant  
Description: Student may contact the instructor or department for information.

GCD 8008 Mammalian Gene Transfer and Expression  
A-F only, 2 credit(s);  
Instructor: Mc Ivor,R Scott  
Description: Student may contact the instructor or department for information.

GCD 8014 Small RNA Biology  
A-F only, 2 credit(s);  
Instructor: Subramanian PhD,Subree  
Description: Student may contact the instructor or department for information.

GCD 8073 Advanced Human Genetics  
3 credit(s);  
Instructor: Koob,Michael D  
Description: Student may contact the instructor or department for information.

GCD 8131 Advanced Genetics and Genomics  
3 credit(s);  
Instructor: Greenstein,David I.  
Description: Student may contact the instructor or department for information.

GCD 8161 Advanced Developmental Biology  
3 credit(s);  
Instructor: Gammill,Laura Susan  
Description: This course considers key events and concepts in the development of vertebrate and invertebrate embryos through the detailed study of journal articles from the primary literature. Topics include maternal determinants, axial patterning, germ layer induction, gastrulation, segmentation, organogenesis, growth control, and developmental timing. By completing reading summaries, participating in class discussion, and composing written paper critiques, students will become familiar with current findings in developmental biology, learn to critically read and discuss the literature, and become fluent with developmental terms. Instruction in
reading journal articles will be provided for those with minimal experience.

**Style:** 67% Lecture, 33% Discussion.

**Grading:** 42% mid exam, 14% final exam, 12% reports/papers, 18% written homework, 14% in-class presentation.

**Exam Format:** take home

**GCD 8900 Seminar**
- **S-N only, 1-2 credit(s), max credits 8, 4 completions allowed;**
- **Instructor:** Somia, Nikunj V
- **Description:** Student may contact the instructor or department for information.

**GCD 8912 Genetic Counseling in Practice**
- **A-F only, 4 credit(s);**
- **Instructor:** Ahrens, Mary Jarvis
- **Description:** Student may contact the instructor or department for information.

**GCD 8914 Ethical and Legal Issues in Genetic Counseling**
- **A-F only, 3 credit(s);**
- **Instructor:** LeRoy, Bonnie S
- **Description:** Student may contact the instructor or department for information.

**GCD 8920 Special Topics: Genetics and Reproduction: Law and Ethics**
- **1-4 credit(s), max credits 8;**
- **Instructor:** Van Ness, Brian George
- **Description:** Student may contact the instructor or department for information.

**GCD 8933 Directed Studies**
- **1-5 credit(s), max credits 15, 15 completions allowed;**
- **Instructor:** Hirsch, Betsy Anne
- **Description:** Student may contact the instructor or department for information.

**GCD 8933 Directed Studies**
- **1-5 credit(s), max credits 15, 15 completions allowed;**
- **Instructor:** LeRoy, Bonnie S
- **Description:** Student may contact the instructor or department for information.

**GCD 8994 Research**
- **S-N only, 1-5 credit(s), max credits 20, 20 completions allowed;**
- **Instructor:** LeRoy, Bonnie S
- **Description:** Student may contact the instructor or department for information.

**Geographic Information Science  414 Social Science Building**

**GIS 5530 GIS Internship**
- **S-N only, 1-3 credit(s), max credits 6;**
- **Instructor:** McMaster, Susanna Akiko
- **Description:** This course enables students in the MGIS program to earn 1-3 credits for work completed in conjunction with a GIS-related internship. Students must identify a faculty sponsor from the MGIS faculty and complete an internship contract as part of this registration process.

**GIS 5572 ArcGIS II**
- **3 credit(s);**
- **Instructor:** Lindberg, Mark B
- **Description:** This is the second course in a series (following GIS 5571) and continues our examination of ArcGIS Desktop. Our attention will focus on four areas: 1) an overview of ArcGIS functionality; 2) design and construction of geodatabases; 3) Python scripting for ArcGIS; and 4) enterprise GIS. Students completing this course will be able to work independently at an advanced level with ArcGIS Desktop.
- **Style:** 20% Lecture, 20% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Student Presentation, 20% Demonstration.
- **Grading:** 30% special projects, 20% class participation, 50% laboratory evaluation.
GIS 5575 Surveying and the Global Positioning System (GPS)
2 credit(s);
Instructor: Zenk, David A
Description: This course provides an introduction to surveying techniques of use to GIS professionals, including the Global Positioning System. Topics include: basic traditional survey methods, including horizontal and vertical location techniques; geodesy; data adjustment; datums and ellipsoids; coordinate systems; and transformations.
Style: 80% Lecture, 10% Discussion, 10% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% problem solving.
Exam Format: Multiple choice

GIS 5577 Spatial Database Design and Administration
3 credit(s);
Instructor: STAFF
Description: This course prepares students for professional tasks that require administration of spatial databases. Technical topics include: database design; data quality; data maintenance; and technical documentation. Strategic topics include: the role of geographic information within organizations; costs and benefits involved in database administration; and database development project management. The course emphasizes sound database administration procedures in the effective functioning of an organization.

GIS 5578 GIS Programming
3 credit(s);
Instructor: Swobodzinski, Martin
Description: Programming techniques using Python in the context of ArcGIS 10 (ArcPy and Model Builder). Lecture and hands-on lab component. Graded and ungraded lab challenges and graded (individual or two-person group) final project (paper) in the research area of interest identified by the students. No prior programming experience necessary but prior experience with ArcGIS expected.

GIS 8990 Research Problems in GIS
A-F only, 2-6 credit(s), max credits 6, 3 completions allowed;
Instructor: Lindberg, Mark B
Description: Student may contact the instructor or department for information.

GIS 8990 Research Problems in GIS
A-F only, 2-6 credit(s), max credits 6, 3 completions allowed;
Instructor: McMaster, Susanna Akiko
Description: Student may contact the instructor or department for information.

Geography 414 Social Sciences Building

Geog 1301W Our Globalizing World
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Braun, Bruce Philip
Description: Have you wondered how your life is connected to others around the world? Are you curious about the community in which you live and why it has the characteristics it has? Do you wonder about global inequalities in wealth; conflict in Kosovo or the Middle East; or environmental change in the U.S. West? Have you wanted to know why Twin Cities neighborhoods are so different from each other, or why certain spaces are associated with certain groups and activities? Geographers ask these questions and many more. We study how and why people transform the world into concrete places, like cities, farms, nations and neighborhoods, and why these places develop where and as they do. We explore how spaces are produced and how this affects people's lives, locally, nationally and globally. This is an entry level course, designed for first and second year students, introducing what it means to think geographically about the world and about human development. The course supports diverse learning styles, through a combination of lectures, discussion sections, videos, field trips and group work. After taking this class you will see your surroundings in new ways, as you learn to ask why people's lives differ from place to place, how they are interconnected, and whether globalization is making the world smaller and less diverse, or more complex and interesting.
Style: 55% Lecture, 30% Discussion. films/videos
Grading: 25% mid exam, 25% final exam, 20% reports/papers, 10% special projects, 20% class participation.
Exam Format: Mostly essay; some short answer

Geog 1372 Geography of Global Cities
3 credit(s); Credit will not be granted if credit has been received for: GLOS 1672; Meets CLE req of Global Perspectives; meets
CLE req of Social Sciences  
Instructor: Lindeke, William A  
Description: Student may contact the instructor or department for information.

Geog 1403 Biogeography of the Global Garden  
4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Environment  
Instructor: Blumenfeld, Kenneth A  
Description: Student may contact the instructor or department for information.

Geog 1425 Introduction to Meteorology  
4 credit(s); High school algebra Credit will not be granted if credit has been received for: ESPM 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences  
Instructor: Snyder, Peter K  
Description: Student may contact the instructor or department for information.

Geog 1425 Introduction to Meteorology  
4 credit(s); High school algebra Credit will not be granted if credit has been received for: ESPM 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences  
Instructor: Snyder, Peter K  
Description: Student may contact the instructor or department for information.

Geog 1502 Mapping Our World  
3 credit(s); Meets CLE req of Social Sciences; meets CLE req of Technology and Society  
Instructor: Bonsal, Dudley B.  
Description: Student may contact the instructor or department for information.

Geog 1901 Freshman Seminar: The Geography of Environmental Hazards  
A-F only, 3 credit(s); Meets CLE req of Environment  
Instructor: Kipfmueller, Kurt  
Description: Human societies have been shaped throughout history by recurring natural phenomena with enormous consequences. Many environmental hazards have a natural cause. That is, they are controlled to some extent by the laws of nature. Increasingly, however, humankind has altered the environments in which we inhabit leading to changes in the characteristics of environmental hazards, or even creating novel hazards, like toxic chemical spills. This course explores the geographical patterns and controlling mechanisms of environmental hazards and investigates how hazards, both natural and human-caused, shape our communities, influence our decisions, and impact populations disproportionately throughout the world.  
Style: 60% Lecture, 20% Film/Video, 20% Discussion.  
Grading: 30% mid exam, 30% final exam, 20% reports/papers, 20% written homework.

Geog 1973 Geography of the Twin Cities  
3 credit(s); Credit will not be granted if credit has been received for: GEO 1009; Meets CLE req of Social Sciences  
Instructor: Pentel, Paula R  
Description: This course is a survey of the historical and contemporary geographical patterns of the Twin Cities metropolitan area. Questions raised include: Where are things located? (industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services) Why are they located as they are? What are things like at the neighborhood level and how have these changed over time? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment programs try to correct the consequences of past actions? Class format is lecture and discussion. Questions are encouraged. Visual materials (power-point, overhead transparencies, slides, and occasional videos) will be used extensively. Course materials are the same for Geog 1973 and Geog 3973, but those registered in 3973 are expected to perform at a much higher level of analysis, and this will be reflected in the point scale for assignments. Two large field studies make up the bulk of the work and most of the readings are on E-reserve.  
Style: 75% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities.  
Grading: 15% mid exam, 25% final exam, 60% reports/papers.

Geog 3101 Geography of the United States and Canada  
4 credit(s); Credit will not be granted if credit has been received for: GEOG 3102; Meets CLE req of Social Sciences  
Instructor: Hart, John Fraser  
Description: A visual tour of the continent, with ca. 80 slides in each lecture. Emphasis on the ways in which different groups of people have interacted with different physical environments to produce distinctive regions. Satisfies the Social Science Core and Cultural Diversity theme requirements. The instructor has a quirky sense of humor, and the lectures are interesting.
Geog 3161 Europe: A Geographic Perspective
3 credit(s); Credit will not be granted if credit has been received for: GLOS 3921;
Instructor: Saldanha, Arun
Description: It is difficult to think about the contemporary world without the lasting impact European culture has had on all nations. What are the deeper reasons for Europe to emerge as a dominant continent from the sixteenth century onwards? Its physical, cultural, and economic geography will provide some answers. Divided by language, war, and economic crisis, Europe has nonetheless become a kind of test case of how all today’s societies are supposed to function. The project of the European Union promises peace and prosperity for some 500 million people in 27 countries, but faces challenges ranging from the euro crisis to xenophobia and climate change. The EU does not cover all of the continent, of course. Who is and could be a member state in itself explains much about the continent’s complex history. This course will guide you from Europe’s physical make-up and urbanization to the formation of nation-states and colonization of other continents, in order to understand the problems of today.
Style: 60% Lecture, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Field Trips.
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 20% in-class presentation, 20% class participation.

Geog 3371W Cities, Citizens, and Communities
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Henderson, George Lawlor
Description: This course is about how structures of class, race/ethnicity, gender, and sexuality combine to produce varieties of urban experience in the United States. The course will also deal with why the city—why urbanization as a distinctive process—shapes those social structures in particular ways. The course centers especially on the city as a crucial locus for capitalism and on capitalism as irrevocably a socially made and contested process. It is a hallmark of capitalism that it leads not only to the making of different kinds of urban environments and histories. It also relies upon and fosters social differences. Through discussion, lecture, case study readings (including two books and a variety of articles), and group projects we will try to come to a more layered understanding of what makes the American city tick.
Style: 50% Lecture, 50% Discussion.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.
Exam Format: Exams are a combination of short answer and long essay.

Geog 3379 Environment and Development in the Third World
A-F only, 3 credit(s); Soph or jr or sr Credit will not be granted if credit has been received for: GLOS 3303; Meets CLE req of Environment; meets CLE req of Social Sciences
Instructor: Bialostosky, Ivan Julius
Description: Student may contact the instructor or department for information.

Geog 3381W Population in an Interacting World
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Simms, Nicole Colleen
Description: The aim of this course is to provide students with a multidisciplinary understanding of and appreciation for human population phenomena and problems in different parts of the world and at different geographic scales, from the local to the global. This involves an investigation of the different components of population change (fertility, mortality, and migration of human populations), and an engagement with different, often competing, explanations of these population phenomena that have been offered by social scientists. One of the major learning objectives is to create an awareness that in order to understand and explain population phenomena and problems in different places and countries of the world we have to become knowledgeable about the economic, political, social, cultural, and environmental context within which these take place and the importance of the nature of interactions between different parts of the world. Throughout the course, particular emphasis is placed on understanding and critically reflecting on a) contemporary population problems at the global, national, and local scale, including the world population explosion, both dramatic and persistent for many years, high levels of fertility in parts of the developing world, record-low fertility and population ageing in highly industrialized countries, the HIV/AIDS epidemic and major health problems, environmental disasters and population health, increasing levels of international migration, refugee crises, massive rural to urban migrations in the less developed world; b) policies adopted to address these problems such as family planning policies to reduce fertility levels and immigration policies; and c) the gender dimension of contemporary population problems and policies. In addition, students will learn about basic sources, measures, and methods of representation used in the study of human population phenomena, and gain basic skills and experience in data analysis, interpretation, writing research reports, and oral presentations.

Geog 3401 Geography of Environmental Systems and Global Change
4 credit(s); Credit will not be granted if credit has been received for: GEOG 5401; Meets CLE req of Environment

Instructor: Klink, Katherine

Description: The underlying theme to this course is that the natural environment provides the resources that sustain humans, and that our well being depends crucially on our interaction and interdependence with the natural environment. We have three main objectives: 1. to understand the processes that create the patterns of the natural environment, specifically the patterns of climate, vegetation, soils, and landforms; 2. to comprehend how changes in the processes may influence spatial patterns; and 3. to study the potential of humans to cause changes in processes, spatial patterns, and ultimately, our natural resources. The course topics will be covered with a mixture of lectures, discussion, and computer-based lab work. Lab projects focus on environmental concepts discussed in class (climate, vegetation, and soils geography) and the lab projects lead up to each student's final project. The final (term) project involves evaluating the local effects of global climatic change. Your analysis will focus primarily on a location within the United States (for which information will be more easily available). Your first task will be figuring out the current natural environment (climate, vegetation, and soils) for your location. Next you will determine the likely climatic changes at your location under doubled atmospheric carbon dioxide as predicted by several climate models.

Style: 70% Lecture, 30% Discussion.

Grading: 15% final exam, 30% reports/papers, 35% written homework, 20% additional semester exams.

Exam Format: essay

Geog 3411W Geography of Health and Health Care

4 credit(s); Credit will not be granted if credit has been received for: GEOG 5411; Meets CLE req of Writing Intensive

Instructor: Neely, Abigail Helen

Description: An exploration of global health problems and solutions. How are health problems defined? Who defines them? What are the solutions for health problems? Who defines them? Diabetes in Detroit, HIV/AIDS in Lake Victoria, Uganda, the WHO headquarters in Geneva, and the Delta Health Center in Mound Bayou, Mississippi are all part of a complicated web of global health problems and solutions. In the Geography of Health and Health Care (GEOG 3411W) we will turn a critical eye on health problems and the various solutions that have been created to address them in order to better understand global health. We will be approaching global health geography from at least four angles: 1. How do places (local environments and cultures) shape health around the world? 2. How do the interactions between people and their environment (inside bodies and outside of bodies) shape health? 3. What can biomedical science tell us about what makes people sick? What can’t it tell us? 4. How are global and local forces connected through health and through individuals? How do global actors create solutions for local health problems and how do local health problems become global problems? GEOG 3411W is writing intensive and there are no prerequisites.

Style: 40% Lecture, 10% Film/Video, 40% Discussion, 10% Small Group Activities.

Geog 3431 Plant and Animal Geography

3 credit(s); Credit will not be granted if credit has been received for: GEOG 5431;

Instructor: Kipfmueler, Kurt

Description: Why is it that nearly every plant in the desert southwest either bites you or pokes you? What is it that they have to defend against and why? Does it seem strange to you that there is an egg laying marsupial that looks like a cross between a duck and a beaver found only in Australia? Why should we be concerned about a type of carp in the Mississippi River or a small, shelled mussel with stripes in our lakes? How (and why) did a sunflower on the remote island of St. Helena transform into several different species of trees? How is it that forest fires today are larger and more severe than they have been in the past? What is causing all the elms in the Twin Cities and how did it get here? Science has identified more that 1.4 million different species, yet this is only a small portion of the estimated five to fifty million species thought to exist. The factors and processes that have led to the enormous diversity of life on the planet are complex and interactive. In this course we will explore these issues in detail by examining concepts of biogeography. That is, the how, when, where, and why of biotic organization. Specific topics to be covered includes 1) Evolutionary change; 2) Biotic interactions; 3) Natural disturbance; 4) Successional change; 4) Species dispersal; and 5) Conservation of biotic diversity.

Style: 60% Lecture, 15% Film/Video, 25% Discussion.

Grading: Course grading will be based on three exams and 5 short homework assignments throughout the semester.

Exam Format: Short essay/multiple choice

Geog 3523 Digital Mapping: Introduction to Making Online Maps for the Humanities and Sciences

3 credit(s);

Instructor: Harvey, Francis

Description: Digital Mapping focuses on the uses of digital technologies with an emphasis on teaching you about creating online maps and using digital geobrowser technologies. This is an introductory course having no prerequisites. For some of you it follows on the Digital Planet course you took last semester, which is sound preparation, but not required. Technologies you will work with include Google Earth, NASA WorldWind, Quantum GIS, and GPS data processing. You will also have access to GPS equipment and video equipment for work on a project creating a personal GeoDiary. You will have access to computers during class, but you can also bring your own computer and install the software you need. Much of the work in Digital Mapping (DM) will involve manipulating data, preparing analysis, and making on-line interactive maps, called mash-ups. The technologies we will use offer a broad range; some may say unlimited number of possibilities useful in any field. The interactive learning environment of class meetings and the studio
approach to work means you will almost be working hands-on making maps. The focus in the first weeks will be on learning the
technology of Google Earth, to allow you to do creative and stimulating work. This course won't turn you into a programmer, but you
will learn to work with basic scripts and some parts of the "black box". Also, for a variety of reasons the focus will be on Google Earth,
but we will also consider other geobrowsers and ways to access and display geographic information online and you’re heartily
encouraged to bring up examples.

**Style:** 10% Lecture, 20% Discussion, 60% Small Group Activities, 5% Student Presentation, 5% Guest Speakers. You will need to
work outside of class to complete work begun in the classroom.

**Grading:** 40% special projects, 40% written homework, 20% class participation. You will need to create a GeoDiary for class.

**Geog 3561 Principles of Geographic Information Science**

4 credit(s);
Instructor: Eria, Sami
Description: Student may contact the instructor or department for information.

**Geog 3900 Topics in Geography**

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Cadieux, Kirsten Valentine
Description: Hamburgers and a Coke, rice and beans, collard greens, wonton soup, creme brulee? What meanings and feelings do
these foods conjure up, and for whom? Where are their key ingredients produced? Who prepares these dishes, and who eats them?
This course is built on two key premises: first, that the production, distribution, and consumption of food involves relationships among
different groups of people, and second, that one can gain great insights into these social relations and the societies in which they are
embedded through a sociological analysis of food. Among the themes we will explore in this course are the different cultural and social
meanings attached to food; food, culture and body image; the industrialization of agriculture; the global food system; work in the food
sector; the debate over genetically modified food; and efforts to change the current food system.

**Geog 3973 Geography of the Twin Cities**

3 credit(s); Credit will not be granted if credit has been received for: GEO 1009; Meets CLE req of Social Sciences
Instructor: Pentel, Paula R
Description: This course is a survey of the historical and contemporary geographical patterns of the Twin Cities metropolitan area.
Questions raised include: Where are things located? (industry, transportation, housing, people of diverse backgrounds and resources,
retail trade and services) Why are they located as they are? What are things like at the neighborhood level and how have these
changed over time? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored
planning and redevelopment programs try to correct the consequences of past actions? Class format is lecture and discussion.
Questions are encouraged. Visual materials (power-point, overhead transparencies, slides, and occasional videos) will be used
extensively. Course materials are the same for Geog 1973 and Geog 3973, but those registered in 3973 are expected to perform at a
much higher level of analysis, and this will be reflected in the point scale for assignments. Two large field studies make up the bulk of
the work and most of the readings are on E-reserve.

**Style:** 75% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities.

**Grading:** 15% mid exam, 25% final exam, 60% reports/papers.

**Geog 3985V Honors Senior Project Seminar**

4 credit(s); Meets CLE req of Writing Intensive
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

**Geog 3985W Senior Project Seminar**

4 credit(s); Meets CLE req of Writing Intensive
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

**Geog 3994 Directed Research**

1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Lindberg, Mark B
Description: Student may contact the instructor or department for information.

**Geog 3994 Directed Research**

1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Leitner, Helga
Description: Student may contact the instructor or department for information.
Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: McMaster, Robert B
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Samatar, Abdi Ismail
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Klink, Katherine
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Sheppard, Eric
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Braun, Bruce Philip
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Gidwani, Vinay Krishin
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: McMaster, Susanna Akiko
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Harvey, Francis
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Henderson, George Lawlor
Description: Student may contact the instructor or department for information.
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Manson, Steven M.
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Kipfmueller, Kurt
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Saldanha, Arun
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Kayzar, Brenda
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: St. George, Scott
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Swobodzinski, Martin
Description: Student may contact the instructor or department for information.

Geog 3994 Directed Research
1-8 credit(s), max credits 12, 12 completions allowed;
Instructor: Neely, Abigail Helen
Description: Student may contact the instructor or department for information.

Geog 4002W Environmental Thought and Practice
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Braun, Bruce Philip
Description: How do we understand 'nature' in an age of technoscience? What is the relation between capitalism, science and nature? What does it mean to do the 'cultural studies' of nature? This course surveys competing approaches to understanding nature-human relations in contemporary social and political thought. The course will draw from a diverse literature, including cultural ecology, Marxist political ecology, feminist theory, literary criticism and science and technology studies. It's objective will be to develop theoretical and analytical tools for investigating the social production of nature (both human and non-human). In the process, students will be challenged to think critically about knowledge formation, the construction of environmental imaginaries, the emergence of eco-movements, and the ideological frameworks and social conditions that organize and relate resource struggles, culture and identity. The course will be reading intensive and students should expect to take part regularly in class discussions.
Style: 50% Lecture, 40% Discussion. film/video
Grading: 20% mid exam, 20% final exam, 60% reports/papers.
Exam Format: Essay/multiple choice

Geog 5393 Rural Landscapes and Environments
4 credit(s);
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

Geog 5401 Geography of Environmental Systems and Global Change
4 credit(s); grad student or instr consent Credit will not be granted if credit has been received for: GEOG 3401;
Instructor: Klink, Katherine
Description: The underlying theme to this course is that the natural environment provides the resources that sustain humans, and that
our well being depends crucially on our interaction and interdependence with the natural environment. We have three main objectives: 1. to understand the processes that create the patterns of the natural environment, specifically the patterns of climate, vegetation, soils, and landforms; 2. to comprehend how changes in the processes may influence spatial patterns; and 3. to study the potential of humans to cause changes in processes, spatial patterns, and ultimately, our natural resources. The course topics will be covered with a mixture of lectures, discussion, and computer-based lab work. Lab projects focus on environmental concepts discussed in class (climate, vegetation, and soils geography) and the lab projects lead up to each student's final project. The final (term) project involves evaluating the local effects of global climatic change. Your analysis will focus primarily on a location within the United States (for which information will be more easily available). Your first task will be figuring out the current natural environment (climate, vegetation, and soils) for your location. Next you will determine the likely climatic changes at your location under doubled atmospheric carbon dioxide as predicted by several climate models.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 15% final exam, 30% reports/papers, 35% written homework, 20% additional semester exams.

**Exam Format:** essay

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**Geog 5426 Climatic Variations**

*3 credit(s)*;

**Instructor:** St. George, Scott

**Description:** How has our climate changed in the past? What caused those changes, and can understanding the Earth's climate history help us better predict the future? Does the past really matter? In this seminar course, we will examine these questions through the lens of paleoclimatology, which uses physical and cultural evidence to make inferences about climates of the past. We will review the processes that govern our modern climate and explore what paleoclimate records tell us about how these systems respond to (and express) climate change. In the process, we will learn how insights drawn from the past can help inform discussions of contemporary issues linked to climate change, hazards and the management of natural resources. Case studies will be selected to focus on the Holocene (the last 10 ka) and, to a lesser degree, the climate of North America. By the end of the semester, students will be able to explain how paleoclimatology helps address grand challenges in Climatology and Earth Systems Science. They will be familiar with the core techniques used by scientists at the University of Minnesota to make inferences about past climates. They will also be able to provide examples that illustrate how adopting the "Long View" can support risk assessment and wise stewardship of natural resources. More generally, they will have improved their ability to understand and synthesize scientific articles and will have developed skills to help them communicate about complex ideas in a clear and concise manner.

**Style:** 35% Lecture, 30% Discussion, 15% Student Presentation.

**Grading:** 30% reports/papers, 15% reflection paper, 30% in-class presentation, 25% class participation.

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**Geog 5431 Plant and Animal Geography**

*3 credit(s)*; Credit will not be granted if credit has been received for: GEOG 3431;

**Instructor:** Kipfmueeller, Kurt

**Description:** Why is it that nearly every plant in the desert southwest either bites you or pokes you? What is it that they have to defend against and why? Does it seem strange to you that there is an egg laying marsupial that looks like a cross between a duck and a beaver found only in Australia? Why should we be concerned about a type of carp in the Mississippi River or a small, shelled mussel with stripes in our lakes? How (and why) did a sunflower on the remote island of St. Helena transform into several different species of trees? Does it seem like forest fires today are larger and more severe than they have been in the past? What is killing all the elms in the Twin Cities and how did it get here? Science has identified more than 1.4 million different species, yet this is only a small portion of the estimated five to fifty million species thought to exist. The factors and processes that have led to the enormous diversity of life on the planet are complex and interactive. In this course we will explore these issues in detail by examining concepts of biogeography. That is, the how, when, and why of biotic organization. Specific topics to be covered includes 1) Evolutionary change; 2) Biotic interactions; 3) Natural disturbance; 4) Successional change; 4) Species dispersal; and 5) Conservation of biotic diversity.

**Style:** 60% Lecture, 15% Film/Video, 25% Discussion.

**Grading:** Course grading will be based on three exams and 5 short homework assignments throughout the semester.

**Exam Format:** Short essay/multiple choice

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**Geog 5563 Advanced Geographic Information Science**

*3 credit(s)*;

**Instructor:** Harvey, Francis

**Description:** Student may contact the instructor or department for information.

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**Geog 5564 Urban Geographic Information Science and Analysis**

*3 credit(s)*;

**Instructor:** Matson, Jeffrey Karl

**Description:** Student may contact the instructor or department for information.
Geog 8002 Research Methods in Geography  
3 credit(s);  
Instructor: Sheppard, Eric  
Description: Student may contact the instructor or department for information.

Geog 8230 Theoretical Geography  
3 credit(s);  
Instructor: Henderson, George Lawlor  
Description: Student may contact the instructor or department for information.

Geog 8240 Medical Geography  
3 credit(s);  
Instructor: Neely, Abigail Helen  
Description: Student may contact the instructor or department for information.

Geog 8260 Seminar: Physical Geography  
3 credit(s);  
Instructor: St. George, Scott  
Description: The ability to deliver effective and engaging oral presentations is a critical skill for students in all disciplines. Unfortunately, despite the importance of clear communication, scientific presentations are too frequently confusing, abstract and boring. In this seminar, students will be introduced to a diverse set of presentation methods and use exercises to apply these techniques to their own work and ideas. The course will also examine the characteristics common to exceptional scientific talks, show how basic design principles can be used to create more effective visual aids, and discuss the science behind effective communication techniques. By the end of the semester, students will have experimented with a broad range of presentation styles and identified the method(s) that best suits their own personal style and research subject. They will have developed a set of engaging and effective visuals that they can use in conference presentations, job interviews or public outreach. More generally, they will have become more effective communicators, improved their ability to discuss their research with non-specialists, and be better representatives for their discipline and the university.  
Style: 20% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities, 25% Student Presentation, 5% Guest Speakers.

Geog 8292 Seminar in GIS: Spatial Analysis and Modeling  
3 credit(s);  
Instructor: Swobodzinski, Martin  
Description: Student may contact the instructor or department for information.

Geog 8302 Research Development  
S-N only, 3 credit(s);  
Instructor: Samatar, Abdi Ismail  
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings  
1-5 credit(s), max credits 10;  
Instructor: Lindberg, Mark B  
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings  
1-5 credit(s), max credits 10;  
Instructor: Leitner, Helga  
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings  
1-5 credit(s), max credits 10;  
Instructor: Mc Master, Robert B  
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings  
1-5 credit(s), max credits 10;  
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Samatar, Abdi Ismail
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Klink, Katherine
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Sheppard, Eric
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: McMaster, Susanna Akiko
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Henderson, Francis
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Manson, Steven M.
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Kipfmueller, Kurt
Description: Student may contact the instructor or department for information.
Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Saldanha, Arun
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Kayzar, Brenda
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: St. George, Scott
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Swobodzinski, Martin
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Neely, Abigail Helen
Description: Student may contact the instructor or department for information.

Geog 8980 Topics in Geography
1-3 credit(s), max credits 15, 10 completions allowed;
Instructor: Leitner, Helga
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Lindberg, Mark B
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Leitner, Helga
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Mc Master, Robert B
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Samatar, Abdi Ismail
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Klink, Katherine
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Sheppard, Eric
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Braun, Bruce Philip
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Gidwani, Vinay Krishin
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Harvey, Francis
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Henderson, George Lawlor
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Manson, Steven M.
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Kipfmueller, Kurt
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Saldanha, Arun
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Kayzar, Brenda
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: St. George, Scott
Description: Student may contact the instructor or department for information.
Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Swobodzinski, Martin
Description: Student may contact the instructor or department for information.

Geological Engineering  122 Civil & Mineral Engineering

GeoE 3301 Soil Mechanics I
A-F only, 3 credit(s);
Instructor: Guzina, Bojan B
Description: Student may contact the instructor or department for information.

GeoE 4102W Capstone Design
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Eickenberg, Paul Thomas
Description: Teams of 3 - 5 students solve civil engineering problems posed by practicing engineers (mentors). Student work progresses from problem description and formulation of objectives, through conceptual solutions, preliminary planning and analysis, design and environmental impact assessment, to feasibility plans and specifications, cost analysis, and recommendations. Each team makes three presentations. Draft reports and a final project report are reviewed.
Style: 5% Lecture, 10% Discussion, 50% Small Group Activities, 20% Student Presentation, 10% Demonstration, 5% Guest Speakers.
Grading: 60% reports/papers, 5% attendance, 30% in-class presentation, 5% class participation.

GeoE 4102W Capstone Design
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Strack PhD, Otto D
Description: Teams of 3 - 5 students solve civil engineering problems posed by practicing engineers (mentors). Student work progresses from problem description and formulation of objectives, through conceptual solutions, preliminary planning and analysis, design and environmental impact assessment, to feasibility plans and specifications, cost analysis, and recommendations. Each team makes three presentations. Draft reports and a final project report are reviewed.
Style: 5% Lecture, 10% Discussion, 50% Small Group Activities, 20% Student Presentation, 10% Demonstration, 5% Guest Speakers.
Grading: 60% reports/papers, 5% attendance, 30% in-class presentation, 5% class participation.

GeoE 4301 Soil Mechanics II
A-F only, 3 credit(s); [[3301 or CE 3301], upper div CSE] or instr consent Credit will not be granted if credit has been received for: CE 4301;
Instructor: Labuz, Joseph F
Description: Student may contact the instructor or department for information.

GeoE 4352 Groundwater Modeling
A-F only, 3 credit(s); [4351, CE 4351, [CSE upper div or grad student]] or instr consent Credit will not be granted if credit has been received for: CE 4352;
Instructor: Strack PhD, Otto D
Description: Student may contact the instructor or department for information.

GeoE 8300 Seminar: Geomechanics
S-N only, 1-3 credit(s), max credits 4, 4 completions allowed; Credit will not be granted if credit has been received for: CE 8300;
Instructor: Labuz, Joseph F
Description: Student may contact the instructor or department for information.

Geriatrics 15-209 MoosT

Geri 7100 Oral Health Services for Older Adults Seminar
2 credit(s);
Instructor: Shuman, Stephen K
Description: Student may contact the instructor or department for information.
Geri 7200 Advanced Clinical Geriatric Dentistry
A-F only, 1-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Shuman, Stephen K
Description: Student may contact the instructor or department for information.

Geri 7210 Geriatric Hospital Dentistry
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Ofstehage, John Charles
Description: Student may contact the instructor or department for information.

German 320 Folwell Hall

Ger 1001 Beginning German
5 credit(s);
Instructor: STAFF
Description: German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Oktoberfest, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: mostly discussion and student involvement and interaction.
Grading: 10% final exam, 12% reports/papers, 4% special projects, 33% quizzes, 28% class participation, 13% other evaluation. reading/group work assignments and computer and audio lab.
Exam Format: written.

Ger 1001 Beginning German
This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit “Class URL” for policies, including fee and financial aid restrictions. This course is designed to help you learn German through a proficiency-oriented process that presents practical information in real-life topics and scenarios. It will prepare you to communicate in the kinds of situations that are likely to arise when traveling in a German-speaking country. In each lesson you will complete learning activities and assessments in this course site and other online activities in the Wende Web site.
Style: Online
Grading: 12% final exam, 44% quizzes. Also: 56 practice exercises: 17%; 11 free writing assignments: 27%
Exam Format: Online

Ger 1002 Beginning German
5 credit(s);
Instructor: STAFF
Description: German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Grenzverkehr and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.
Style: Mostly discussion and student involvement and interaction.
Grading: 10% final exam, 12% reports/papers, 8% special projects, 27% quizzes, 22% class participation, 21% other evaluation. reading/group work assignments and computer/audio lab
Exam Format: written

Ger 1003 Intermediate German
Ger 1004 Intermediate German
5 credit(s);
Instructor: STAFF
Description: 1004 builds on the skills taught in 1003. Students use the course-packet Sprunge 1004 and listening exercises on Sprunge-Online, read short texts and a novel, watch a feature film, and do online cultural exercises. Topics include Berlin, German history, film, and issues of multiculturalism. German 1004 reviews German language structures and helps students expand their listening, speaking, reading and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research. Process-writing essays, presentations, and interviews round out the course. Course materials: Sprunge 1004, Thomas Brussig's Sonnenallee (Easy Reader edition).
Style: varies with instructor
Grading: 15% final exam, 10% reports/papers, 30% quizzes, 22% class participation, 5% speaking and listening activities, 8% Interviews, 10% Reader activities
Exam Format: written, oral interviews

Ger 1022 Beginning German Review
5 credit(s);
Instructor: STAFF
Description: Intended for students with previous experience in German, primarily those who have studied German in high school or at community colleges, or who are transfer students. The course involves intensive review of all four language modalities (listening, reading, speaking, writing), with a proficiency emphasis to prepare for German 1003. By the end of the course students should be able to discuss familiar topics, such as every day activities, free-time occupations, or career choices, and have become familiar with some contemporary social issues in the German-speaking countries. There is a cultural reader for this course, Grenzverkehr. This course includes writing assignments that are process-oriented and require students to work together in editing groups. All class sessions involve extensive student interaction and require an average of 2 hours of outside preparation.
Style: student discussion and interaction
Grading: 10% final exam, 12% reports/papers, 4% special projects, 32% quizzes, 29% class participation, 13% other evaluation. reading/group assignments, 4% computer/audio lab
Exam Format: Written

Ger 3011W Conversation and Composition
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is designed to refine students' oral and written expression and aid in the development of critical analysis skills. Contemporary readings introduce important communicative modes of language (description, narrative, debate, report, text analysis), while a grammar review supports works on finer grammar points. Multi-media materials (video clips, feature films, computer resources) will complement the other instructional materials. Graded work includes active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths.
Style: 10% Lecture, 10% Film/Video, 30% Discussion, 35% Small Group Activities, 15% Student Presentation.
Grading: 30% reports/papers, 25% quizzes, 10% journal, 25% in-class presentation, 10% class participation.

Ger 3012W Conversation and Composition
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Firchow,Evelyn S
Description: This course is the continuation of German 3011 and is the most advanced German language class. It is designed to refine students' oral and written expression. A thorough grammar review supports work on grammar points. Graded work includes
Ger 3014W Reading and Analysis of German Literature

3 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive

Instructor: Teraoka, Ariene A

Description: In GER 3104W we will read some of the most compelling German literature of the 20th century: novels by Max Frisch, Heinrich Boell, and Bernhard Schlink; a prize-winning Holocaust memoir by Ruth Klueger; and short texts by Franz Kafka, Paul Celan, and Heiner Mueller. There will be brief background lectures to orient you, with the emphasis of the class on large- and small-group discussions in which you test and develop your ideas. As a Writing Intensive course GER 3104W also provides support to you as you formulate and present interpretive arguments on the basis of textual evidence. Lectures, class discussions, student presentations, and all readings will be in German. Meets Lib Ed req of Literature Core; meets Lib Ed req of Writing Intensive.

Style: 20% lecture; 80% discussion, in-class group assignments, and student presentations; 3 film showings

Grading: Requirements include two oral presentations in German and three short papers (4-5 pages), one in German, one in English, one in German or English.

Ger 3014 German Media

3 credit(s);

Instructor: Oosterhoff, Jenneke A

Description: From the propaganda of the Nazi era, to the iconic student movements of the 1960's, to the dominance and pervasiveness of youth culture today, Media and the Press have battled for the minds of German youth in ways that are similar to the American Experience but uniquely German in nature. This course will explore the German Media War as it moves from Hitler youth, "Stunde Null", through the major events and movements of the Cold War: Berlin Airlift, Communist Pioneers, the '68 Student movements, Baader-Meinhof, International Friendship Movements, Kirchentage, "Amis Raus", and the unprecedented integration of a foreign and alienated East German youth into the Wonderworld of freedom and chaos of Berlin at the close of the 20th century. With fringe movements in American politics calling each other "nazis" on the left and right it will be important to explore what that actually implies and how meaningless it has become.

Style: 20% Lecture, 30% Film/Video, 30% Discussion, 10% Small Group Activities, 10% Student Presentation.

Grading: 50% reports/papers, 20% in-class presentation, 30% class participation.

Ger 3021 Business German

3 credit(s);

Instructor: Ianeva-Lockney, Arsena

Description: This course is aimed at students with advanced knowledge of German and will give them the opportunity to learn about German companies, industry sectors and their products. In addition to readings from the textbook, the students will summarize current articles from the German business press and from a German podcast. For their oral presentations, students will acquire knowledge regarding how to describe the size and activities of a company, how to read an organization chart and interpret graphics. Writing assignments will focus on business correspondence and will include detailed instruction on writing the most frequently used types of letters.

Style: 20% Lecture, 20% Discussion, 20% Small Group Activities, 20% Student Presentation, 10% Web Based. in class writing - 10%

Grading: 20% special projects, 20% quizzes, 10% written homework, 10% attendance, 20% in-class presentation, 20% class participation.

Ger 3104W Reading and Analysis of German Literature

3 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive

Instructor: Hueser, Rembert

Description: In 1778, a new type of criminal case study was published in German. The title of the collection was Skizzen, the cases had titles such as "?Ein bedeutender Schlepper,? or, "?Bonsemann, der Uberlegene.? Crime stories have authors. Walter Serner, the author of these stories that are usually not longer than four pages, pokes fun at psychology and rules of any kind, including the rules of the genre. After one hundred crime stories, he writes a book of manners that supplements the DADA manifest that he had written right after the First World War: Letzte Lockerung, ein Handbrevier fur Hochstapler und solche, die es werden wollen. We learn how to navigate in big cities, how to dress, how to travel, how to write letters, and how to get through life cheating. The course will try to rethink the history of the German crime story along these two major turning points. Readings: Jonathan Culler: Literary Theory. A Very Short Introduction,
2nd edition, 2011 (available at Coffman bookstore.) You will find the other texts at the Moodle website of the class.

**Ger 3410 German Literature Before 1750**
3 credit(s), max credits 9, 3 completions allowed;  
Instructor: Firchow,Evelyn S  
Description: This survey of German literature before 1750 will be taught in German. Readings of selected medieval texts will also be in German and discussed in class. All lectures will be held in German. There will be quizzes (as announced) and a final examination. Class attendance is required.  
Grading: 40% final exam, 30% quizzes, 30% class participation.

**Ger 3501 Contemporary Germany**
3 credit(s);  
Instructor: Melin,Charlotte Ann  
Description: Public concern about environmental issues is driving social, political, and cultural change in German-speaking countries today. This trend is visible in the successes of the Green party in recent elections and plans to decommission nuclear power plants over the next decade. The course (taught in German) looks at the ways environmental imagination is expressed through language and contemporary culture. We will examine the evolution of the environmental movement and European conceptions of sustainability through the lens of nonfiction writings, literature, on-line resources, and film. Historically, concepts of ecology arose out of early 20th century discoveries about interconnectedness, epitomized by the term Umwelt (surrounding world), which was coined by Jakob von Uexkuell. In keeping with this systems perspective, we will study examples like food production, energy consumption, and urban design. To take into account the divergent opinions that surround these topics, assignments will include debates, expository writing, and creative projects that probe differing positions. Our starting point will be a book by Volker Quaschning. It is a witty, yet scientifically grounded overview of hot button topics with the title Muelltrenner, Muesliesser und Klimaschuetzer: Wir Deutschen und unsere Umwelt (Trash Sorters, Muesli Eaters, and Climate Protectors, 2010).  
Style: 10% Lecture, 10% Film/Video, 50% Discussion, 20% Small Group Activities, 10% Student Presentation.

**Ger 3512W German Civilization and Culture: 1700 to the Present**
3 credit(s);Meets CLE req of Writing Intensive  
Instructor: Rothe,Matthias  
Description: The concepts that make up the title of this course, culture, civilization, German are not neutral and descriptive categories. Instead, they are polemical terms that were used throughout German history to define against other countries as well as against other groups within the country what Germany and German should mean. This course provides an overview of the cultural, historical and social developments in the German-speaking countries from 1700 to the present. It will cover events and issues that are key to understanding the social, political, and cultural profile of present-day Germany and other central European countries. Topics to be discussed include: the Enlightenment in philosophy and literature; the rise of the bourgeoisie and its effect on literary culture; the formation of a national identity; the transformations linked to phenomena such as industrialization, urbanization, and the rise of mass politics in the latter decades of the 19th century; the attraction and fear of modernity expressed in the aestheticism and cultural despair at the turn of the century, as well as in the radical cultural politics of the avant-garde; the shock of World War I and the experiment of the Weimar Republic; the rise of Fascism and the collapse of the Third Reich in World War II; and the complex cultural and political landscape of the two German states in the postwar period and after the fall of the wall in 1989. Readings will be drawn from both primary and secondary texts.  
Style: 30% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.  
Grading: 20% mid exam, 40% reports/papers, 20% in-class presentation, 20% class participation.

**Ger 3531 Selected Writings in German Intellectual History**
3 credit(s);  
Instructor: Teraoka,Arlene A  
Description: This course offers you the opportunity to read the work of some of the key thinkers of the modern European world in the original language. We focus on the great names of German philosophy and thought: Kant, Hegel, Marx, Nietzsche, and Freud. Reading assignments for each class will be kept to a manageable length, and you will be expected to read as carefully and thoughtfully as possible. None of the texts are edited or glossed for non-native readers. The reading will be challenging, but the reward is to experience and to grapple with the ideas in their powerful original expression. Class discussions will be conducted as much as possible in German.  
Grading: One or two class presentations; midterm and final essay examinations.

**Ger 3631 Jewish Writers and Rebels in German, Austrian, and American Culture**
3 credit(s);No knowledge of German required; cr toward major or minor requires reading in GermanCredit will not be granted if credit has been received for: JWST 3631;  
Instructor: Morris,Leslie C
Ger 3704 German Dialects
3 credit(s);
Instructor: Liberman, Anatoly
Description: All foreigners are expected to learn languages in their so-called standard form. The same is true of German, but everybody who sets foot in Germany immediately notices that the Germans don’t speak their language as we think they should, and someone who will travel from Kiel to the extreme south (even if not crossing over to Switzerland) and communicate with the inhabitants of villages and of even big towns will soon become aware of regional differences. Dialects show us the history of German as it has been preserved in the country’s regional speech: certain features that did not make their way into so-called Standard German have been preserved only in the south or only in the north, and still others are the product of early migrations to the country’s eastern regions. Therefore, the course will begin with a few lectures addressing the interplay between Germany’s history and geography. Our main books will be an anthology of dialectal texts placed at the local copy shop and a pocket atlas of German dialects. We will go over the main dialects, and the students enrolled in the course will come away with a clear idea of how the Germans speak in the north, south, east, and west, and why they speak the way they do. At least one week will be devoted to the history of the German atlas. The requirements include a midterm, a final (both will be take-home, open-book tests), and a short paper. 25% of the grade will come from the midterm, 25% from the final, 35% from the paper, and 15% from attendance. However, attendance is crucial in this course, because the tests will depend on the material covered in class. From this point of view, German Dialects is a regular language course, and there will be regular assignments of the type: “Read such and such a text and be ready to discuss it in class.” It will begin slowly, for very few participants, if any, will have had any exposure to the history of German and the variety of German and will gradually pick up pace. The course will be taught in English, but those who will choose to write the paper in German are welcome to do so.

Ger 3993 Directed Studies
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Ger 4001 Beginning German
2 credit(s);
Instructor: STAFF
Description: German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Oktoberfest, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: mostly discussion and student involvement and interaction.
Grading: 10% final exam, 12% reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% other evaluation.
Exam Format: written.

Ger 4002 Beginning German
2 credit(s);
Ger 5510 Topics in Contemporary German Culture: Art in Politics: Post-War German Exhibits & Debates

Instructor: STAFF
Description: German 5510 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Grenzverkehr and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.
Style: Mostly discussion and student involvement and interaction.
Grading: 10% final exam, 12% reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% other evaluation.
Exam Format: written

Ger 4003 Intermediate German
2 credit(s);
Instructor: STAFF
Description: Students in this course will be working with the course-packet Sprunge and the accompanying listening exercises on Sprunge-Online, short literary texts, a feature film, and online cultural exercises. Topics covered in this course will include free-time activities and travel, living situations, the German educational system, career decisions, and media and technology. The program has a communicative and functional orientation. German 1003 is designed to review basic German language structures and to help students extend their listening and speaking skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research of cultural topics. Process-writing essays, presentations on cultural topics, and short interviews round out the course.

Ger 4004 Intermediate German
2 credit(s);
Instructor: STAFF
Description: 1004 builds on the skills taught in 1003. Students use the course-packet Sprunge 1004 and listening exercises on Sprunge-Online, read short texts and a play, watch a feature film, and do online cultural exercises. Topics include Berlin, film, and issues of multiculturalism. German 1004 reviews German language structures and helps students expand their listening, speaking, reading and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research. Process-writing essays, presentations, and interviews round out the course. Course materials: Sprunge 1004, Durrenmatt's Die Physiker. (Oxford UP edition).

Ger 4040 German Play: Oral Interpretation and Performance of German
1-3 credit(s), max credits 9, 3 completions allowed;
Instructor: Rothe, Matthias
Description: DADA and more (dada) (!) This play will be different. It is not ready yet. We have to build it! Our material: dialogues, silences, coughs and sneezing, shopping lists, daydreams, one word poems (like "Cigarren"), uncontrollable laughter, more word poems (like "Anna Blume"), poems consisting of sounds only, single letters (like "i") and much more. We will explore and perform, that is, play, dance and even sing if necessary various texts from the early twentieth century literary avant-garde movements (Dadaism, Expressionism, Futurism) and their contemporary followers: Kurt Schwitters, Hannah Hoech, Paul Scheerbart, Ernst Jandl and others. The goal is to stage a cabaret, to entertain and through the anatomy of language and its playful destruction to tell the story of trauma, loss and confusion in modernity, which is, after all, also the story of DADA itself. The class will be responsible for all aspects of the play: stage settings, props, costumes, and performance. Most of the class time will be dedicated to training and rehearsal and, especially towards the second half of the semester, you must be ready to spend extra time on it over the weekend or on evenings. You will also be expected to write a rehearsal diary, although writing in general will remain small scale and, last, but not least, you should have a solid (basic) knowledge of German.
Style: 20% Lecture, 20% Discussion, 40% Laboratory, 20% Small Group Activities. Please be prepared to spend extra time on rehearsals, especially in the weeks before the premiere!

Ger 5510 Topics in Contemporary German Culture: Art in Politics: Post-War German Exhibits & Debates
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Wolbert, Barbara
Description: Description: Exploring identity politics in Germany, we will focus on art events and cultural institutions - such as exhibitions and museums - in the context of globalization and the formation of new geopolitical formations. We will deal with the
representation of racial, national, cultural and religious diversity and its representation in the public sphere. In particular, we will concentrate on a variety of forms of expressive culture on the politics of exclusion and inclusion in German art worlds. Through exhibits of art referred to as international art, world art, global art, ethnic art, Non-Western art, we will analyze the notion of otherness at a particular point in time and critically examine contemporary German and European cultural politics. We will describe the appropriation of concepts such as integration, multiculturalism and cultural commons into political discourses in Germany and we will take a critical view of visual culture and political power in a globalizing world. Aiming at a better understanding of post-wall Germany, this course addresses this issue from a diachronic perspective: Our discussions will follow a sequence of art exhibition cases from Imperial Germany, the Weimar Republic, Nazi Germany, the Cold War Germanys and Unified Germany. While the selection of catalogs and slides from exhibition sites focuses on the German case, the theoretical readings allow for a more general and conceptual discussion. This course aims at broadening your general understanding of the place and role of art in society and raising your awareness of diversity issues and questions of representation. Working not only with texts, but dealing also with images and studying displays on site, this is also a course in visual cultural studies. You will be encouraged to formulate descriptions carefully, develop your own interpretations, and critically make use of images and readings. This course may serve the interests and needs of students who are seeking to expand their knowledge of German culture and politics during the past century. You may take this course furthermore as an introduction to contemporary German and European cultural politics.

Style:
30% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 25% Student Presentation, 10% Field Trips.

Grading:
5% mid exam, 15% final exam, 30% reports/papers, 10% written homework, 20% in-class presentation, 20% class participation.

Exam Format: Midterm exam: Questionnaire, Final Exam: Essay Format

Ger 5722 Middle High German: Advanced Readings
3 credit(s);
Instructor: Liberman, Anatoly
Description: Student may contact the instructor or department for information.

Ger 5993 Directed Studies
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Ger 8020 Problems in Literary and Cultural History
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Joeres, Ruth-Ellen B
Description: Student may contact the instructor or department for information.

Ger 8230 Seminar in 19th-Century German Literature and Culture
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Joeres, Ruth-Ellen B
Description: The methodological focus of this seminar will center upon the historical concept of the Long Nineteenth Century, i.e. approximately 1780-1918, and what happens when that concept is applied to a literary and cultural study of the same time period. The historians who have propounded this enlarged understanding claim that the revolutionary developments of the late 18th century?most specifically, the French Revolution and the Industrial revolution?should be seen as part of the larger issues of the actual 19th century?and that the years up to the end of World War I bring the 19th-century developments to a more appropriate close. A principal question in this seminar will therefore investigate what the inclusion of the literary and cultural activities of the last decades of the 18th century as well as the first decades of the 20th century in an examination of the long 19th century does to our understanding of the century as it is traditionally defined. The readings?literary texts and critical readings and contemporary commentaries?will allow us to think, among other things, about history and literature, epoch vs. century, the literary canon, traditional and less traditional historical thinking. We will use primarily the analytical categories of class, gender, and nation to ground our study, and we will trace the changes in each as the long 19th century progresses.

German, Scandinavian, and Dutch

GSD 3451V Honors Major Project Seminar
A-F only, 3 credit(s); Honors student
Credit will not be granted if credit has been received for: GSD 3451W; Meets CLE req of Writing Intensive
Instructor: Melin, Charlotte Ann
Description: The major project seminar is designed to engage majors in individualized exploration of topics in German, Scandinavian
or Dutch studies. It provides you with the opportunity to pursue sustained research with faculty guidance. As the capstone experience for majors, the seminar is intended to further integrative study in your disciplinary concentration and to deepen your familiarity with field-appropriate research methods. Your work in the seminar should result in a substantial and well-crafted paper, normally 20-25 pages, double-spaced, usually written in English, following standard scholarly format. Its subject will be a topic in literature, language, or culture related to your studies in GSD. The seminar is part of the CLA upper-division writing requirement focusing on critical literacy and the development of the writing skill as an analytical tool.

**Style:** 10% Lecture. Independent research and writing 90%

**GSD 3451W Major Project Seminar**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: GSD 3451V; Meets CLE req of Writing Intensive

**Instructor:** Melin, Charlotte Ann

**Description:** The major project seminar is designed to engage majors in individualized exploration of topics in German, Scandinavian or Dutch studies. It provides you with the opportunity to pursue sustained research with faculty guidance. As the capstone experience for majors, the seminar is intended to further integrative study in your disciplinary concentration and to deepen your familiarity with field-appropriate research methods. Your work in the seminar should result in a substantial and well-crafted paper, normally 20-25 pages, double-spaced, usually written in English, following standard scholarly format. Its subject will be a topic in literature, language, or culture related to your studies in GSD. The seminar is part of the CLA upper-division writing requirement focusing on critical literacy and the development of the writing skill as an analytical tool.

**GSD 8002 Interdisciplinary Approaches to Textual Analysis**

3 credit(s);

**Instructor:** Morris, Leslie C

**Description:** Translation Unbound This seminar, devoted to theoretical approaches in textual studies that challenge conventional notions of boundaries between disciplines and between national literatures/cultures, will focus on translation as textual intervention. We will begin with the bon mot of poet/scholar Benjamin Friedlander, ?Poetry is what gets translated in loss? as a way to subvert the common, received notion of loss being constitutive of translation. Rather than approaching translation as resulting in inevitable textual loss, we will instead begin with the very ?lostness? that lies at the center of a variety of texts (poetic and visual), a loss that is tied to traumatic memory and the desire to find, to recover, recuperate, rehabilitate, reinvent and archive texts. How might we think about translation not simply as the act of moving from one language to another, but more broadly about the translation between different textual forms (visual and print text; place and text; sound and image; ?Jew? and ?jew?)? Among other instances of textual transformations, we will consider the role of homophonic translations as an instance where meaning and sound are no longer linked; typographic wall art (Lawrence Weiner); body and performance art; ?found? texts in literary and visual works. The course will also be devoted to an exploration of aesthetics, art, trauma, and atrocity, and the role of ?translation? in mediating these modes. Readings will be drawn from Freud, Derrida, Agamben, Benjamin, Eco, Carson, Cixous, Kofman, Blaufuks, Adorno, Kluge, Richter, Bachmann, Celan, Sebald, Anne Blonstein.

**Gerontology**

**D-351 Mayo (Box 197 UMHC)**

**Gero 5110 Biology of Aging**

3 credit(s);

**Instructor:** Snow MD, PhD, LeAnn M

**Description:** Student may contact the instructor or department for information.

**Gero 5115 Introduction to Geriatrics**

S-N only, 2 credit(s);

**Instructor:** STAFF

**Description:** I. Course Description This on-line course provides an introduction to 15 major topics in geriatrics. It is designed to be understood by individuals trained in multiple disciplines. It offers relevant information to understand how to diagnose and treat conditions common in caring for older people. Each topic has been developed by a national expert on that subject. Each lesson has a test to assure the learner has understood the material. II. Course Prerequisites None III. Course Goals and Objectives At the completion of this course students should be able to: 1. Describe the major characteristics of each condition 2. Describe the basis for diagnosing each condition 3. Discuss the treatment options for each condition 4. Discuss the general principles of geriatric management of interacting conditions 5. Describe condition-specific contextual issues and solutions for health care providers IV. Methods of Instruction and Work Expectations This is an on-line course. Each session includes a lecture by a national expert, module-specific objectives, lecture notes, references and a self-administered quiz that assesses the learner?s mastery of the material. V. Course Text and Readings Optional text Kane RL, JC Ouslander, and IB Abrass, Essentials of Clinical Geriatrics, Fifth Edition, McGraw Hill, New York, 2003.

**Gero 5125 Gerontology Service Learning**
Gero 5191 Independent Study: Gerontology

OPT No Aud, 1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Ferrington, Deborah Ann
Description: Student may contact the instructor or department for information.

Gero 8020 Seminar in Gerontology

S-N only, 2 credit(s);
Instructor: STAFF
Description: This course is intended to provide a platform of understanding about the use of proteomic technology in aging research. This course will include a combination of faculty- and student-led discussions on select topics that are highly relevant to the field of proteomic research. The course will provide students with an overview of special techniques and analytical approaches complementary to proteomics, hands-on experience with data analysis, and discussion of literature published on that approach. This course also includes an introduction to the NIH/NRSA fellowship applications. Student participants will lead discussions focused on research articles highlighting current proteomic techniques. This course is directed to graduate students and post-doctoral fellows currently engaged in conducting research in the area of biological aging. Course Prerequisites This course is open to graduate students and post-doctoral fellows involved in the National Institutes on Aging (NIA) training grant of Functional Proteomics of Aging. This course is also open to other graduate students or post-doctoral fellows who are conducting biological research in aging with instructor’s permission. Course Goals and Objectives The goal of the course is to provide the students with an essential understanding of the emerging technologies being used in aging and age-specific disease research. The overall objectives include: A. Identify and distinguish the strengths and weaknesses of the most recent technologies being used in the field of biogerontology research. B. Provide hands-on experience analyzing data with programs used in conjunction with proteomic technology. C. Provide teaching experience for the students through the development and delivery of information and in leading discussion of one class meeting. D. Introduce the students to the NIH/NSRA fellowship application by reviewing the format and discussing potential topics for their future applications. Following the completion of this course the students will be able to specifically: a. Explain the basic principles of proteomic technology and how this approach can be used to analyze age-related dysfunction and disorders. b. Identify and describe the activities of the Center for Mass Spectrometry at the University of Minnesota. c. Discuss the roles and importance of Bioinformatic analysis of mass spectrometry data in the field of aging research. d. Have a working knowledge of the NIH/NSRA fellowship application and have identified a topic that would be appropriate for a future application.
Grading: 20% written homework, 15% attendance, 40% in-class presentation, 25% class participation.
GloS 1015W Globalization: Issues and Challenges
4 credit(s); Credit will not be granted if credit has been received for: GLOS 1015V; Meets CLE req of Global Perspectives;
meets CLE req of Writing Intensive
Instructor: Coplin, James Robert
Description: Student may contact the instructor or department for information.

GloS 1015W Globalization: Issues and Challenges
4 credit(s); Credit will not be granted if credit has been received for: GLOS 1015V; Meets CLE req of Global Perspectives;
meets CLE req of Writing Intensive
Instructor: Slade, Virgil Charles
Description: Student may contact the instructor or department for information.

GloS 1015W Globalization: Issues and Challenges
4 credit(s); Credit will not be granted if credit has been received for: GLOS 1015V; Meets CLE req of Global Perspectives;
meets CLE req of Writing Intensive
Instructor: Li, Kan
Description: Student may contact the instructor or department for information.

GloS 1015W Globalization: Issues and Challenges
4 credit(s); Credit will not be granted if credit has been received for: GLOS 1015V; Meets CLE req of Global Perspectives;
meets CLE req of Writing Intensive
Instructor: Walker, Brett L
Description: This course examines world history from 1492 to the present with an eye to global environmental shifts and their relationship to social, demographic, cultural, and political change. The voyage of Christopher Columbus heralded the age of early globalization with its violent exchange of peoples, microbes, technologies, and politics. With the creation of empires, the world became shaped by European capitalism, which facilitated the engineering of colossal silver mines, sprawling sugar plantations, the exploitation of fur-bearing animals, the spread of smallpox to virgin populations, and the world quest for energy, both in the blubber of whales and in the sands of the Middle East. This course is designed for majors and non-majors alike. Students will become historians in this class, reading and analyzing texts and writing about them. Students will learn to identify the causal relations between environment, disease, and human events. The course fulfills lower-division writing intensive requirements.
Style: 75% Lecture, 25% Discussion.
Grading: 20% mid exam, 30% final exam, 40% reports/papers, 10% in-class presentation.
Exam Format: written exam/blue book/essay, identifications

GloS 1600 Topics in Global Studies: Women Write the World
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Kaminsky, Amy K
Description: We will read short stories, essays, and poetry by women from different parts of the world and from a range of time periods. Through these texts we will learn core concepts both in literary studies and gender, women, and sexuality studies. We study all of these in a comparative way, to understand how specificities of nation, culture, and history affect and inflect literary writing. By the same token, we will look at gender as it relates to the nature, activity, and forms of creative writing and reading, and how these vary across cultures and world regions.
Style: 15% Lecture, 3% Film/Video, 82% Discussion.
Grading: 45% reports/papers, 20% additional semester exams, 30% reflection paper, 5% class participation.

A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Bian, Yanjie
Description: China is one of the most dynamic societies in today's increasingly globalized world. This seminar combines instructor's personal observations and scholarly perspectives to offer a sociological introduction to the changing patterns of social life in contemporary Chinese society. Lectures will cover topics on population, economy, ethnicity, culture, community, marriage, family, gender, inequality, social relations, and globalization effects. Students will be given opportunities to participate in class discussions, and to choose a topic on which to write a term-end paper. Growing up in China, Yanjie Bian moved to the United States where he has become a leading scholar on the sociology of contemporary Chinese society.
Style: 70% Lecture, 20% Discussion, 10% Small Group Activities.
Grading: 20% quizzes, 70% reflection paper, 5% in-class presentation, 5% class participation.

GloS 3145 Theoretical Approaches to Global Studies
A-F only, 4 credit(s); [6 cr in social sciences including [1015W or GEOG 1301 or HIST 1012 or HIST 1018 or POL 1025] or instr consent ], global studies major Credit will not be granted if credit has been received for: GLOS 3145H;
Instructor: Skaria, Ajay
Description: Student may contact the instructor or department for information.

**GloS 3145H Theoretical Approaches to Global Studies**
A-F only, 4 credit(s); [6 cr in social sci including at least one of the following [1015W or GEOG 1301 or HIST 1012 or HIST 1018 or POL 1025], GLOS honors student]] or instr consent Credit will not be granted if credit has been received for: GLOS 3145
Instructor: Skaria, Ajay
Description: Student may contact the instructor or department for information.

**GloS 3303 Environment and Development in the Third World**
A-F only, 3 credit(s); Soph or jr or srCredit will not be granted if credit has been received for: GEOG 3379; Meets CLE req of Environment; meets CLE req of Social Sciences
Instructor: Bialostosky, Ivan Julius
Description: Student may contact the instructor or department for information.

**GloS 3305 Life for Sale: Global Debates on Environment, Science, and Society**
A-F only, 3 credit(s);
Instructor: Craddock, Susan L
Description: This course examines some of the most hotly debated topics in biomedicine, the sciences, and the environment today. We will look at issues such as the patenting of plant, animal, and human genes and cells, vaccine trials, genetically modified organisms, environmental waste, commerce in body parts, genetic research, global warming, and more from the perspective of what makes these issues controversial, who benefits and who does not, who determines the direction scientific and medical research takes, how these topics are presented to society, and what is their larger impact on social thinking and practices.

**GloS 3402 Human Rights Internship**
A-F only, 3 credit(s);
Instructor: Frey, Barbara A
Description: This course is designed to offer students a practical, hands on experience in human rights advocacy including an internship in one of the many organizations in the Twin Cities area that are engaged in promoting and protecting international human rights. A student is required to work 8 hours per week (total of 100 hours for the semester) in a nongovernmental organization. Work Load To complete this class, students are required to: attend and participate in class; complete the required readings; complete the required 100 hours at the site placement; make a 5 minute in-class presentation about the internship placement; turn in weekly memos to the instructor and the site supervisor; participate in the group NGO project, and turn in a 3-page reflection paper at the end of the internship.
Grading: 50% Site Supervisors Evaluation 20% Group NGO Projects 15% Quality of Weekly Memos 5% Class Participation and In-Class Presentation on internship 10% 3 page reflection paper

**GloS 3550V Honors Course: Supervised Research Paper**
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

**GloS 3613W Food, Culture, and Society**
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: SOC 3613W; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Cadieux, Kirsten Valentine
Description: Hamburgers and a Coke, rice and beans, collard greens, wonton soup, creme brulee? What meanings and feelings do these foods conjure up, and for whom? Where are their key ingredients produced? Who prepares these dishes, and who eats them? This course is built on two key premises: first, that the production, distribution, and consumption of food involves relationships among different groups of people, and second, that one can gain great insights into these social relations and the societies in which they are embedded through a sociological analysis of food. Among the themes we will explore in this course are the different cultural and social meanings attached to food; food, culture and body image; the industrialization of agriculture; the global food system; work in the food sector; the debate over genetically modified food; and efforts to change the current food system.

**GloS 3643 Islam and the West**
3 credit(s); Credit will not be granted if credit has been received for: CAS 3533;
Instructor: Bashiri, Iraj
Description: Intellectual trends defining fundamental differences between Islam and the West arise from their respective historical, philosophical, and intellectual mindsets. The course examines contributing factors to tension, anxiety, and hatred between Muslims
and the West, as well as aspects of Islamic and European cultures that inspire respect and emulation. Objectives: - Acquaint the students with the fundamental differences between Islam and Western culture. - Equip students with the means for a better understanding of international events. - Teach students to distinguish different trends and accept them for what they are. - Discuss factors that create tension, anxiety and hatred among peoples and nations. - Examine aspects of Islamic and European cultures that inspire respect and emulation

**Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 12% final exam, 27% reports/papers, 36% quizzes, 3% attendance, 12% in-class presentation, 10% other evaluation. Book Report

**Exam Format:** Essay

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**GloS 3701W Population in an Interacting World**

4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive

**Instructor:** Simms, Nicole Colleen

**Description:** The aim of this course is to provide students with a multi-disciplinary understanding of and appreciation for human population phenomena and problems in different parts of the world and at different geographic scales, from the local to the global. This involves an investigation of the different components of population change (fertility, mortality, and migration of human populations), and an engagement with different, often competing, explanations of these population phenomena that have been offered by social scientists. One of the major learning objectives is to create an awareness that in order to understand and explain population phenomena and problems in different places and countries of the world we have to become knowledgeable about the economic, political, social, cultural, and environmental context within which these take place and the importance of the nature of interactions between different parts of the world. Throughout the course, particular emphasis is placed on understanding and critically reflecting on a) contemporary population problems at the global, national, and local scale, including the world population explosion, both dramatic and persistent high levels of fertility in parts of the developing world, record-low fertility and population ageing in highly industrialized countries, the HIV/AIDS epidemic and major health problems, environmental disasters and population health, increasing levels of international migration, refugee crises, massive rural to urban migrations in the less developed world; b) policies adopted to address these problems such as family planning policies to reduce fertility levels and immigration policies; and c) the gender dimension of contemporary population problems and policies. In addition, students will learn about basic sources, measures, and methods of representation used in the study of human population phenomena, and gain basic skills and experience in data analysis, interpretation, writing research reports, and oral presentations.

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**GloS 3900 Topics in Global Studies: French Colonialism & U.S Intervention in Indochina**

3 credit(s), max credits 15, 3 completions allowed;

**Instructor:** Lee, Mai Na M.

**Description:** Modern era from 1800. French conquest, bureaucratic, social, and economic changes. Vietnamese nationalism and adoption of communist ideologies. First Indochina War (1945-54) with France. Second Indochina War (1955-75) with US. US efforts to contain the spread of communism during Cold War paranoia. US intervention in the neighboring countries of Laos and Cambodia

**Grading:** 20% mid exam, 25% final exam. 15% Discussions/Class Activities, 10% Critical Paper, 10% 2 Movie Responses, 20% Research Essay

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**GloS 3900 Topics in Global Studies: Mediterranean Noir**

3 credit(s), max credits 15, 3 completions allowed;

**Instructor:** Fitzgerald, M. J

**Description:** Mediterranean Noir: In this class we will be reading murder mystery and detective fiction from a number of countries in the Mediterranean, including Israel, Italy, Spain, Palestine and France, as well as Germany and England, and examining how the cultural perceptions of the United States are similar or quite different from those in these countries, in an effort to understand and expand our sense of ourselves as "products" of our culture and our relationship with those from other cultures.

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**GloS 3900 Topics in Global Studies: Media and Communications in the Electronic Age**

3 credit(s), max credits 15, 3 completions allowed;

**Instructor:** Wolfe, Thomas C

**Description:**

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**GloS 3921 Europe: A Geographic Perspective**

3 credit(s); Credit will not be granted if credit has been received for: GEOG 3161;

**Instructor:** STAFF

**Description:** It is difficult to think about the contemporary world without the lasting impact European culture has had on all nations. What are the deeper reasons for Europe to emerge as a dominant continent from the sixteenth century onwards? Its physical, cultural, and economic geography will provide some answers. Divided by language, war, and economic crisis, Europe has nonetheless become a kind of test case of how all today's societies are supposed to function. The project of the European Union promises peace and
prosperity for some 500 million people in 27 countries, but faces challenges ranging from the euro crisis to xenophobia and climate change. The EU does not cover all of the continent, of course. Who is and could be a member state in itself explains much about the continent's complex history. This course will guide you from Europe's physical make-up and urbanization to the formation of nation-states and colonization of other continents, in order to understand the problems of today.

Style: 60% Lecture, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Field Trips.

Grading: 20% mid exam, 20% final exam, 20% reports/papers, 20% in-class presentation, 20% class participation.

GloS 3961 Culture and Society of India
3 credit(s); Credit will not be granted if credit has been received for: ANTH 3023; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

GloS 3981W Major Project Seminar
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Kaiser, Sara
Description: Student may contact the instructor or department for information.

GloS 3981W Major Project Seminar
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

GloS 3993 Directed Study
1-5 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

GloS 4104 Crime and Human Rights
3 credit(s); SOC 1001, at least one 3xxx SOC or GLOS course recommended Credit will not be granted if credit has been received for: SOC 4104;
Instructor: Savelsberg, Joachim J
Description: This course addresses serious violations of humanitarian and human rights law, efforts to criminalize those violations (laws and institutions), and consequences of these efforts. Examples are crimes against humanity, war crimes, and genocide. Special attention will be paid to the impact interventions have on memories of atrocities as such memories are likely to affect the future of cycles of violence. Section I provides an overview of the basic themes of this class and their interconnection: atrocities, legal and other institutional responses, and the ways responses mediate memory. Section II addresses a series of cases in which responses to past atrocities included criminal prosecution and trials: the Holocaust, the Balkan wars, and the My Lai massacre during the Vietnam War. A special focus will be on the violence in the Darfur region of Sudan. Section III will examine cases in which a major response to atrocities was truth commissions, at times combined with trials and compensation programs. Special cases include South Africa, Argentina, and post-Communist Eastern Europe. Section IV addresses the consequences of interventions and memories for ending cycles of violence.
Style: 65% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation.
Grading: 50% mid exam, 35% final exam, 15% special projects.

GloS 4900 Senior Seminar in Global Studies: Making the Global Local: Pathways to Minnesota
A-F only, 3 credit(s); [3144 or 3145 or global studies major] or instr consent Credit will not be granted if credit has been received for: GLOS 4900H;
Instructor: Gabaccia, Donna R
Description: This interdisciplinary senior seminar introduces students with global competencies (language, earlier study on Asia, Africa, Europe or Latin America) to collaborative research through the digital humanities. After receiving a brief introduction that maps the origins and long-distance travels of the people settling Minnesota, students will learn the basic skills needed to create an online exhibition aimed at general, public audiences. Working in small groups students will identify, digitize and interpret sources (ranging, potentially from old maps to "digital stories") for use by general, public audiences (school teachers and students, Minnesota citizens). Digitization has blurred the line between museums, research seminars, traditional archives and the public. Learn how to navigate this new terrain, with its power to connect global and local.

GloS 4910 Topics in Global Studies: Gender, Nation, and Literature in Latin America
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Kaminsky, Amy K

Description: In the nations of Latin America, literary expression has long been tied to ideas and ideals of the nation. In the nineteenth century, when the colonies of Spain and Portugal began to establish themselves as independent countries, and in the twentieth century, when most of those nations experienced some sort of political violence and social upheaval, many Latin American writers took it upon themselves to write the nation into being. In this class, we will examine creative writing, mostly by women, from a range of Latin American nations, whose literary works take as a theme the politics, society, and history of their nations, or whose writing in some way represents the relationship between gender and the nation. We will be reading both literary and theoretical texts. Among the former are works by Clarice Lispector, Elena Garro, Gertrudis Gomez de Avellaneda, Gioconda Belli, Esteban Echevarria, Alicia Borinsky, and Rosario Ferre. We plan to have one of the authors, Alicia Borinsky, come to class to discuss her work with us.

GloS 5900 Topics in Global Studies: Asian Capitalisms: ReOrienting Globalization
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Gidwani, Vinay Krishin

Description: Asia is rising. Through distinct and also diverse paths of economic development, the global centre of gravity of economic activities and geopolitical power is shifting towards countries like China and India that just three decades ago were near the bottom of the economic heap. How should we explain Asia’s spectacular economic success? What lessons does it contain for conventional understandings of globalization and free trade? Does it alter the way we conceptualize capitalism and market economies? Does the so-called "Asian miracle" reveal an alternative path of economic development, a non-capitalist market economy? In the late eighteenth century the great political economist Adam Smith predicted the eventual equalization of power between the West and the territories it had conquered. Have we arrived at that historic moment and, if so, how will Asia's dominance reconfigure the world economy and the global balance of power (including knowledge production)? And yet, Asia's ascent is not without contradictions: its spectacular economic growth is deeply uneven, marked by vast pockets of economic stagnation, sharply rising inequalities in human wellbeing and access to resources, severe environmental degradation, political repression, rising civil unrest, and its own early forms of imperialism. How will these heightening contradictions impact Asia’s meteoric ascent and global ambitions? These are some of the questions we will tackle in the course. The course is intended for advanced undergraduates and early-career graduate students. Although the course presupposes no prior training in economic, political, or geographic theories of globalization and development, a commitment to engaging with these tenaciously is a must. Classes will be a combination of lectures, discussions, debates, and audio-visual clips.

Readings and assignments will be posted on Moodle. There will be no exams; instead participants will be expected to: a) participate in class debates and post weekly annotations on assigned readings (15%); b) work cooperatively in small groups on a 10-12 page position paper on pre-approved topics, combining a literature review with empirical analysis of secondary information from library materials and online data sources (30%); c) prepare an 8-10 page individual research note on a conceptual or empirical problem that builds upon the group position paper (40%); and d) give a formal end-of-semester presentation of their individual research (15%).

Graduate School

Grad 5102 Preparation for University Teaching for Nonnative English Speakers
S-N only, 2 credit(s);
Instructor: Beers, Barbara Lee
Description:

Grad 5102 Preparation for University Teaching for Nonnative English Speakers
S-N only, 2 credit(s);
Instructor: Beers, Barbara Lee
Description:

Grad 5105 Practicum in University Teaching for Nonnative English Speakers
S-N only, 2 credit(s);
Instructor: Meyers, Colleen Marie
Description:

Grad 5105 Practicum in University Teaching for Nonnative English Speakers
S-N only, 2 credit(s);
Instructor: Rosen, Caroline Frances
Description:

Grad 8101 Teaching in Higher Education
OPT No Aud, 3 credit(s);
Instructor: Neudauer, Cheryl Lynn
Description:
Grad 8101 Teaching in Higher Education
OPT No Aud, 3 credit(s);
Instructor: Rozaitis,Bill
Description:

Grad 8101 Teaching in Higher Education
OPT No Aud, 3 credit(s);
Instructor: Ching,Paul
Description: GRAD 8101 is designed to help graduate students and post-doctoral fellows become responsive and reflective teachers. Co-teachers along with course participants will model a variety of active learning strategies and will facilitate discussions addressing educational theory and practice. By combining action and analysis, participants will explore and develop teaching skills that promote learning within a diverse student body across a variety of settings.

Grad 8101 Teaching in Higher Education
OPT No Aud, 3 credit(s);
Instructor: Petersen,Christina Ingrid
Description:

Grad 8102 Practicum for Future Faculty
OPT No Aud, 3 credit(s);
Instructor: Gonzalez,Anita
Description:

Graphic Design  240 McNeal Hall

GDes 1311 Foundations: Drawing and Design in Two and Three Dimensions
A-F only, 4 credit(s);
Instructor: STAFF
Description: In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced—with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and three dimensional design. Design process and creative problem solving will be stressed. We will work in a variety of mediums -- charcoal, conte, white chalk, but the emphasis will be on gaining expertise with the pencil. Subject matter will range from the figure to two-dimensional abstraction projects. You will gain expertise in drawing technique, as well as in composition, visual unity and balance and in visual analysis of drawings.
Style: 20% Lecture, 20% Discussion. 60% studio work
Grading: 10% class participation, 90% other evaluation. visual assignments
Exam Format: Final presentation

GDes 1312 Foundations: Color and Design in Two and Three Dimensions
A-F only, 4 credit(s);
Instructor: STAFF
Description: "This design foundations course introduces students to color theory and its application in two and three dimensional design through lectures, demonstrations, extensive studio work and critiques. Emphasis is on developing students' ability to use color effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction." But it is so much more. Intended for (pre) majors in graphic design, clothing design, interior design, and housing; this class has a well-earned reputation as 'the toughest class you'll ever love.' Class time is spent with slide and lecture presentations, studio work, and group and individual critiques. Successful completion requires a significant commitment to time, energy, and resources (supplies run approximately $200.) The result? You will produce a portfolio that is a descriptive explanation and illustration of color and design theory, enhanced with your own creative projects: a physical product of impressive proportions. You will be proud of your work. Most importantly, you will see the world in a whole new light. You'll see color where you didn't see it before and recognize the 'color magic' around you.
Style: 20% Lecture. critique; 60% studio work
Grading: 20% reports/papers, 80% other evaluation. studio designs and exercises

GDes 1315 Foundations: The Graphic Studio
A-F only, 4 credit(s);
Instructor: STAFF
**Description:** This class will provide an overview of the design communication process including creative procedure, terminology, and technology, and will introduce the use of current computer applications. Students will gain skills in digital illustration and page layouts, and image-scanning and manipulation. Graphic design elements of typography, production, color separation, printing process, and photography will also be addressed.

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.

**Grading:** 25% class participation, 50% problem solving, 25% other evaluation. in-class exercises

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**GDes 2196 Work Experience in Graphic Design**

* S-N only, 1-4 credit(s), max credits 8;
* Instructor: Hokanson, Brad
  * Description: Student may contact the instructor or department for information.

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**GDes 2196 Work Experience in Graphic Design**

* S-N only, 1-4 credit(s), max credits 8;
* Instructor: Martinson, Barbara Elizabeth
  * Description: Student may contact the instructor or department for information.

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**GDes 2196 Work Experience in Graphic Design**

* S-N only, 1-4 credit(s), max credits 8;
* Instructor: Waldron, Carol C
  * Description: Student may contact the instructor or department for information.

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**GDes 2196 Work Experience in Graphic Design**

* S-N only, 1-4 credit(s), max credits 8;
* Instructor: Chu, Sauman
  * Description: Student may contact the instructor or department for information.

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**GDes 2196 Work Experience in Graphic Design**

* S-N only, 1-4 credit(s), max credits 8;
* Instructor: Boyd Brent, James W
  * Description: Student may contact the instructor or department for information.

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**GDes 2196 Work Experience in Graphic Design**

* S-N only, 1-4 credit(s), max credits 8;
* Instructor: Jasper, Daniel
  * Description: Student may contact the instructor or department for information.

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**GDes 2311 Drawing and Illustration**

* A-F only, 3 credit(s);
* Instructor: Husted, Ursula Murray
  * Description: Student may contact the instructor or department for information.

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**GDes 2334 Computer Applications I: Digital Composition for Design**

* A-F only, 3 credit(s);
* Instructor: Chu, Sauman
  * Description: This is an advanced computer design class that focuses on the integration of design knowledge with Macintosh computer applications. Students obtain experience using software to design illustrations and page layouts with the support of their understanding on design principles and strategies. Three programs are focused on: Adobe Illustrator, Adobe Photoshop, and InDesign. Experiences on using these software are required. Additionally, Adobe Flash will also be taught. Emphasis of this class is placed on producing sophisticated and professional design work as well as broadening students' experience on applying software. A co-operative learning environment is encouraged.
  * Style: 25% Lecture, 25% Discussion. Studio time
  * Grading: 5% journal, 5% in-class presentation, 10% class participation, 80% other evaluation. Design projects

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**GDes 2334 Computer Applications I: Digital Composition for Design**

* A-F only, 3 credit(s);
* Instructor: Carton, Anthony O
  * Description: Student may contact the instructor or department for information.
GDes 2345 Typography  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: Typographic Design is an introduction to the art of visual communication: the visual realization of a most basic element of communication—the word. The history of typographic forms, principles of composition, and the expressive potential of type will be explored though reading, research, exercises, and design production. Sequential studies will follow the design process: problem-solving through exploration, experimentation, selection, critique, and refinement. Effectiveness of typographic design will be evaluated in terms of legibility, readability, and expression: the direct correlation to gestalt design principles will be evident. Assignments include textbook readings, research from additional sources, analysis and critique of found design, and, primarily, studio design production. Studio assignments will involve both handwork, to train the eye and hand; and digital typographic design and illustration using QuarkXpress and Illustrator. Class sessions will be held in both classrooms and Macintosh studios. This class is for Graphic Design majors who have passed portfolio review only.  
Style: 10% Lecture. studio; 30% critique  
Grading: 100% other evaluation. studio design projects including process participation

GDes 2351 Graphic Design I: Text and Image  
A-F only, 3 credit(s);  
Instructor: Jasper,Daniel  
Description: Student may contact the instructor or department for information.

GDes 2385W Design and Factors of Human Perception  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Wang,Angela  
Description: Student may contact the instructor or department for information.

GDes 3312 Color and Form in Surface Design  
A-F only, 4 credit(s);  
Instructor: Waldron,Carol C  
Description: Student may contact the instructor or department for information.

GDes 3312 Color and Form in Surface Design  
A-F only, 4 credit(s);  
Instructor: Boyd Brent,James W  
Description: This course will explore use of color in surface design with particular emphasis on hands on screenprinting (screenprinting for designers) on paper. There will also be a monoprinting on paper and fabric, and a surface design on fabric component (dyeing, screenprinting).  
Style: 5% Lecture, 20% Discussion, 60% Laboratory, 5% Student Presentation, 5% Demonstration, 5% Field Trips. visual assignments both and in- and out of class work  
Grading: 5% mid exam, 10% class participation, 85% other evaluation. visual assignments and in-class work

GDes 3352 Graphic Design II: Identity and Symbols  
A-F only, 3 credit(s);  
Instructor: Chu,Sauman  
Description: This course will build on previously learned graphic design principles including a continued investigation of typography and its application. Students will explore the representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the development of visual identity through a systems approach to design with application to various printed collateral. This course will prepare students to design a symbol, a logotype, stationary system, and collateral products, keeping the identity consistent and intact throughout the process. Students will apply gestalt design principles, figure-ground relationships, and contrast within the structure of the grid to aid organization from piece to piece and within the whole.  
Style: 20% Lecture, 30% Discussion, 10% Student Presentation, 40% Studio.  
Grading: 85% special projects, 5% written homework, 5% journal, 5% class participation.

GDes 3352 Graphic Design II: Identity and Symbols  
A-F only, 3 credit(s);  
Instructor: Wang,Angela  
Description: Student may contact the instructor or department for information.

GDes 3353 Graphic Design III: Packaging and Display
GDes 3353 Graphic Design III: Packaging and Display  
A-F only, 3 credit(s);  
Instructor: Pickman, Gregory Hunter  
Description: Student may contact the instructor or department for information.

GDes 4160H Honors Capstone Project  
A-F only, 2 credit(s), max credits 4;  
Instructor: Broden, Lonnie M  
Description: Student may contact the instructor or department for information.

GDes 4160H Honors Capstone Project  
A-F only, 2 credit(s), max credits 4;  
Instructor: Hokanson, Brad  
Description: Student may contact the instructor or department for information.

GDes 4160H Honors Capstone Project  
A-F only, 2 credit(s), max credits 4;  
Instructor: Hemmis, Patricia  
Description: Student may contact the instructor or department for information.

GDes 4160H Honors Capstone Project  
A-F only, 2 credit(s), max credits 4;  
Instructor: Martinson, Barbara Elizabeth  
Description: Student may contact the instructor or department for information.

GDes 4160H Honors Capstone Project  
A-F only, 2 credit(s), max credits 4;  
Instructor: Waldron, Carol C  
Description: Student may contact the instructor or department for information.

GDes 4160H Honors Capstone Project  
A-F only, 2 credit(s), max credits 4;  
Instructor: Boyd Brent, James W  
Description: Student may contact the instructor or department for information.

GDes 4160H Honors Capstone Project  
A-F only, 2 credit(s), max credits 4;  
Instructor: Jasper, Daniel  
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Hokanson, Brad  
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Martinson, Barbara Elizabeth  
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Waldron, Carol C  
Description: Student may contact the instructor or department for information.
GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.
submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent
[added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA
4196Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Jasper,Daniel
Description: Student may contact the instructor or department for information.

GDes 4330 Surface Fabric Design Workshop
   A-F only, 4 credit(s), max credits 8;
   Instructor: Martinson, Barbara Elizabeth
   Description: Student may contact the instructor or department for information.

GDes 4334 Computer Applications II: Design for the Digital Environment
   A-F only, 3 credit(s);
   Instructor: Fritchie, Louise Lystig
   Description: Student may contact the instructor or department for information.

GDes 4345 Advanced Typography
   A-F only, 4 credit(s);
   Instructor: Waldron, Carol C
   Description: Advanced Typographic Design is the continued -- and deeper -- exploration of the expressive visual communication
   through letterforms and words. Both the fundamental legibility of the invisible art and overt expression through type will be addressed.
   Students will apply fundamentals of design and typography to simple and complex communication objectives, exploring the expressive
   potential of varied typographic treatments through contrast, manipulation, arrangement, and juxtaposition. There will be a brief foray
   into the design of letterforms. Various typographic movements will be studied from both formal and historic perspectives. An extended
   typographic project will be completed. This class is intended for advanced graphic design majors.
   Style: 10% Discussion. studio design projects and critique
   Grading: 100% other evaluation. studio design project and performance

GDes 4345 Advanced Typography
   A-F only, 4 credit(s);
   Instructor: Huff, Richelle Jayne
   Description: Student may contact the instructor or department for information.

GDes 4352 Design Process: Bookmaking
   A-F only, 3 credit(s);
   Instructor: Pauly, Mary Jo
   Description: Student may contact the instructor or department for information.

GDes 4354 Graphic Design IV: Integrative Campaign
   A-F only, 4 credit(s);
   Instructor: STAFF
   Description: This course will focus on a multi-faceted designed communication campaign involving substantial investigation and
   conceptual application. The project undertaken will be, in large part, developed by the individual student as a result of his/her research
   and specific interests. The multi-faceted character of the project will support a unified theme/concept/idea for an identified client that is
   aimed effectively at a specific market or interest group. The completed project will demonstrate the student's ability to maximally apply
   acquired knowledge, skill and understanding of design, including a high degree of thought and sophisticated creativity. The course will
   build on typographic, compositional and imaging skills that students have developed in earlier classes.
   Style: 30% Lecture, 30% Discussion. studio time
   Grading: 25% class participation, 75% other evaluation. design project

GDes 4355 Graphic Design Portfolio
   S-N only, 3 credit(s);
   Instructor: Pickman, Gregory Hunter
   Description: Student may contact the instructor or department for information.

GDes 5193 Directed Study in Graphic Design
   A-F only, 1-4 credit(s), max credits 8;
   Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

**GDes 5193 Directed Study in Graphic Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

**GDes 5193 Directed Study in Graphic Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

**GDes 5193 Directed Study in Graphic Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

**GDes 5193 Directed Study in Graphic Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

**GDes 5193 Directed Study in Graphic Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

**GDes 5342 Web and Interface Design**
A-F only, 3 credit(s);
Instructor: Daigle, Gregory
Description: Internet-based design, including static Web pages, embedded media, and cascading style sheets. Design/usability of interface between humans and technology. Evaluation of visual elements that control/organize dealings with computers that are used to direct work. Students develop designs, evaluate their effectiveness through usability testing. The course will look at common practices in interface design including flow charting, wireframes, storyboards, site maps and style guides. Projects will include interfaces for mobile devices such as the iPhone and iPad in addition to a Web project. Students will also have the opportunity for tuning up their own personal Web sites. Use of Dreamweaver and CSS.
Style: 2% Discussion, 3% Student Presentation, 5% Guest Speakers, 90% Web Based.

**GDes 5399 Theory of Electronic Design**
A-F only, 3 credit(s);
Instructor: Daigle, Gregory
Description: Student may contact the instructor or department for information.

**GDes 8192 Readings in Graphic Design**
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

**GDes 8192 Readings in Graphic Design**
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

**GDes 8192 Readings in Graphic Design**
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.
GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

GDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

GDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

GDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

**GDes 8222 Plan B Master's Project**
S-N only, 3 credit(s);
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

**GDes 8222 Plan B Master's Project**
S-N only, 3 credit(s);
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

**GDes 8222 Plan B Master's Project**
S-N only, 3 credit(s);
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

**GDes 8361 Color, Design, and Human Perception**
A-F only, 3 credit(s);
Instructor: Martinson, Barbara Elizabeth
Description: This course is a blended studio/research course. Students will explore concepts of color and human perception through hands-on studio projects and also through research. The main project for the semester is an investigation of a color theory, principle, or phenomenon. Each student will delve into their selected topic via studio experiments and research. We will also have weekly topics and readings on color perception.
Style: 20% Lecture, 25% Discussion, 20% Student Presentation, 35% Studio.
Grading: 15% reports/papers, 65% special projects, 10% in-class presentation, 10% class participation.

**GDes 8990 MFA Creative Thesis**
A-F only, 6 credit(s), max credits 12;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

**GDes 8990 MFA Creative Thesis**
A-F only, 6 credit(s), max credits 12;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

**GDes 8990 MFA Creative Thesis**
A-F only, 6 credit(s), max credits 12;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

**GDes 8990 MFA Creative Thesis**
A-F only, 6 credit(s), max credits 12;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

**GDes 8990 MFA Creative Thesis**
A-F only, 6 credit(s), max credits 12;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

**GDes 8990 MFA Creative Thesis**
A-F only, 6 credit(s), max credits 12;
Instructor: McCarthy, Steven J
Description: Student may contact the instructor or department for information.
Greek 245 Nicholson Hall

Grk 1002 Beginning Classical Greek II
5 credit(s);
Instructor: STAFF
Description: Poetry, history, religion, medicine, philosophy, drama, political science, biology, literary criticism, astronomy, rhetoric, mythology, geography... Whether you want to read Homer or Hippocrates, Aristotle or Aristophanes, Paul or Plato, Greek 1001-1002 is the place to start. In this class you will learn the elements of classical Attic Greek, the dialect spoken and written in Athens during the fifth and fourth centuries BC: a language of tragedy, comedy, oratory, history, and philosophy. With a knowledge of the basic grammar and vocabulary of Attic, you can later go on to read the epics of Homer, the letters of Paul, the comedies of Aristophanes, or whatever you'd like from texts spanning 1200 years of history. Prerequisite: C- or better (or S) in GRK 1001, or instructor consent.

Grk 3004 Intermediate Greek Poetry: Homer
4 credit(s); [Grade of at least [C- or S] in [3003, 3113]] or dept consent credit will not be granted if credit already received for: Grk 3114, Grk 3300 Credit will not be granted if credit has been received for: GRK 5004;
Instructor: Lechelt, Christine Elizabeth
Description: Student may contact the instructor or department for information.

Grk 3993 Directed Studies
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Perale, Marco
Description: Student may contact the instructor or department for information.

Grk 5100 Advanced Reading
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Perale, Marco
Description: Readings from the Homeric Hymns. Selection of Hellenistic, Orphic and Christian Hymns.

Grk 5705 Introduction to the Historical-Comparative Grammar of Greek and Latin
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: LAT 5705;
Instructor: Sheets, George A
Description: The subject matter of this course embraces three general topics: (1) how the Greek and Latin languages are related to each other and to other “dialects” of the Indo-European language family; (2) the distinctive characteristics, structures, and evolutionary histories of Greek and Latin as separate languages that have evolved from a common parent; and (3) the principles of historical-comparative linguistics that make it possible to reconstruct and understand how languages in general change over time.
Style: 80% Lecture, 20% Discussion.
Grading: 25% final exam, 15% reports/papers, 10% class participation, 50% problem solving.
Exam Format: short essays based on problems

Grk 5800 Sight Reading for Graduate Students
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Nappa, Christopher
Description: Student may contact the instructor or department for information.

Grk 8910 Seminar: Sources for Athenian Hetairai
3 credit(s), max credits 30, 10 completions allowed;
Instructor: Mauritsch, Peter
Description: Throughout antiquity ? with the exception of Homer ? prostitution is a well-known institution in Greek city states as well as in republican and imperial Rome. The manifestations, however, do not stay the same, and the ideas of the role of female (and male) prostitutes change over time. Best known are the so called hetairai ? condemned and esteemed by philosophers, insulted and praised by poets, their roles are to be studied regarding aspects of morals as well as economics.

Health Informatics 777 Mayo (Mayo Mail Code 511)
HInf 5431 Health Informatics II  
A-F only, 3 credit(s);  
Instructor: Pieczkiewicz PhD, David Sean  
Description: Student may contact the instructor or department for information.

HInf 5436 Seminar  
S-N only, 1 credit(s);  
Instructor: Johnson, Layne Mark  
Description: Student may contact the instructor or department for information.

HInf 5494 Topics in Health Informatics: Advanced Public Health Informatics Applications  
3 credit(s), max credits 6, 1 completion allowed;  
Instructor: LaVenture, Marty  
Description: Detailed analysis of informatics methods utilized in public health surveillance systems e.g. immunization information, case management, disease registries, vital records, and infectious disease reporting; focusing on data standards, common functions, decision support, achieving meaningful use, health information exchange, privacy and security.

HInf 5496 Internship in Health Informatics  
S-N only, 1-6 credit(s), max credits 18, 3 completions allowed;  
Instructor: Speedie, Stuart M  
Description: Student may contact the instructor or department for information.

HInf 5499 Capstone Project for the Masters of Health Informatics  
A-F only, 3 credit(s);  
Instructor: Gatewood PhD, Lael Cranmer  
Description: Student may contact the instructor or department for information.

HInf 5501 US Health Care System: Information Challenges in Clinical Care  
S-N only, 0-1 credit(s), max credits 1, 1 completion allowed;  
Instructor: Hertzberg, Jeffrey K  
Description: Student may contact the instructor or department for information.

HInf 5530 Health Care Software Management  
A-F only, 2 credit(s);  
Instructor: Pieczkiewicz PhD, David Sean  
Description: Student may contact the instructor or department for information.

HInf 8405 Advanced Topics in Health Informatics I  
3 credit(s);  
Instructor: LaVenture, Marty  
Description: Student may contact the instructor or department for information.

HInf 8446 Professional Studies in Health Informatics  
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
Instructor: Speedie, Stuart M  
Description: Student may contact the instructor or department for information.

HInf 8492 Advanced Readings in Health Informatics  
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Speedie, Stuart M  
Description: Student may contact the instructor or department for information.

HInf 8494 Research in Health Informatics  
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Speedie, Stuart M  
Description: Student may contact the instructor or department for information.

HInf 8535 Advanced Health Informatics Research Methods
HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Connelly, Donald P
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: LaVenture, Marty
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Westra, Bonnie L.
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Adam, Terrence Joseph
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Ellis, Lynda B
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Faughnan MD, John Gordon
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Pieczkiewicz PhD, David Sean
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Finkelstein, Stanley M
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Gatewood PhD, Lael Cranmer
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Chute, Christopher G
Description: Student may contact the instructor or department for information.
HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Parente, Stephen T
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Khairat PhD, Saif
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Raman, Sivakumaran
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Delaney, Connie White
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Sainfort, Francois
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Jacko, Julie A
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Johnson, Layne Mark
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Yasnoff, William A.
Description: Student may contact the instructor or department for information.

Health Systems Management 20 Ruttan Hall

HSM 3521 Health Care Delivery Systems
A-F only, 3 credit(s);
Instructor: Riley, William J
Description: Students explore health care delivery systems including a review of health economics, third party and public reimbursement, and contemporary trends in health care organizations, management and administration. Regulations, standards, quality assurance, accreditation and ethical issues are considered in the context of contemporary medical practice. Future implications for the health care providers and professionals, patients and families, communities, and international health are included in this course.

HSM 4541 Health Care Finance
A-F only, 3 credit(s);
Instructor: Riley, William J
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course is designed to provide an understanding of finance in the health care industry through a discussion of how the health care industry's financial information is interpreted and used. The course aims to make the language of health care finance understandable and relevant for students in health care professions and in
HSM 4561 Health Care Administration and Management  
A-F only, 3 credit(s);  
Instructor: Brown, Maria L.  
Description: Students acquire background and skills in the business and administrative aspects of health care. Applications of business theory are applied to medical settings including: organization models, reimbursement methodologies, information systems, staff-scheduling, employee evaluation, accreditation agencies, productivity management, budget planning, and group leadership. Semester Prerequisite.

HSM 4581 Teaching in the Health Care Setting  
A-F only, 3 credit(s);  
Instructor: Bahar, Keri L  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In this course we will explore how to be an effective teacher in health care. We use a contemporary learning approach in that students are active participants in the learning process. We will discuss teaching and learning styles, conducting needs assessments, designing and developing curriculum, presentation methodology, evaluation processes, learning theory, how to create a positive learning environment, and how to discern learner differences.  
Style: 100% Web Based.  
Grading: -Weekly discussions (up to 130 points) -Self-selected learning assignments (up to 90 points) -Midterm or final exam (up to 20 points) -Final comprehensive project (160 points) Total possible points: 400

Hebrew 245 Nicholson Hall

Hebr 1002 Beginning Hebrew II  
5 credit(s); Grade of at least [C- or S] in [1001 or 4001] or instr consent  
Credit will not be granted if credit has been received for: HEBR 4002;  
Instructor: Schneller, Renana Segal  
Description: Hebrew 1002 is intended for students who have completed Hebrew 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. the course prepares students for the CLA language requirements.  
Style: 33% Lecture, 33% Discussion.  
Grading: 20% mid exam, 25% final exam, 20% reports/papers, 25% quizzes, 10% class participation.  
Exam Format: multiple choice, fill in the blank and a small essay

Hebr 1102 Beginning Biblical Hebrew II  
5 credit(s); Grade of at least [C- or S] in [1101 or 4104] or instr consent  
Credit will not be granted if credit has been received for: HEBR 4105;  
Instructor: Levinson, Bernard M.  
Description: This four credit course, which continues Hebr 1101, provides a systematic introduction to the language, grammar, and vocabulary of the Hebrew Bible/Old Testament. We work systematically through a standard textbook and begin to read actual samples of biblical texts. This course will benefit students interested in the language, religion, culture of ancient Israel and the ancient Near East. It will also permit students to read and understand the language of the Dead Sea Scrolls, ancient Judaism, and medieval exegesis. It provides a valuable foundation for modern Hebrew literature, and provides the essential background for subsequent work in graduate school or seminary. Students will learn ways to approach learning a classical language. Classes include grammar exercises, translation, and oral drills. HON by petition. Prerequisite: Hebr 1101 or instructor's permission.  
Style: 70% Lecture, 30% Discussion.  
Grading: 30% mid exam, 20% final exam, 20% quizzes, 10% written homework, 20% additional semester exams. There are two mid-terms and a final.  
Exam Format: grammar and translation

Hebr 3012 Intermediate Hebrew II  
5 credit(s); Grade of at least [C- or S] in in 3011 or instr consent  
Credit will not be granted if credit has been received for:
HEBR 4012;
Instructor: Schneller, Renana Segal
Description: Students in this course will be using the textbook "Hebrew From Scratch" part II by Shlomit Chayat, Sara Israeli, and Hilla Kobliner. The program has a communicative and functional orientation. Current events will be discussed in Hebrew. Regular use of grammar and vocabulary encourages students to become more fluent in their use of Hebrew and to apply it creatively in new contexts. The course prepares students for the CLA language requirements.
Style: 33% Lecture, 33% Discussion. Recitation.
Grading: 20% mid exam, 15% final exam, 25% reports/papers, 30% quizzes, 10% class participation.

Hebr 3951W Major Project
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 3980 Directed Instruction
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 4002 Beginning Hebrew II
3 credit(s); Grade of at least [C- or S] in [1001 or 4001] or instr consent Credit will not be granted if credit has been received for: HEBR 1002;
Instructor: Schneller, Renana Segal
Description: Hebrew 4002 is intended for students who have completed Hebrew 4001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.
Style: 33% Lecture, 33% Discussion.
Grading: 20% mid exam, 25% final exam, 20% reports/papers, 25% quizzes, 10% class participation.
Exam Format: multiple choice, fill in the blank and a small essay

Hebr 4012 Intermediate Hebrew II
3 credit(s); Credit will not be granted if credit has been received for: HEBR 3012;
Instructor: Schneller, Renana Segal
Description: Student may contact the instructor or department for information.

Hebr 4105 Basics of Biblical Hebrew II
3 credit(s); Grade of at least [C- or S] in [1101 or 4104] or instr consent Credit will not be granted if credit has been received for: HEBR 1102;
Instructor: Levinson, Bernard M.
Description: This four credit course, which continues Hebr 1101, provides a systematic introduction to the language, grammar, and vocabulary of the Hebrew Bible/Old Testament. We work systematically through a standard textbook and begin to read actual samples of biblical texts. This course will benefit students interested in the language, religion, culture of ancient Israel and the ancient Near East. It will also permit students to read and understand the language of the Dead Sea Scrolls, ancient Judaism, and medieval exegesis. It provides a valuable foundation for modern Hebrew literature, and provides the essential background for subsequent work in graduate school or seminary. Students will learn ways to approach learning a classical language. Classes include grammar exercises, translation, and oral drills. HON by petition. Prerequisite: Hebr 1101 or instructor's permission.
Style: 70% Lecture, 30% Discussion.
Grading: 30% mid exam, 20% final exam, 20% quizzes, 10% written homework, 20% additional semester exams. There are two midterms and a final.
Exam Format: grammar and translation

Hebr 5992 Directed Readings
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.
Hindi 4162 Advanced Hindi
4 credit(s);
Instructor: Bazaz, Abir Bashir
Description: Student may contact the instructor or department for information.

Hindi and Urdu 136 Klaeber Court

HnUr 1102 Beginning Hindi and Urdu
5 credit(s); 1101 or 4001 or instr consent credit will not be granted if credit already received for: HNDI 1102/4002 and URDU 1102/4002
Credit will not be granted if credit has been received for: HNUR 4002;
Instructor: Kanjilal, Sucheta
Description: Student may contact the instructor or department for information.

HnUr 3102 Intermediate Hindi and Urdu
5 credit(s); 3101, 4003 credit will not be granted if credit already received for HNDI 3132/4004 or URDU 3132/4004
Credit will not be granted if credit has been received for: HNUR 4004;
Instructor: Shapiro, Gabriel
Description: Student may contact the instructor or department for information.

Hist 1000W Visions of the Past: Thematic Approaches to Understanding History: Jerusalem: Jews, Christians, and Muslims
4 credit(s), max credits 8; Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Schroeter, Daniel J
Description: This course examines the history of the Israeli-Palestinian conflict from its beginning in the late nineteenth century to the present, emphasizing the ways in which these events were imagined by the people who experienced and remembered them. The discussions will highlight the ways in which documentations, narratives and collective memories are intertwined in both Jewish and Arab self-perceptions, national ideologies and fears. In analyzing short stories, novels, folk music, and film which developed within the Jewish and the Arab populations in Palestine, the course seeks to reach at a thorough understanding of the origins, meanings and possible future of this ongoing violent conflict. While the starting point addresses two distinct communities, we will rather underscore the diversity and the often transient nature of identities embedded in this conflict.

Hist 1000W Visions of the Past: Thematic Approaches to Understanding History: Israeli-Palestinian Conflict in Popular Culture
4 credit(s), max credits 8; Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Ashkenazi, Ofer
Description: This course examines the history of the Israeli-Palestinian conflict from its beginning in the late nineteenth century to the present, emphasizing the ways in which these events were imagined by the people who experienced and remembered them. The discussions will highlight the ways in which documentations, narratives and collective memories are intertwined in both Jewish and Arab self-perceptions, national ideologies and fears. In analyzing short stories, novels, folk music, and film which developed within the Jewish and the Arab populations in Palestine, the course seeks to reach at a thorough understanding of the origins, meanings and possible future of this ongoing violent conflict. While the starting point addresses two distinct communities, we will rather underscore
the diversity and the often transient nature of identities embedded in this conflict.

Hist 1011W Civilization and the Environment: World History to 1500
4 credit(s); Fr or soph or non-hist major Credit will not be granted if credit has been received for: HIST 1017; Meets CLE req of Environment; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Gallia, Andrew B
Description: History 1011 is an introductory survey of world history. In this course, we will examine the sweep of human history from the emergence of agriculture and complex societies in the fourth millennium BCE to the Age of Explorations and the dawn of the modern world circa 1500 CE. The important themes in this investigation will be the forces of trade, religion, and technological innovation, the spread of ideas, and the interaction between great civilizations as they developed over time.
Grading: 15% mid exam, 25% final exam, 30% reports/papers, 30% class participation.

Hist 1015W Globalization: Issues and Challenges
A-F only, 4 credit(s); Fr or soph or non-hist major Credit will not be granted if credit has been received for: GLOS 1015W; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Walker, Brett L
Description: This course examines world history from 1492 to the present with an eye to global environmental shifts and their relationship to social, demographic, cultural, and political change. The voyage of Christopher Colombus heralded the age of early globalization with its violent exchange of peoples, microbes, technologies, and politics. With the creation of empires, the world became shaped by European capitalism, which facilitated the engineering of colossal silver mines, sprawling sugar plantations, the exploitation of fur-bearing animals, the spread of smallpox to virgin populations, and the world quest for energy, both in the blubber of whales and in the sands of the Middle East. This course is designed for majors and non-majors alike. Students will become historians in this class, reading and analyzing texts and writing about them. Students will learn to identify the causal relations between environment, disease, and human events. The course fulfills lower-division writing intensive requirements.
Style: 75% Lecture, 25% Discussion.
Grading: 20% mid exam, 30% final exam, 40% reports/papers, 10% in-class presentation.
Exam Format: written exam/blue book/essay, identifications

Hist 1031W Europe and the World: Expansion, Encounter, and Exchange to 1500
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hist 1032W Europe and the World: Expansion, Encounter, and Exchange from 1500 to Present
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Lorcin, Patricia M E
Description: By means of lectures, readings and discussions this course will examine the way in which Europe interacted with the world from 1500 to the present and in the process developed the concept of "western civilization". We shall examine the significant political, economic and social developments that shaped European society and the overseas expansions, encounters and exchanges that helped to create the notion of being "western". Although the framework of the course will be chronological, emphasis will be placed on the trends and movements that influenced people's lives and views. The course will also take into account the ways in which differences of religion, class, race, ethnicity and gender contributed to the development of this consciousness.

Hist 1301W Authority and Rebellion: American History to 1865
4 credit(s); Fr or soph or non-hist major Credit will not be granted if credit has been received for: HIST 1301V; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hist 1302W Global America: U.S. History Since 1865
4 credit(s); Fr or soph or non-hist major Credit will not be granted if credit has been received for: HIST 1308; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Lindquist, Malinda A
Description: This course asks a series of questions about what America is and what it has meant to its citizens, immigrants, and the world over the past 140 years. Students explore struggles that have animated American life for well over a century and remain pressing today. Through analysis of primary sources and scholarship, the course asks: What is America? Who is an American? What is the place of the US in the world? How have race, class, gender, immigration, sexuality (and conflict over all of these) shaped this country?
Hist 3051 Ancient Civilization: Near East and Egypt

What roles have youth, the government, mass movements, wars, international affairs, energy, and technology played in these conflicts? This course asks how Americans answered and debated these questions over nearly a century and a half of American history. This was a period of tremendous tumult. In the late nineteenth century, the reconstruction of the South and the entire nation, the westward expansion of the United States, intense conflict with Native American nations, and a new push toward overseas imperialism all gave power the question of what ?America? meant. So, too, did the massive migrations of the late nineteenth and early twentieth centuries?as immigrants came from overseas and Americans migrated to new regions, as cities boomed and rural areas struggled, and as the conflicts and changes that arose gave power to conflicting reform movements. As the US reached a new international position in the First World War and the growth of the American economy in the 1920s, these events were equally flashpoints of race, gender, and class conflict. These conflicts, in turn, shaped the politics of the Great Depression and a New Deal that fed the growth of the federal government, transformed the meaning of American citizenship, reinforced regional, racial, gender, and class stratifications, and mobilized a new period of labor activism. The following decades?filled as they were with World War Two and the Cold War?empowered a kind of nationalism that made the question of American identity all the more urgent. Debate over the meaning of America was at the heart of the continuing civil rights movement, increasing demands by labor, women, and sexual minorities for full rights as Americans, and the debate over the war in Vietnam. In the eighties and nineties, a resurgent political, social, and cultural conservativism empowered and drew upon American nationalism. In the context of these sea changes, the US was hit by the attacks of 9/11. In response, some favored a more restrictive notion of American identity, while others questioned the place of their nation in the world. As the course draws towards the present moment, it is clear that the question of what America is and ought to be for its people and the world remains a central political, economic, social, and cultural concern.

Hist 3000W Visions of the Past: Thematic Approaches to Understanding History: Jerusalem: Jews, Christians, and Muslims

4 credit(s), max credits 8;Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive  
Instructor: Schroeter,Daniel J  
Description: This course examines the history of the Israeli-Palestinian conflict from its beginning in the late nineteenth century to the present, emphasizing the ways in which these events were imagined by the people who experienced and remembered them. The discussions will highlight the ways in which documentations, narratives and collective memories are intertwined in both Jewish and Arab self-perceptions, national ideologies and fears. In analyzing short stories, novels, folk music, and film which developed within the Jewish and the Arab populations in Palestine, the course seeks to reach at a thorough understanding of the origins, meanings and possible future of this ongoing violent conflict. While the starting point addresses two distinct communities, we will rather underscore the diversity and the often transient nature of identities embedded in this conflict.

Hist 3000W Visions of the Past: Thematic Approaches to Understanding History: Israeli-Palestinian Conflict in Popular Culture

4 credit(s), max credits 8;Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive  
Instructor: Ashkenazi,Ofer  
Description: This course examines the history of the Israeli-Palestinian conflict from its beginning in the late nineteenth century to the present, emphasizing the ways in which these events were imagined by the people who experienced and remembered them. The discussions will highlight the ways in which documentations, narratives and collective memories are intertwined in both Jewish and Arab self-perceptions, national ideologies and fears. In analyzing short stories, novels, folk music, and film which developed within the Jewish and the Arab populations in Palestine, the course seeks to reach at a thorough understanding of the origins, meanings and possible future of this ongoing violent conflict. While the starting point addresses two distinct communities, we will rather underscore the diversity and the often transient nature of identities embedded in this conflict.

Hist 3010W Historical Research Seminar: The 1950s

A-F only, 3 credit(s), max credits 12, 4 completions allowed;Meets CLE req of Writing Intensive  
Instructor: Mathieu,Saje M  
Description: The 1950s: A Decade of Conformity? is a new research seminar that explores how the 1950s, the decade that saw America move from war to peace and from segregation to integration, radically transformed American society. This seminar calls into question common perceptions of the 1950s as a decade of conformity, arguing instead that the 1950s gave way to major civil, legal, and cultural shake ups, especially with respect to how we imagined gender, youth, and race. The course is designed as an intensive look at one decade in American history, with specific attention to how those years changed all aspects of American life, including the Cold War, the space program, urbanization patterns, leisure, politics, religion, and gender relations, and popular culture. Best of all, students will make direct use of primary sources when examining the Fifties. For example, when studying the early Civil Rights Movement and events at Little Rock, we will use photographs as our main analytical tool. Given that this class is conceived as a writing intensive seminar, students will be asked to write short critical analyses of the primary sources used in the class. Students will also research and write an 8 page paper on any dimension of the 1950s.

Hist 3051 Ancient Civilization: Near East and Egypt

3 credit(s);Meets CLE req of Historical Perspectives
Hist 3053 Ancient Civilization: Rome

Description: This course provides a general introduction to the broad sweep of Roman history, from the emergence of their civilization, through the growth and conquest of an enormous (and remarkably stable) empire, to the break-up and transformation of the western empire in the fourth century of our era. We will look at the cultural underpinnings of Roman power as well as its inner workings in order to get some sense of what it meant to live under Roman rule.

Instructor: Gallia, Andrew B

Hist 3152 British History From the Seventeenth Century

Description: This course covers British history from the 17th century, a dramatic era beginning with the Civil War and the execution of Charles I. Britain then entered the convulsions of the industrial revolution and the burgeoning and rebellious Atlantic world. During the 19th century, Britain became a superpower, the most wealthy and powerful nation, complacent in its Victorian values and confident it could rule the world. After all, the sun never set on the British empire. But during the 20th century, the colossus faltered, after the disillusionment of the first world war and the devastating depression. Heroism returned with the Battle of Britain, but after World War II, Britain lost its empire. However, Britain rebuilt, establishing a welfare state which guaranteed health care to all, and regenerating its prosperity. We will take the story up to the present, looking at Thatcher’s rise and fall, and the rebirth of multicultural Cool Britannia. For more information write clark106@tc.umn.edu.

Instructor: Clark, Anna Kirsten

Hist 3211 History of Sexuality in Europe

Description: History of sexuality in Europe, from ancient Greece to present. Target audience: undergraduate majors and non-majors with open minds. This course will examine the roots of our contemporary sexual cultures in European history. We will explore how the ancient Romans saw sexuality as dominance, how early Islamic thought regarded sex and love, and how the early Christians defined sex as original sin. However, in medieval times cities ran brothels. The Enlightenment also examined sex in new scientific ways. Gay subcultures emerged in cities, and lesbians used coded languages to communicate desires. Married couples used illegal birth control. But sexual regulation became an important part of imperialism. In the 20th century, revolutionary regimes wanted to change sexual cultures; the Nazi regulation of sex was part of its racist regime. Even today, European attitudes toward sex can be very different than those of Americans.

Instructor: Clark, Anna Kirsten

Hist 3244 History of Eastern Europe

Description: The course treats the history of the East European peoples from the end of the nineteenth century to the end of the twentieth. It examines the rise of nationalist movements and the multinational empires in this region before World War I; the winning of national independence in 1918; the political, social, and economic problems of the newly independent states between 1918 and 1938;
the impact of Nazi expansionism and genocide; the advent of communist rule after 1945; the Stalinist governing systems; post-Stalinist reform efforts and dissident movements; the collapse of the communist governments; and the beginnings of the post-communist era. The course is open to history majors and non-majors and is conducted in a mixed lecture-discussion format. The course readings will include a general survey, more specialized readings and contemporary documents. There will be two mid-term examinations and a third examination during the finals period covering the last one-third of the course. One 8-10 page essay will be assigned during the semester in answer to questions distributed in class and based on the course readings.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 25% final exam, 25% reports/papers, 10% class participation, 40% other evaluation. Two mid-semester exams, 20% each

**Exam Format:** Five identification items from a list of ten possible items; one essay from a choice of three questions.

**Hist 3271 The Viking World: Story, History, and Archaeology**
- 3 credit(s); Credit will not be granted if credit has been received for: HIST 5271;
- Instructor: STAFF
- Description: Student may contact the instructor or department for information.

**Hist 3349 U.S. Women's Legal History**
- A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
- Instructor: Welke, Barbara Young
- Description: Throughout American history the law has assigned rights and duties differently for women than for men, and differently among women depending on race, class, nationality, and sexuality. This course will provide students with a broad foundation in women's legal status from the colonial era through the 20th century. We will examine gendered aspects of American legal history, including citizenship; political and civil rights; marriage, divorce, and child custody; reproductive and physical autonomy; and economics and educational equality. We will be reading judges opinions, statutes, and other legal documents, as well as monographs, and watching films and listening to tapes of oral arguments before the U.S. Supreme Court. No legal background is anticipated. The reading load will vary from week to week, but in some weeks will require reading an entire book. I have taught this course for many years primarily as a discussion course. This year I will lecture more, but there will be plenty of time for questions and discussion.
- **Style:** 65% Lecture, 5% Film/Video, 25% Discussion, 5% Guest Speakers.
- **Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 5% attendance, 20% reflection paper, 15% class participation.
- **Exam Format:** in class with questions distributed in advance and notecard with outline day of exam

**Hist 3402W Modern Latin America 1825 to Present**
- 4 credit(s); Credit will not be granted if credit has been received for: LAS 3402W; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
- Instructor: STAFF
- Description: This course surveys developments in Latin America from the Enlightenment and Age of Independence to the rise of bureaucratic authoritarianism (ca. 1750-present). The course will focus on the rise of the nation-state, art, culture, and diplomatic relations within Hispanic America. Themes will include race, class, gender, sexuality, and space.
- **Style:** Monday classes may not meet for the full period every week.
- **Grading:** 20% final exam, 50% reports/papers, 10% class participation, 20% other evaluation. Informal writing assignments
- **Exam Format:** Essay

**Hist 3418 Drink in History**
- 3 credit(s); Meets CLE req of Historical Perspectives
- Instructor: Pilcher, Jeffrey Michael
- Description: This class examines the significance of alcohol and other stimulating beverages in world history. All societies celebrate, and most do so with alcohol, yet its abuse has led to widespread health and social problems. We will begin with the discovery of fermentation in the ancient world, and move forward through time, examining societies around the globe. We will study social hierarchies, cross-cultural encounters, and the construction and transgression of gender roles through drinking behaviors. Perspectives from anthropology, medicine, and sociology will complement the historical concern with change over time. Particular focus will be given to prohibition regimes throughout history. Exams will be essay in nature. Out-of-class essays will examine drink and society through the examination of primary sources and ethnographic analysis.
- **Style:** 80% Lecture, 20% Discussion.
- **Grading:** 40% mid exam, 60% reports/papers.
- **Exam Format:** Essay

**Hist 3426 Pirates of the Caribbean**
- 3 credit(s);
- Instructor: Pilcher, Jeffrey Michael
- Description: This course examines the history of early modern globalization through one of its most cosmopolitan actors, the pirate.
With a geographical focus in the Caribbean basin, the class reaches out to explore networks of capitalism, migration, empire, and nascent nationalism. By studying global phenomena through marginalized participants—buccaneers, maroons, rebels, criminals, paupers, and privateers—we will seek alternate historical narratives on the emergence of the modern world.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 20% mid exam, 40% final exam, 40% reports/papers.

**Exam Format:** essays

**Hist 3432 Modern Africa in a Changing World**

4 credit(s); Credit will not be granted if credit has been received for: AFRO 3432

Meets CLE req of Global Perspectives

Instructor: Pohlandt-McCormick, Helena

**Description:** LONG WALK TO FREEDOM: This course provides a general survey of and introduction to modern African history from the early nineteenth century to the present. After an overview and look back at material and cultural development in Africa before 1800, and a discussion of the effects and repercussions of slavery and the slave trade on the development of African history, this course will turn to the commercial and religious revolutions of 19th century West Africa and the struggles over land and labor in southern Africa. The course then explores the reasons for European expansion into Africa, both in terms of the European point of view and in terms of the factors which made conquest possible. The ways in which different colonial powers sought to control the continent are reflected in the different forms conquest took (settler colonies v. plantation colonies). The social, cultural and economic implications of colonial rule are explored through primary documents, fiction and secondary historical accounts and emphasizes the African perspective rather than a colonial one. Another major portion of the course focuses on the emergence of resistance and the struggle for liberation from the colonial powers after World War II. Finally, the course examines the problems of independent African nations as they grapple with a new (or neo-)colonialism marked by dependency, political instability and entanglement with the world economy; and explores the challenges facing a non-racial democratic order in the new South Africa.

**Hist 3435 History of South Africa from 1910**

3 credit(s); Credit will not be granted if credit has been received for: AFRO 3205;

Instructor: Atkins, Keletso E

**Description:** Student may contact the instructor or department for information.

**Hist 3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present**

3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: EAS 3462

Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives

Instructor: Walker, Brett L

**Description:** This course explores the histories of China, Japan, and to a lesser extent Korea from about 1500 to the present. The main goal of the course is to familiarize students with the cultural, social, and political changes that swept East Asia at the beginning of the modern age. It is a tale of empires and revolutions, of colonialisms and occupations, as well as of competing visions of modern civilization. The course encourages students to confront stereotypes about modern life in East Asia by illustrating its many diverse forms and by allowing students to think more carefully about the legacies of Western imperialism. This course highlights many of the important similarities and differences that make East Asia among the most diverse and important parts of the world.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.

**Hist 3469 History of Women and family in China, 1600-2000**

3 credit(s);

Instructor: Wang, Liping

**Description:** This course offers an in depth examination of women and family life in China from 1600 to the present. It begins by exploring major issues in traditional Chinese society: marriage and family life, foot binding, and the cult of female chastity. Then we will study women?s role and changes of family life in successive political and social revolutions of the 20th century. The last part of the course will be devoted to examine gender relations in China since the country was opened to market economy and international trade. We will look at the effect of ideologies (Confucianism, nationalism, and socialism) on women and family, and also differences between ideology and social practice. Reading assignments will include scholarly works, biographies, and novels. Films and other visual materials will be used to compliment lectures and class discussion.

**Hist 3477 Samurai, Geisha, and How They Became Japanese**

A-F only, 3 credit(s);

Instructor: Mizuno, Hiromi

**Description:** This course traces how Samurai and Geisha came to be considered the quintessential Japanese tradition through Western Orientalism, Japanese nationalism, international politics, and cultural globalization. You will be learning not only about Samurai and Geisha, but also about Japan?s modernization and its political, intellectual, and cultural transformation. We'll examine
Hist 3479 History of Chinese Cities and Urban Life
3 credit(s);Soph or jr or srCredit will not be granted if credit has been received for: ARAB 3036;
Instructor: Bashiri,Iraj
Description: Modern Iran covers Iranian history from the fall of the Sassanids (7th c. CE) to the present. 1) Shi'ite Islam in world context: the relationship between Iranian nationalism and Iranian Shi'ism. 2) Focus on Iranian dynasties, like the Safavids (1502-1722), who brought Iran prosperity vis-a-vis the Qajars (1785-1925) under whose rule Iran lost its prestige and most of its territory. 3) Iran's entrance into world politics. a) Great Britain and United States brought Iran up to par with other nations in the region, like Turkey. b) The reaction of the Shi'ite clergy against the government of the Shah and the US?the 1979 Iranian Revolution.
Style: 50% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: 15% final exam, 40% reports/papers, 22% quizzes, 3% attendance, 15% in-class presentation, 5% class participation.
Exam Format: essay format

Hist 3493 Islam: Religion and Culture
3 credit(s);Soph or jr or srCredit will not be granted if credit has been received for: ARAB 3036;
Instructor: Matar,Nabil I
Description: The purpose of this course is to introduce the theology and civilization of Islam in its Arabic legacy. In the centuries of its growth and development, Islam incorporated numerous cultures, languages, and ethnicities, at the same time that it inspired different literatures, artistic expressions, and religious views. In focusing on the Arabic legacy, the course will address the formative beginnings of the Islamic Empires in their Umayyad (both Eastern and Western/Andalusian) as well as Abbasid histories. There is no serious understanding of Islam without a serious understanding of its formative text and traditions. And so a good amount of time will be spent reading the Qur'an and selections from the Hadith (sayings and actions of the prophet) and the Sira (biography). We then shall shift gear from theology to culture and history, examining other primary sources that represent the vast compendium of literature, art, and imagination of the Arabic tradition. I will ask you to view two films on your own and in all our study of the material, we shall see if there are links to modern times, and how millennium-old events and texts may help us understand the complexity of today?s changes
Style: 50% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: Two midterms (20%), Discussions/Class Activities (15%), Critical Paper (10%), 2 Movie Responses (10%), Research essay (20%), Final (25%).

Hist 3487 The Vietnam Wars: French Colonialism and U.S. Intervention in Indochina
3 credit(s);
Instructor: Lee,Mai Na M.
Description: Modern era from 1800. French conquest, bureaucratic, social, and economic changes. Vietnamese nationalism and adoption of communist ideologies. First Indochina War (1945-54) with France. Second Indochina War (1955-75) with US. US efforts to contain the spread of communism during Cold War paranoia. US intervention in the neighboring countries of Laos and Cambodia. Grading: Two midterms (20%), Discussions/Class Activities (15%), Critical Paper (10%), 2 Movie Responses (10%), Research essay (20%), Final (25%).

Hist 3497 Islam and the West
3 credit(s);Credit will not be granted if credit has been received for: CAS 3533;
Instructor: Bashiri,Iraj
Description: Intellectual trends defining fundamental differences between Islam and the West arise from their respective historical, philosophical, and intellectual mindsets. The course examines contributing factors to tension, anxiety, and hatred between Muslims and the West, as well as aspects of Islamic and European cultures that inspire respect and emulation. Objectives: - Acquaint the students with the fundamental differences between Islam and Western culture. - Equip students with the means for a better understanding of Islam without a serious understanding of its formative text and traditions. And so a good amount of time will be spent reading the Qur'an and selections from the Hadith (sayings and actions of the prophet) and the Sira (biography). We then shall shift gear from theology to culture and history, examining other primary sources that represent the vast compendium of literature, art, and imagination of the Arabic tradition. I will ask you to view two films on your own and in all our study of the material, we shall see if there are links to modern times, and how millennium-old events and texts may help us understand the complexity of today?s changes
Style: 50% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: Two midterms (20%), Discussions/Class Activities (15%), Critical Paper (10%), 2 Movie Responses (10%), Research essay (20%), Final (25%).
understanding of international events. - Teach students to distinguish different trends and accept them for what they are. - Discuss factors that create tension, anxiety and hatred among peoples and nations. - Examine aspects of Islamic and European cultures that inspire respect and emulation

**Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 12% final exam, 27% reports/papers, 36% quizzes, 3% attendance, 12% in-class presentation, 10% other evaluation. Book Report

**Exam Format:** Essay

**Hist 3600 The Renaissance**

3 credit(s); Credit will not be granted if credit has been received for: CLA 3600;

**Instructor:** Noakes, Susan J

**Description:** Relationships among the visual arts, literature, science, philosophy, and politics in Europe, especially Italy and France, from about 1300-1600. Works of artists, writers, and intellectuals (e.g., Michelangelo Buonarotti, Niccolo Machiavelli, Francois Rabelais, Michel de Montaigne), different artistic and literary forms (e.g., portrait, sonnet, essay), and broad thematic issues, including the individual, antiquity, the state, and discovery. Team taught.

**Hist 3600 The Renaissance**

3 credit(s); Credit will not be granted if credit has been received for: CLA 3600;

**Instructor:** Shank, JB

**Description:** Relationships among the visual arts, literature, science, philosophy, and politics in Europe, especially Italy and France, from about 1300-1600. Works of artists, writers, and intellectuals (e.g., Michelangelo Buonarotti, Niccolo Machiavelli, Francois Rabelais, Michel de Montaigne), different artistic and literary forms (e.g., portrait, sonnet, essay), and broad thematic issues, including the individual, antiquity, the state, and discovery. Team taught.

**Hist 3609 Military History of Medieval Western Europe**

3 credit(s);

**Instructor:** Bachrach, Bernard S

**Description:** This course deals with the period from the gradual dissolution of Roman imperial power in the West during the fifth century to the development of gunpowder weapons in the fifteenth century. The immense significance of the military history of this thousand year adventure is evidenced in numerous ways as the governments of western Europe expended the greatest part of their surplus human and material resources on preparation for war, war and its aftermath. The centrality of military matters is expressed culturally in every genre of literature. Violence and its deterrence are fundamental themes in medieval legislation and in religious rites. Images of armed conflict are prominent in medieval art forms from manuscript illustration to the sculptures of church facades. The results of the massive expenditure on the medieval &quot;military-industrial&quot; complex can still be seen in the remains of thousands of fortified cities, fortresses and other strongholds that still dominate the historical landscape of Europe. In this course, we will work with the available historical and archaeologicl sources to reconstruct the strategy, military operations, battle tactics, and combat techniques developed throughout the medieval millennium within their particular historical contexts.

**Style:** 65% Lecture, 35% Discussion.

**Grading:** 20% mid exam, 40% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** short and long essays

**Hist 3613 History of the Crusades**

3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives

**Instructor:** Reyerson, Kathryn L

**Description:** Taken as a whole, the Crusades make up one of the most fascinating episodes in the history of the Middle Ages. Our primary aim in this class will be to study the crusading phenomenon in its medieval context by engaging with the original documentary remains of the period. What motivated medieval European men and women to set out on the conquest of a land thousands of miles away, about which they knew very little? How did the papacy, as head of the Catholic Church, come to promote violence against the Muslim residents of that land as not merely justifiable, but as positively meritorious, as deserving of a great spiritual reward? How did the Muslim and also Jewish communities who were the primary targets of this violence respond to it, and how did the contact among Christians, Muslims, and Jews which the Crusades made possible transform relations among these groups, the three major monotheistic religions of the West? While focusing on the Crusades as an aspect of medieval history, we will also consider some of the larger questions raised by the history of these expeditions. What is the relationship between violence and religion? Does it differ in the Christian, Muslim, and Jewish traditions? What is the legacy of the crusades? Did they pave the way for the subsequent Western colonial ventures that eventually led to Western domination of much of the non-Western world? Did they set the stage for modern conflicts in the Middle East?

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.

**Exam Format:** essay exams
Hist 3614 Women in Medieval Europe
3 credit(s);
Instructor: Hill, Gabriel
Description: The course offers an introduction to the experiences of women in the Middle Ages. It focuses on the close examination of primary and secondary works dealing with women in medieval Europe. We will not be addressing the broad outlines of medieval history; instead, we will be examining how events and ideas shaped the lives of women. Topics will include religion, work, marriage, family, marriage, sex, and a variety of other topics. We will examine how ideas about these topics changed between 500-1500. Grades will be determined by participation in class discussions, presentations on topics chosen and researched by students, and book reviews.
Grading: 30% reports/papers, 10% special projects, 30% in-class presentation, 30% class participation.

Hist 3618 The Dark Ages Illumined: Medieval Europe to 1050
3 credit(s);
Instructor: STAFF
Description: The year 476 AD supposedly heralded the death of "Roman Civilization" and all that was good in the West, ushering in centuries of political fragmentation, rudimentary socioeconomic structures (mud huts), religious superstition, and general barbarianism--the so-called "Dark Ages." Such is said to have been the fate of Europe until its miraculous rebirth and global expansion in later medieval period. This class serves as a corrective for such a narrative. Beginning in the third century, we will investigate how Rome did not so much fall as it transformed into a dynamic series of kingdoms which eventually formed the basis for the modern states of Europe. Topics include the barbarian/Germanic migrations, the conversion of Europe to Latin Christianity, the Mediterranean trade networks and their connections with the transcontinental Silk Trade, the Carolingian renaissance, the Viking invasions, and the "feudal anarchy" of post-Carolingian Europe. We will end with an overview of the Norman conquest of England, the First Crusade, and the church-state conflict of the later eleventh century. This class also features a significant comparative focus; medieval Europe did not exist within a geographic bubble. As such, we will investigate the rise of the Islamic caliphates and the continuing existence of the Eastern Roman (Byzantine) Empire as models and pressures which challenged the development of early medieval Europe. Throughout the class, we will also take note of how contemporary concerns have informed and often misinformed the study of history during the modern era, sometimes for explicit propagandistic purposes. Finally, weekly discussions will revolve around primary source readings and visual materials which will form the basis of your papers for the course.
Style: 66% Lecture, 33% Discussion.
Grading: 15% mid exam, 25% final exam, 40% reports/papers, 20% class participation.
Exam Format: multiple choice, short answer and essay

Hist 3633 Modern Germany, 1870-Present
3 credit(s), max credits 4, 1 completion allowed;
Instructor: Weitz, Eric D.
Description: HIST 3633 is a survey of modern Germany that combines social, political, and cultural history. The class will examine the key issues that have marked the development of modern Germany and Germany's immense impact on Europe and the world: the formation of a unified nation in 1870/71; the effects of rapid industrialization; its critical role in launching two total wars in the twentieth century; the rise of the Nazi movement and the emergence of the Holocaust; Cold War divisions and the subsequent fall of the Berlin Wall and a new kind of unification in the 1990s. Along the way the class will consider changes in social life, such as the transformation from an agrarian to an industrial nation, the character of urban life, and gender relations and family patterns.
Style: 70% Lecture, 30% Discussion.
Grading: 20% mid exam, 25% final exam, 45% reports/papers, 10% class participation.
Exam Format: midterm and final will both have choice of essays and choice of identifications.

Hist 3652 Early Modern Britain
3 credit(s);
Instructor: Watkins, John
Description: HIST 3652 Early Modern Britain On November 17, 1677 the good people of London assembled for the annual celebration of Queen Elizabeth's Accession Day. The highlight of the festivities was a giant papier-mache statue of the Pope, "his belly filled with live cats." After long speeches recalling how Elizabeth saved the country from the Pope and the King of Spain, the organizers set the statue on fire. While the burning cats "squalled most hideously," the crowd jeered that it was the language of the pope and the devil in dialogue. The violence of Tudor-Stuart Britain haunts us even to this day. Each year brings us a new movie, television series, or popular novel recalling the Henry VIII's beheaded wives; Sir Thomas More; Mary, Queen of Scots; the 300 Protestant martyrs burned by Mary I; the priests hung, drawn, and quartered by the Elizabethan state; and even a king himself, Charles I, beheaded for his alleged crimes against the English people. These high-profile executions were only the tip of an iceberg. Violence was also an everyday fact of town and village life. Convicted criminals faced mutilation and even hanging for what we would now consider petty crimes. Preachers counseled husbands to whips and beat their wives into godly obedience. Every so often, a woman was burned for conspiring with evil spirits. Each day, villagers encountered maimed soldiers returning from Henry VIII's wars against France, Elizabeth's against Spain, or from the civil wars that turned brother against brother during mid-seventeenth century. This
course examines the social and political forces that shaped the violent contours of sixteenth- and seventeenth-century Britain. While much of our focus will be on the high political dramas of the Reformation, the "Monarchical Republic" of Elizabeth I, and the Civil War, we are also going to investigate the developments that had at least an equal impact on the lives of British men and women: new educational practices, the proliferation of print, new ways of organizing rural labor, the "scientific revolution," the emergence of a vigorous trans-Atlantic trade, and the development of a plantation system in Ireland that would become a model for British colonization throughout the globe. There will be a mid-term, a final, an analytical book review, and a critical analysis of a major primary source.

Hist 3727W History of the Holocaust
3 credit(s); Credit will not be granted if credit has been received for: RELS 3521W; Meets CLE req of Writing Intensive
Instructor: Ashkenazi, Ofer
Description: The term "Holocaust" refers to the deliberate, systematic murder of approximately 6 million Jews, as well as hundreds of thousands of Roma (Gypsies) and others, in Nazi dominated Europe between the years 1941-1945. The course will narrate the history of the Holocaust, its social, cultural and ideological origins, and its major influences on post-1945 developments. In addition, we will discuss the theories that seek to explain "how it could happen" and what is the "meaning" of it, the "lesson" it taught. In our inquiry we will use a variety of primary sources - such as films, television shows, memoirs, speeches, essays, short stories, etc. The diverse sources would provide us with clues for a better understanding of this unimaginable, tragic period in human history. The class does not require special linguistic abilities, although they are most welcome. Class time: 60% lecture, 40% discussion. Work Load: 8-10 pages of writing per semester: a take-home midterm exam (3-4 pages); final paper (4-5 pages); in-class multiple-choice final exam. Grade: 50% take-home exams (25% each); 30% final exam; 10% in-class final exam; 10% participation in class discussions.

Hist 3728 Human Rights and Crimes Against Humanity
A-F only, 3 credit(s);
Instructor: Weitz, Eric D.
Description: "Race, Nation, and Genocides" is designed to introduce students to one of the most troublesome and unnerving aspects of the modern world: the systematic exclusion and killing of populations defined by ethnicity, nationality, or race. Genocides are not the only form of political killings, and are certainly not the only form of human rights violations. They have existed in some fashion since the beginning of recorded history. But in the modern world, genocides have become more systematic, more extensive, and more deadly. In HIST 3728 we will begin by exploring the definition of the term genocide as it has developed in the twentieth century. Then we will turn to the meaning of ethnicity, nationality, and race, which are all historically specific ways of categorizing the human population. We will then examine particular cases of genocide, such as Armenians in the late Ottoman Empire, Jews in the Third Reich, and Muslims in the former Yugoslavia, among others. Finally, we will explore the emergence of new concepts of human rights in reaction to genocides and other large-scale atrocities. The course will be taught as a combination of lectures and discussions. Readings will include some theoretical works on ethnicity, nationality, and race; a variety of historical studies; and eyewitness accounts and literature about specific cases. There will be about 90 pages of reading per week. Grades will be determined by two papers, a midterm and a final, and classroom participation.
Style: 75% Lecture, 25% Discussion.
Grading: 20% mid exam, 35% final exam, 40% reports/papers, 5% class participation.
Exam Format: essay and identifications

Hist 3767 Eastern Orthodoxy: History and Culture
3 credit(s);
Instructor: Stavrou, Theofanis G
Description: Student may contact the instructor or department for information.

Hist 3801 The People of Early America: 16th to 18th Centuries
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hist 3804 Religion and the U.S. Founding: Contests Then and Now over the Place of Religion in Politics
3 credit(s); Credit will not be granted if credit has been received for: RELS 3623; Meets CLE req of Historical Perspectives
Instructor: Haker, Joseph Patrick
Description: In contemporary American politics, few sentiments are as inescapable or controversial as the notion that we inhabit a Christian, Judeo-Christian, or religious nation. Central to this debate is the role religion is thought to have played, or not played, in the founding of the nation: what were the intentions of the so-called "Founding Fathers"? For some, the founders were largely pious men intent on constructing an explicitly Christian nation; for others, they were ardent secularists who held an expansive vision of religious freedom and believed in a complete separation of church and state. The historical reality is, as it so often is, much more complex than either side readily admits. Burdened by anachronism, presentism, and oversimplification, this debate is in dire need of thoughtful historical exploration from a variety of angles. That is the work we will perform in this course. We will not only examine and
contextualize the complex, conflicting, and often changing views of the founders themselves, but we will also trace the development of this debate over time. How and why did the struggle over the place of religion in American politics come to take the form that it has? What would "the founders" say and does that matter?

**Hist 3809 The Peoples of Revolutionary America**
- **3 credit(s);**
- **Instructor:** Menard, Russell R
- **Description:** Hist 3809 surveys the history of that part of British America that became the United States from the beginning of the American resistance movement through the writing and ratification of the U.S. constitution. It takes a multi-cultural approach to the era.

**Hist 3812 The Civil War and Reconstruction**
- **3 credit(s);**
- **Instructor:** Norling, Lisa A
- **Description:** "We all declare for liberty," President Abraham Lincoln observed in 1864, "but in using the same word we do not all mean the same thing." This course will explore politics, war, and the wholesale remaking of American society from 1848 to 1877, as Americans of all kinds took up arms and fought a ferocious war over the very meaning of "freedom." Hist 3812 will explore both the causes and consequences of the sectional crisis between the North and South; the crisis of Southern secession; Lincoln's leadership and the emancipation of nearly 2 million enslaved men and women as a Northern war goal; the impact of the war experience both North and South on men and women, soldiers and civilians, White, Black, and Native Americans; the efforts during Reconstruction to change the Southern way of life and permanently transform the political, economic, and social status of African-Americans; and the contested interpretations and enduring legacy of the Civil War to the present day.
- **Style:** 80% Lecture, 20% Discussion.
- **Grading:** 15% mid exam, 20% final exam, 55% reports/papers, 10% in-class presentation.
- **Exam Format:** Short identifications

**Hist 3821 United States in the 20th Century to 1945**
- **3 credit(s);**
- **Instructor:** Cothran III, Boyd Dean
- **Description:** Student may contact the instructor or department for information.

**Hist 3822 United States in the 20th Century Since 1945**
- **3 credit(s);**
- **Instructor:** Roberts, Evan
- **Description:** How did the United States end up the way it is today? This course explores the dramatic last 65 years of American history. For many students, this will be a history that your grandparents and parents lived through. We begin at the end of World War II when the United States' controversial decision to drop atomic bombs on Japan ended one war, but ushered in an age of atomic fear and a Cold War that few had foreseen. At home the second half of the twentieth century saw unprecedented levels of prosperity. There has been dramatic change in the social, political, and economic position of women, blacks, Latinos/as, and a wave of new immigrants from Asia and Africa seeking the full promise of American life. Specific topics covered include the war (Cold, Korean, Vietnam), the Civil Rights and women's liberation movement, the rise of a suburban lifestyle, evangelical and New Right politics, oil and financial crises, Presidential assassinations and scandals, coups and invasions. Class time will involve a mix of lecture, film, discussion, and a visit to the 1968 exhibit at the Minnesota Historical Society.
- **Style:** 80% Lecture, 10% Film/Video, 10% Discussion.
- **Grading:** 25% mid exam, 25% final exam, 50% reports/papers.

**Hist 3837 Minnesota History**
- **3 credit(s);**
- **Instructor:** Stone, Paul Clois
- **Description:** The long middle third of the 20th century was one in which Minnesota played a disproportionately powerful role in the political, social and cultural life of the United States. It was a period that saw the last years of authors F. Scott Fitzgerald and Sinclair Lewis (the first American to win a Nobel Prize for Literature), and the early years of actor Jessica Lange and "the Artist" now, again, known as Prince, and the beginning of the era of the extremely influential local band The Replacements. The middle period of the middle century, the late Fifties and Sixties, was dominated by Minnesota journalists like Harrison Salisbury of the New York Times and Eric Sevareid of CBS, NAACP leader Roy Wilkins, Senators Eugene McCarthy, Hubert Humphrey and Walter Mondale, Governor and U.S. Secretary of Agriculture Orville Freeman, U.S. Appellate Court Justice Gerald Heaney, former Governor and frequent Presidential candidate Harold Stassen and, especially, singer-songwriter Bob Dylan. McCarthy became a prominent Presidential candidate in 1968 and Mondale Vice President in 1977 and a Presidential candidate in 1984. However, if there is one figure whose career, ambitions and influence more than any others defines this middle portion of the century it is Hubert H. Humphrey, 1911 to 1978. A native of South Dakota who graduated from the University of Minnesota in 1939, Humphrey was both a teacher and a politician, ultimately Vice
Hist 3862 American Immigration History
3 credit(s);
Instructor: Green, George David
Description: The course examines the comparative history of immigration to and immigrants in America. We will begin in the colonial era when servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who sought both refuge and economic opportunity. Immigration increased during the 19th century, as a result of industrialization and the rise of big business in the late 19th century, increasing government regulation of business and the politics behind it, and the emergence and influence of the modern corporation. Included will be nine half-hour TV programs created by the instructor, featuring such leading figures as Samuel Slater (early textile industry), James J. Hill, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, Henry Ford and Alfred Sloan (of General Motors). Students have the choice of writing four short papers on assigned readings (and no final exam), or two of those papers plus an essay final exam.
Style: 70% Lecture, 20% Discussion.
Grading: 40% final exam, 60% reports/papers.
Exam Format: essays, from set of questions given out a week beforehand

Hist 3845 American Economic History: 1870 to the Present
3 credit(s);
Instructor: Green, George David
Description: Covers topics on American economic development since 1870s: farm problems in the 19th century, rise of big business and finance capitalism, the 1920s economy and the causes of the great depression, postwar capitalism and government policies for stability and growth. Students read diverse articles and write a paper on each topic before discussion begins. There are no exams. The course is open to all undergraduates, but is most often taken by History and other social science majors.
Style: 20% Lecture, 80% Discussion.
Grading: 80% reports/papers, 20% class participation.

Hist 3841 American Business History
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 3862; Meets CLE req of Diversity and Social Justice US; meets CLE req of Historical Perspectives
Instructor: Lee, Erika
Description: The course discusses the place of business in the American economy, society, culture and political system, as well as the history of internal business development from the small family firm toward the large multi-divisional and multi-national firm so prominent today. We look closely at early merchant capitalism, development of transportation systems (especially railroads), industrialization and the rise of big business in the late 19th century, increasing government regulation of business and the politics behind it, and the emergence and influence of the modern corporation. Included will be nine half-hour TV programs created by the instructor, featuring such leading figures as Samuel Slater (early textile industry), James J. Hill, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, Henry Ford and Alfred Sloan (of General Motors). Students have the choice of writing four short papers on assigned readings (and no final exam), or two of those papers plus an essay final exam.
Style: 70% Lecture, 20% Discussion.
Grading: 40% final exam, 60% reports/papers.
Exam Format: essays, from set of questions given out a week beforehand.
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Hist 3959 How to Do History
A-F only, 3 credit(s);
Instructor: McNamara,Patrick J
Description: Skills/research experience to complete senior paper. How to answer questions such as, "What is history?" How to

Hist 3875W Comparative Race and Ethnicity in US History
A-F only, 4 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Onishi,Yuichiro
Description: This writing-intensive course will critique the unitary conception of the American nation. The scope of this course is wide, and the approach to the comparative study of race and ethnicity is ambitious. Throughout this semester, this course will analyze a set of complexities, contradictions, and alternative possibilities in American historical experience by making a critical inroad into worlds that American Indians, African Americans, Asian Americans, Latinos, whites, and European Americans made and remade over time and space. The aim of this course is to make a conscious effort to move through the politics of race, ethnicity, class, gender, and sexuality and develop deeper understandings of processes by which diverse human actors strengthened, challenged, and transformed the structures of power in the American past.
Style: 50% Lecture, 50% Discussion.
Grading: 80% reports/papers, 20% class participation.

Hist 3865 African American History, 1865 to Present
A-F only, 4 credit(s);Credit will not be granted if credit has been received for: AFRO 3865;
Instructor: Lindquist,Malinda A
Description: This course begins with the post-Civil War liberation of four million slaves. As the nation's newest citizens, blacks tested and exercised their newfound freedom through marriage, education, migration, and political participation. On the road to freedom during Reconstruction, southern and northern whites conspired to keep blacks in bondage. The process of undercutting the gains of Reconstruction resulted in Jim Crow segregation, disenfranchisement, and labor discrimination. While detailing black life under Jim Crow, this course also highlights African-American agency through intellectual and cultural production; and union activity and political organization. We then turn a crucial corner during the New Deal era and the Second World War, a period which set the stage for the modern civil rights struggle by unleashing a cadre of black lawyers, social scientists, grassroots activists, and political organizations who worked to tear down the walls of Jim Crow. Next we journey through the 1950s, 1960s, and 1970s and ask -- What role did black protest culture play in liberating blacks during the second reconstruction? We compare the experiences of black men and women and consider how changing ideals of manhood and womanhood shaped the various rights movements. Finally, the course grapples with a variety of contemporary issues from the black boy crisis, to the rise of hip hop and its appeal to white youth to the recent presidential candidacies of Shirley Chisholm, Jesse Jackson, Al Sharpton and Carol Moseley Braun, to the monumental election of Barack Obama in 2008.
Style: 70% Lecture, 15% Film/Video, 15% Discussion.
Grading: 20% mid exam, 20% final exam, 50% reports/papers, 10% class participation.

Hist 3872 American Indian History: 1830 to the Present
3 credit(s);Credit will not be granted if credit has been received for: AMIN 3872;Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
Instructor: O'Brien,Jean Maria
Description: How did American Indian nations navigate the turbulent nineteenth and twentieth centuries that brought a flood of intruders into their homelands and remake themselves into the vibrant and richly diverse peoples that they are in the present? Beginning with the turmoil surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.
Style: 30% Lecture, 30% Discussion. films
Grading: 40% mid exam, 25% final exam, 25% reports/papers, 10% class participation.
Exam Format: Essay

Hist 3875 African American History, 1865 to Present
A-F only, 3 credit(s);Credit will not be granted if credit has been received for: AFRO 3865;
Instructor: Lindquist,Malinda A
Description: This course begins with the post-Civil War liberation of four million slaves. As the nation's newest citizens, blacks tested and exercised their newfound freedom through marriage, education, migration, and political participation. On the road to freedom during Reconstruction, southern and northern whites conspired to keep blacks in bondage. The process of undercutting the gains of Reconstruction resulted in Jim Crow segregation, disenfranchisement, and labor discrimination. While detailing black life under Jim Crow, this course also highlights African-American agency through intellectual and cultural production; and union activity and political organization. We then turn a crucial corner during the New Deal era and the Second World War, a period which set the stage for the modern civil rights struggle by unleashing a cadre of black lawyers, social scientists, grassroots activists, and political organizations who worked to tear down the walls of Jim Crow. Next we journey through the 1950s, 1960s, and 1970s and ask -- What role did black protest culture play in liberating blacks during the second reconstruction? We compare the experiences of black men and women and consider how changing ideals of manhood and womanhood shaped the various rights movements. Finally, the course grapples with a variety of contemporary issues from the black boy crisis, to the rise of hip hop and its appeal to white youth to the recent presidential candidacies of Shirley Chisholm, Jesse Jackson, Al Sharpton and Carol Moseley Braun, to the monumental election of Barack Obama in 2008.
Style: 70% Lecture, 15% Film/Video, 15% Discussion.
Grading: 20% mid exam, 20% final exam, 50% reports/papers, 10% class participation.
locate/use historical sources, develop a thesis, and turn rough idea into full research proposal.

Hist 3959H Honors: How to Do History
A-F only, 3 credit(s);
Instructor: McNamara, Patrick J
Description: Skills/research experience to complete senior paper. How to answer questions such as, "What is history?" How to locate/use historical sources, develop a thesis, and turn rough idea into full research proposal.

Hist 3960 Topics in History: Refugees From the Secret War
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Lee, Mai Na M.
Description: This course exams the history of Hmong Americans during the last 35 years since American withdrawal from Vietnam and Communist victory in 1975. As the US rebuilds relations with Vietnam and the Lao PDR, Hmong Americans focused on socio-economic, political, and religious integration. The older generation of exiled leaders centered on transnational politics and retaking Laos while the younger generation concentrated on integration, civil rights, and political activism in the US. Generational gaps, gender changes, economic challenges, and linguistic and cultural survival become central issues. Grading is based on two midterms, discussions/class assignments, a critical paper, one newspaper report, one research paper & presentation, and a final exam.
Style: 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.

Hist 3960 Topics in History: West African History: 1800 to Present
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Coifman, Victoria Bomba
Description: This course, which is deeply and firmly rooted in the African past, also is current and relevant for Africa and its people of today and tomorrow. It provides, for example, the historical information for understanding and evaluating the reasons for poor West African (and continental) governance institutions since the 1960s, as well as the move toward better governments becoming visible today. We look at how West Africans managed the tensions, wars, reconciliation and peace efforts from the nineteenth century on, including the historical causes of recent wars in Liberia and Sierra Leone and the current period of reconstruction in both countries. Study of the economies of the West African past are key to formulating policy for the future. Students planning travel, course work, or internships in West Africa and students with African backgrounds, will find valuable and timely historical information about the places they know or will visit. This can contribute to providing the building blocks of development and future planning which meets people "where they are" and therefore increases the chances for success. This information can also help understanding and planning for other parts of the continent. Themes of this course include the study of continuities with the pre-nineteenth century African past, and the profound, even revolutionary changes of the late nineteenth and most of the twentieth centuries. We identify the building blocks of West African society, which in turn makes visible the historical West African institutions for regulating representative governments. We study too, the organizations West Africans (and other Africans) developed for managing foreign relations. We study the impact of increasing contact with the Atlantic World, the continued spread of Islam, the European and American Industrial Revolution, the impact of colonial rule and the drastic changes in political and economic organization in West Africa in the last two hundred years. These have led to a very difficult post-colonial period in the last forty-five years. There are signs today, however, of hope, of difficult lessons learned, clearer indications of concrete roads to take towards a healthy, fruitful West African future.
Style: 55% Lecture, 20% Film/Video, 15% Discussion, 10% Small Group Activities. We use written works and oral traditions and oral history as sources of our information, along with videos.
Grading: 25% mid exam, 25% final exam, 50% reports/papers.
Exam Format: identification of terms, essays. both have elements of choice within the questions.

Hist 3960 Topics in History
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Bashiri, Iraj
Description: Student may contact the instructor or department for information.

Hist 3960 Topics in History: Media and Communications in the Electronic Age
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Wolfe, Thomas C
Description: Student may contact the instructor or department for information.

Hist 3960 Topics in History: Medieval Narratives in the Modern World
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Karras, Ruth Mazo
Description: Student may contact the instructor or department for information.
Hist 3960 Topics in History  
3 credit(s), max credits 16, 5 completions allowed;  
Instructor: Pilcher, Jeffrey Michael  
Description: This course examines the history of early modern globalization through one of its most cosmopolitan actors, the pirate. With a geographical focus in the Caribbean basin, the class reaches out to explore networks of capitalism, migration, empire, and nascent nationalism. By studying global phenomena through marginalized participants—buccaneers, maroons, rebels, criminals, paupers, and privateers—we will seek alternate historical narratives on the emergence of the modern world.  
Style: 80% Lecture, 20% Discussion.  
Grading: 40% reports/papers. exams are 60%  
Exam Format: essay

Hist 3960 Topics in History: Intro to Jewish History and Civilization  
3 credit(s), max credits 16, 5 completions allowed;  
Instructor: Schroeter, Daniel J  
Description: This course surveys the history, culture and religion of Jews from ancient to modern times. We begin with the origins of Jews and Judaism in Ancient Israel, and the development of Jewish cultures in the Diaspora that emerged in the ancient Middle East and Mediterranean world. As Jews adapted to their cultural surroundings in the Middle Ages, dominated by Christianity and Islam, we explore the question: how were Jews, as a small minority often living under adversity, able to maintain a separate religion and distinctive ethnic identity. We examine the diversity of Jewish cultures and religious practices that were influenced by the cultures of the many places where Jews lived, while asking the question: how did Jewish communities differ and what did they share in common? From the 1700s to the beginning of the 21st century, Jewish communities in the Middle East, North Africa, Europe, and the Americas have been shaped by the transformations of the modern world, such as the rise of the modern nation state, economic change, the emergence of secular culture and ideologies, new religious trends, colonialism, population growth, and mass migrations. Among the major themes examined for the modern period are emancipation, assimilation, religious reform, secularization, Zionism, Socialism, the mass migration of Eastern European Jews to the United States, anti-Semitism, the Holocaust, and immigration to the modern state of Israel. How these processes impacted Jewish cultures and identities as well as the new kinds of relations that developed between the majority cultures and the Jewish minority is the focus of this part of the course.  
Style: 50% Lecture, 25% Discussion, 25% Small Group Activities

Hist 3980W Supplemental Writing in History  
1 credit(s), max credits 4, 4 completions allowed; Meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: With the permission of the instructor of a history course, a student may add this one-credit independent study in order to make the course writing intensive. The student would then be expected to do additional written work, including the revision of at least one paper.

Hist 3990 Historical Internship  
1-4 credit(s), max credits 8;  
Instructor: Hoogland, Tim  
Description: Student may contact the instructor or department for information.

Hist 4073 History of Rome: A.D. 117 to 641  
3 credit(s);  
Instructor: Evans, John Karl  
Description: This course is devoted to one of the classic issues of historical interpretation—the decline and fall of the Roman Empire. It is examined from a cultural, political, socio-economic, and military perspective. Students may obtain a recent syllabus for this course from: www.tc.umn.edu/~evans002/  
Style: 100% Lecture.  
Grading: 33% mid exam, 67% final exam.  
Exam Format: take-home essay

Hist 4961V Honors: Major Paper  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Pohlandt-McCormick, Helena  
Description: Student may contact the instructor or department for information.

Hist 4961V Honors: Major Paper  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Maynes, Mary Jo
Description: The major paper seminar is the capstone course for history majors. After spending many semesters reading other scholars' ideas and interpretations, you now have the opportunity to research, analyze, and write your own original work of scholarship. The major paper consists of a 20-30 page paper based on original research in primary sources (sources like letters, diaries, newspaper articles, interviews, government documents, etc., rather than just on scholarly articles or books by historians). Class assignments are designed to lead students through the process of defining a research project, doing the research and writing a senior paper. The process is broken down into stages; at each stage we will discuss questions of historical method pertinent to that stage and there will be written assignments at each stage. The final paper needs to show evidence of familiarity with the major works of historical scholarship on the topic chosen and it needs to use primary sources to make an original argument. The paper will be graded on the basis of both the argument/thesis developed in it and the quality and pertinence of the evidence gathered and its analysis. Class participation is also important and will make a big difference in the quality of the final paper; we will not meet together every week, but attendance and participation in in-class discussions and exercises is critical for your success in the course. Here is the list of assignments that represent the various stages of the senior paper process and around which the course is organized: Topic statement assignment Working bibliography Primary source oral report Outline, introduction, and revised annotated bibliography Faculty consultation written report Full draft of entire paper Peer review and class discussion of drafts Revised draft for peer copyediting Final paper

Style: 10% Lecture, 40% Discussion, 30% Small Group Activities, 20% Student Presentation. Class time is devoted largely to discussion and critique of assignments, drafts and sources

Grading: 60% reports/papers, 15% in-class presentation, 20% class participation, 5% other evaluation.

Hist 4961V Honors: Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: O'Brien, Jean Maria
Description: This is the capstone course for history majors. Students will identify a major research project that will result in their senior thesis based on primary and secondary research of between 20 and 30 pages. During the course of the semester students will read and discuss common readings, identify the primary and secondary sources for their papers, work through drafts of the paper with the professor and through peer review processes, and complete the final paper. Class activities will be devoted to the building blocks of the final project including learning about analyzing arguments in secondary sources, identifying and analyzing primary sources appropriate to their topic, outlining their work, and working through the writing process. Students will work in close consultation with the professor throughout the process. This course is designed to attract students who are interested in working on topics related to race, ethnicity, and migration.

Style: 50% Discussion, 50% Small Group Activities.
Grading: 90% reports/papers, 10% class participation. (paper grades will be broken down by stages of writing (bibliographies, proposal, outline, drafts)
Exam Format: none.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Lorcin, Patricia M E
Description: Student may contact the instructor or department for information.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Dubrow, Gail Lee
Description: Student may contact the instructor or department for information.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Pohlandt-McCormick, Helena
Description: Student may contact the instructor or department for information.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Maynes, Mary Jo
Description: Student may contact the instructor or department for information.
thesis based on primary and secondary research of between 20 and 30 pages. During the course of the semester students will read and discuss common readings, identify the primary and secondary sources for their papers, work through drafts of the paper with the professor and through peer review processes, and complete the final paper. Class activities will be devoted to the building blocks of the final project including learning about analyzing arguments in secondary sources, identifying and analyzing primary sources appropriate to their topic, outlining their work, and working through the writing process. Students will work in close consultation with the professor throughout the process. This course is designed to attract students who are interested in working on topics related to race, ethnicity, and migration.

Style: 50% Discussion, 50% Small Group Activities.
Grading: 90% reports/papers, 10% class participation. (paper grades will be broken down by stages of writing (bibliographies, proposal, outline, drafts)
Exam Format: none.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Lorcin, Patricia M E
Description: Student may contact the instructor or department for information.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Dubrow, Gail Lee
Description: Student may contact the instructor or department for information.

Hist 4962H Undergraduate Honors Proseminar
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Dubrow, Gail Lee
Description: This course is designed as an undergraduate seminar in American Urban History. Its purpose is to provide students with the opportunity for immersion in historical scholarship that addresses the social, economic, political, technological, and cultural forces that have shaped the development of American cities. As a seminar, this course emphasizes reading and discussion as the primary modes of learning. To promote engagement with the course content, students will be actively involved by taking turns as presenters and discussion leaders. Students' comprehension of the readings will be evaluated in a final essay exam. Students taking this course for Honors credit will answer additional exam questions and complete a written project, and in-class presentation based on it, focused on making some aspect of American urban history publicly visible.

Hist 4970 Historical Internship
1-12 credit(s), max credits 24;
Instructor: Hoogland, Tim
Description: Student may contact the instructor or department for information.

Hist 5265 20th-Century Russia: The Collapse of Imperial Russia, the Revolutions, and the Soviet Regime
3 credit(s);
Instructor: Stavrou, Theofanis G
Description: Student may contact the instructor or department for information.

Hist 5547 Empire and Modernity in the Middle East, 1600-1923
3 credit(s);
Instructor: Casale, Giancarlo
Description: Student may contact the instructor or department for information.

Hist 5612 New Directions in the Middle Ages, ca. 1100-1500
A-F only, 3 credit(s);
Instructor: Reyerson, Kathryn L
Description: Student may contact the instructor or department for information.

Hist 5900 Topics in European/Medieval History: Climate Change in Medieval Europe
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Bachrach, Bernard S
Description: This course is intended for both advanced undergraduate students and graduate students who are interested in the later Roman Empire and the early Middle Ages. Students will have the opportunity to read about various aspects of the fall of Rome and
the development of medieval Europe and the Middle East both in terms of the surviving sources, both literary and archaeological, and also in regard to the most recent ideas put forth by professional scholars. Courses of this type are useful to undergraduates developing their ideas for a senior paper, for MA students working on Plan A papers, or for the Plan B MA thesis.

Hist 5901 Latin America Proseminar: Colonial
A-F only, 3 credit(s);
Instructor: Chambers, Sarah C
Description: The encounters and subsequent struggles and negotiations for power among Europeans, Native Peoples, and Africans in Latin America after 1492 led to the formation of rich and hybrid colonial cultures. These cultures left imprints in both texts (administrative documents, chronicles, sermons, etc.) and varied material artifacts (codices, paintings, architecture, etc.). This seminar will explore the scholarship on colonial cultures and identities in Latin America from multiple vantage points and disciplinary methods (especially, but not exclusively, art history and history). Participants will discuss a common set of readings from these various perspectives, but students may design a final project that meets degree objectives in either Art History, History, or Early Modern Studies (and are advised to register under the appropriate designation).

Hist 5910 Topics in U.S. History: Spirit and the Flesh: Religion, Sexuality in U.S.
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Murphy, Kevin P.
Description: This graduate seminar explores the relationship between ideas about sexuality and religion over the course of United States history. We will also consider the ways in which religion has influenced sexual practice over time and examine how religious conceptions of sexual propriety and normativity have shaped American culture and politics. Finally, we will engage critical interdisciplinary scholarship that analyzes sexuality in relation to theories and histories of secularism. Students will be expected to read and discuss one monograph per week (or the equivalent), write weekly response papers, conduct one oral presentation, and produce a final written assignment based on original research or that critically examines major scholarship on course themes.

Hist 5910 Topics in U.S. History: American Urban History
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Dubrow, Gail Lee
Description: Student may contact the instructor or department for information.

Hist 5960 Topics in History: Human Rights and Crimes Against Humanity
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Weitz, Eric D.
Description: Student may contact the instructor or department for information.

Hist 5960 Topics in History: Theories on Asia
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Mizuno, Hiromi
Description: Student may contact the instructor or department for information.

Hist 5980 Topics in Comparative Women's History: Gender Dynamics and Domestic Life in World History
3 credit(s), max credits 20, 5 completions allowed;
Instructor: Maynes, Mary Jo
Description: The seminar will center on discussion of sets of comparative readings about women, gender, sexuality, and domestic life/household dynamics in world history. The sets of readings are clustered thematically but cross a wide temporal and cultural range. The broad themes include: gender and sexuality in comparative family/kinship systems; gendering power (political authority, statebuilding, empires); the birth of the gods (gender, sexuality, world religions); and ?greed, lust, and gender? (gendering labor and markets). Within each general theme, we will attend to questions of historical periodization, and typically discuss work from premodern as well as modern historical eras. We will examine the construction of gender, sexuality, and family/household dynamics through global-historical processes, and also the domestic/household realm as a site of world history. The comparative and thematically organized discussions will be accompanied by systematic attention to questions of historiography and world-history pedagogy. Grad students in history will write a syllabus for a world history course that incorporates the seminar?¡Ýs theme and problematics. Students from other programs/disciplines can develop a related project pertinent to their discipline.

Hist 8630 Seminar in World History
A-F only, 3 credit(s);
Instructor: Maynes, Mary Jo
Description: The seminar will center on discussion of sets of comparative readings about women, gender, sexuality, and domestic life/household dynamics in world history. The sets of readings are clustered thematically but cross a wide temporal and cultural range.
The broad themes include: gender and sexuality in comparative family/kinship systems; gendering power (political authority, statebuilding, empires); the birth of the gods (gender, sexuality, world religions); and ?greed, lust, and gender? (gendering labor and markets). Within each general theme, we will attend to questions of historical periodization, and typically discuss work from premodern as well as modern historical eras. We will examine the construction of gender, sexuality, and family/household dynamics through global-historical processes, and also the domestic/household realm as a site of world history. The comparative and thematically organized discussions will be accompanied by systematic attention to questions of historiography and world-history pedagogy. Grad students in history will write a syllabus for a world history course that incorporates the seminar?s theme and problematics. Students from other programs/disciplines can develop a related project pertinent to their discipline.

Hist 8644 Legal History Workshop
A-F only, 3 credit(s);
Instructor: Blumenthal,Susanna Lynn
Description: Student may contact the instructor or department for information.

Hist 8900 Topics in European/Medieval History: Climate Change in Medieval Europe
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Bachrach,Bernard S
Description: This course is intended for both advanced undergraduate students and graduate students who are interested in the later Roman Empire and the early Middle Ages. Students will have the opportunity to read about various aspects of the fall of Rome and the development of medieval Europe and the Middle East both in terms of the surviving sources, both literary and archaeological, and also in regard to the most recent ideas put forth by professional scholars. Courses of this type are useful to undergraduates developing their ideas for a senior paper, for MA students working on Plan A papers, or for the Plan B MA thesis.

Hist 8910 Topics in U.S. History: Transnational U.S. History Research Seminar
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Lee,Erika
Description: Although historians still largely research and write within the confines of the national boundaries that define their 'fields,' (like U.S. history), an increasing number of scholars have begun to use the lens of transnationalism to make visible how groups, ideologies, culture, capital, laws, and movements move across borders and nations. This course is a one semester readings and research seminar that examines the United States from various transnational perspectives. Topics will vary according to student research interests, but some common questions might revolve around racial formations, American imperialism, gender and sexuality, migration and diasporas, border lands and border zones, transnational identities and networks, law and policy, popular culture, international relations and politics. This seminar introduces students to recent theory and scholarship on transnational U.S. history and U.S. and the world. The first third of the semester will be organized in seminar format, with course participants engaged in scholarly debates, discussions, and conference-style presentations of the readings. This format will ideally help prepare students to engage in the range of scholarly activities that are central to the work of an academic. The rest of the semester will be devoted to individual research projects; a 20-30 page paper based on original research. We will spend the last few weeks engaged in paper presentations in conference format with student discussants.
Grading: 50% reports/papers, 10% in-class presentation, 40% class participation.

Hist 8910 Topics in U.S. History: American Urban History
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Dubrow,Gail Lee
Description: Student may contact the instructor or department for information.

Hist 8960 Topics in History: Colonialism and Modernity
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Skaria,Ajay
Description: Student may contact the instructor or department for information.

Hist 8960 Topics in History: Theories on Asia
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Mizuno,Hiromi
Description: Student may contact the instructor or department for information.

History of Medicine 510 Diehl Hall (Box 506 Mayo)

HMed 3002W Health Care in History II
HMED 3040 Human Health, Disease, and the Environment in History
3 credit(s); Meets CLE req of Historical Perspectives
Instructor: Kernahan, Peter
Description: Concerns about a potential avian flu pandemic or the use of biologic agents as a weapon attract attention to the role of infectious diseases in human history. Examples include the social and economic impact of the 1918 influenza pandemic or the Black Death of the 14th century. This class explores the historical interaction between environment, epidemic disease, and human health. We'll look beyond infectious diseases and the natural environment to the effects on health of the built environment and human actions including war, pollution, industrialization, and access to clean water.
Style: 30% Lecture, 5% Film/Video, 30% Discussion, 20% Small Group Activities, 5% Student Presentation, 10% Guest Speakers.
Grading: 50% reports/papers, 20% quizzes, 10% written homework, 5% in-class presentation, 15% class participation.

HMED 3075 Technology and Medicine in Modern America
3-5 credit(s), max credits 5, 1 completion allowed; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Burba, Juliet M
Description: Student may contact the instructor or department for information.

HMED 3600 Directed Study
1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Gunn, Jennifer
Description: Student may contact the instructor or department for information.

HMED 4960 Senior Research Topics in Medical History
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Rumore, Gina Maria
Description: HMED 4960 is a course designed to help students plan and complete an original senior paper on topics related to biology, society and the environment using historical and social science research methods. We will begin the semester by discussing and practicing critical reading and how to develop research questions of appropriate scope for a semester project. Throughout the semester we will work on evaluating sources, using both primary and secondary materials, and students will be introduced to several of the archival collections available at the University of Minnesota Libraries as well as online. Over the course of the semester, students will complete several shorter writing assignments and will receive extensive feedback from their peers and the instructor as they build toward their senior paper. This class is intended to meet the needs of students working on their final projects for the Biology, Society and Environment major, UROP, honors theses, and other disciplines where historical research methods are required.

HMED 8002 Foundations in the History of Modern Medicine, 1800-present
A-F only, 3 credit(s);
Instructor: Gunn, Jennifer
Description: Student may contact the instructor or department for information.

HMED 8113 Research Methods in the History of Science, Technology, and Medicine
A-F only, 3 credit(s); instr consent Credit will not be granted if credit has been received for: HSCI 8113;
Instructor: Kohlstedt, Sally Gregory
Description: This class is intended to introduce key aspects of historical research to graduate students in history and related fields. Students will discuss sources, methods, and problems of research in the history of science, technology, and medicine. Each student will prepare a major research paper in an area of special interest, engage in peer review, and do a public oral presentation.

HMED 8632 Directed Study
A-F only, 1-6 credit(s), max credits 12;
Instructor: Eyler, John M
Description: Student may contact the instructor or department for information.

History of Science and Technology
381 Physics

HSCI 1212 Life on Earth: Perspectives on Biology
HSci 1714 Technology and Civilization: Stone Tools to Steam Engines
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 3714; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Misa, Thomas J
Description: HSci 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe’s. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology’s social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.
Style: 65% Lecture, 35% Discussion.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.
Exam Format: Short identifications and essay.

HSci 1814 Revolutions in Science: The Babylonians to Newton
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 3814; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Dal Prete, Ivano
Description: HSci 1814 Introduction to the History of Science: The Babylonians to Newton Spring semester 2011 Grading basis/credits: 4 credit(s) Equivalencies: Credit will not be granted if credit has been received for: HSCI 3814 Description: HSCI 1814 Introduction to History of Science: The Babylonians to Newton Instructor: Ivano Dal Prete This first half of a two-semester undergraduate course will be devoted to the history of ancient, medieval and early modern science. In the first part of the class we will investigate ideas about nature in early civilizations (from the Babylonians to the Roman Empire), the intellectual and material tools they developed in order to understand the physical world, and the political and cultural background of their science. We will focus on Greek scientific traditions but will also pay attention to the migration of theories, techniques and instruments across the ancient world. The course will then examine how medieval Islamic and Christian societies appropriated the Greek legacy, and integrated pagan scientific theories into their world view. We will finally explore the transformations that led to the emergence of modern science during the so-called “scientific revolution”, between the Renaissance and the early 18th century. The course will deal in particular with cosmological
and astronomical theories; natural history; the material culture of science and its interplay with visual arts, technology, society and politics. The course does not require any background in history or science. Students are expected to read about 50-60 pages weekly, attend lectures and take active part into discussion sections. Grading will be based on a mid-term exam (15%), a final exam (25%), participation in discussion sections (15%), 2 take-home essays (20%) and a 7-10 pages paper on a topic of choice relevant to the course (25%). Instead of the paper, students may present a significant project (with appropriate background and bibliography) such as the reenactment of an experiment, the replica of a scientific instrument and/or a demonstration of its functioning and operations.

**Grading:** 15% mid exam, 25% final exam, 25% reports/papers, 20% written homework, 15% class participation.

### HSci 3242 The Darwinian Revolution

**3 credit(s); Credit will not be granted if credit has been received for: HSCI 5242; Meets CLE req of Historical Perspectives**

**Instructor:** Borrello, Mark E

**Description:** Charles Darwin's theory of evolution has generated controversy and comment since the publication of On the Origin of Species in 1859. It has been berated by clerics, embraced by capitalists and communists simultaneously and consistently debated by scientists themselves for the past century and a half. What is it about this idea that makes it so compelling? Why is it that so many people have so many opinions about the theory of evolution? In this course we will look at the history of the theory of evolution and attempt to make sense of these questions. Through a careful historical and philosophical analysis we will gain a deeper understanding of an idea that has become increasingly common yet remains persistently contentious. Our examination of evolutionary theory will be focused initially on Darwin and his work in the Victorian context. We then will look at the controversies over the teaching of evolution in the United States in the twentieth century, from the Scopes Monkey Trial to the current debates. Finally, we will look at the application of evolutionary theory to human behavior. The effort to understand human behavior in evolutionary terms arguably began with Darwin himself, however, the contemporary debate was initiated in the mid-1970's by Harvard entomologist Edward O. Wilson. In the final section of the course we will look at Wilson's program called sociobiology and continue our analysis into the present and an examination of the field of evolutionary psychology.

### HSci 3331 Technology and American Culture

**3 credit(s); Credit will not be granted if credit has been received for: HSCI 5331; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society**

**Instructor:** Slayton, Rebecca

**Description:** Description Technology is at the heart of American culture. When we drive a BMW or Prius, wear an iPod or carry a boom box, drive thru for a Big Mac or home to garden-grown salad, we perform distinctive cultural identities. At the same time, technology can foster cultural change, with the emergence of Facebook and Twitter changing our styles of communication, mobile phones changing our notions of "public" and "private" space, and fast food encouraging life on the road. In this course, we will explore how technology has both reflected and changed cultural identity, from the time European settlers and Native Americans discovered one another, to the increasingly global world of today. We will meet the Liberal Education core requirements for Historical Perspectives by discussing primary sources, and the ways in which they are open to interpretation. We will also meet the Liberal Education theme requirement for technology in society by showing how social practices and values shape the invention, development, and use of specific technologies, and how those technologies in turn shape social practices and values. Class Time: 60% Lecture, 5% Film/Video, 35% Discussion. Work Load: 75-100 pages reading per week, 8 discussion reports or notes (1 pg each), 1 term paper (10-15 pages), 2 exams (midterm and final). Grade: 15% participation, 20% discussion, 25% term paper, 40% midterm and final exam. Exam Format: Essay and identification

**Grading:** 65% special projects, 35% class participation.

### HSci 3421 Engineering Ethics

**3 credit(s); Credit will not be granted if credit has been received for: HSCI 5421; Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives**

**Instructor:** Alexander, Jennifer Karns

**Description:** BUILDING THE MODERN WORLD: POWER AND RESPONSIBILITY IN TECHNOLOGY. Engineering and technology are enormous forces in our society, and have become so important that in many ways they seem to have lives of their own. Think of the advanced engineering systems so important to our lives, like the phones we carry and the electricity we plug into, or think of engineering systems like nuclear weaponry, that are powerful but almost hidden from our view. Both the obvious and the hidden systems have important ethical implications. Engineering choices also often bring about consequences greater than anyone expected. This course uses historical case studies to help students realize that engineering is not autonomous, but that it is a human activity, and that people and societies make choices about the types of engineering and technologies they use. We ask how we might use this knowledge about past engineering choices in making our own technological choices today. The goal is to help students see that technological development results from human actions and human ethical choices, and that they themselves are in a position to make ethical choices that can influence the future course of technology.

**Style:** 50% Lecture, 10% Film/Video, 40% Discussion.

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% class participation.
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HSci 3714 Technology and Civilization: Stone Tools to Steam Engines
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1714; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Thomas, Mary Margaret
Description: Technology is an enormous force in our society, and this course asks how it became so important. We explore the historical background, development, and character of the most powerful technological systems the world has known, from prehistoric stone tool societies, through Egypt and the pyramids, ancient Greece and Rome, the explosion of Islam, and the dynamic and often violent technologies of medieval Europe. In this class, you will get to know your fellow students and find out what their interests are, and you will discuss historical problems with them. You will listen to lectures and see films about particular technologies, and you will learn to ask key questions about each technology: who was involved? what were the circumstances? The course is designed for undergraduates from a variety of backgrounds, including engineering, literature, history, business, and the sciences.
Style: 60% Lecture, 25% Film/Video, 15% Discussion.
Grading: 15% mid exam, 25% final exam, 30% reports/papers, 20% additional semester exams, 10% class participation. 1714 students will do three papers, 3-5 pages each. 3714 students will do one 12-15 page research paper, with three components.
Exam Format: Combination short identification and essay.

HSci 3715 Technology and Civilization: Waterwheels to the Web
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1715; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Otremba, Eric J
Description: Student may contact the instructor or department for information.

HSci 3715 Technology and Civilization: Waterwheels to the Web
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1715; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Misa, Thomas J
Description: HSCI 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.
Style: 65% Lecture, 35% Discussion.

HSci 3715 Technology and Civilization: Waterwheels to the Web
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1715; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Song, Baojie
Description: Student may contact the instructor or department for information.

HSci 3814 Revolutions in Science: The Babylonians to Newton
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1814; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Dal Prete, Ivano
Description: HSci 1814 Introduction to the History of Science: The Babylonians to Newton Spring semester 2011 Grading basis/credits: 4 credit(s) Equivalencies: Credit will not be granted if credit has been received for: HSCI 3814 Description: HSCI 1814 Introduction to History of Science: The Babylonians to Newton Instructor: Ivano Dal Prete This first half of a two-semester undergraduate course will be devoted to the history of ancient, medieval and early modern science. In the first part of the class we will investigate ideas about nature in early civilizations (from the Babylonians to the Roman Empire), the intellectual and material tools they developed in order to understand the physical world, and the political and cultural background of their science. We will focus on Greek scientific traditions but will also pay attention to the migration of theories, techniques and instruments across the ancient world. The course will then examine how medieval Islamic and Christian societies appropriated the Greek legacy, and integrated pagan scientific theories into their world view. We will finally explore the transformations that led to the emergence of modern science during the so-
called "scientific revolution", between the Renaissance and the early 18th century. The course will deal in particular with cosmological and astronomical theories; natural history; the material culture of science and its interplay with visual arts, technology, society and politics. The course does not require any background in history or science. Students are expected to read about 50-60 pages weekly, attend lectures and take active part into discussion sections. Grading will be based on a mid-term exam (15%), a final exam (25%), participation in discussion sections (15%), 2 take-home essays (20%) and a 7-10 pages paper on a topic of choice relevant to the course (25%). Instead of the paper, students may present a significant project (with appropriate background and bibliography) such as the reenactment of an experiment, the replica of a scientific instrument and/or a demonstration of its functioning and operations.

**Grading:** 15% mid exam, 25% final exam, 25% reports/papers, 20% written homework, 15% class participation.

**HSci 4121W History of 20th-Century Physics**

*3 credit(s); general physics or instr consent Credit will not be granted if credit has been received for: PHYS 4121W; Meets CLE req of Writing Intensive*

**Instructor:** Janssen, Michel

**Description:** This course is an introduction to the work of historians and philosophers of science trying to trace the conceptual development of 20th-century physics. Our main focus will be on the development of relativity theory (both special and general) and quantum theory in the first quarter of the century. Special attention will be paid to the contributions of Albert Einstein. We will also study some episodes in the further developments of these fields: in nuclear physics in the 1930s, in particle physics in the 1970s, in both cases with special attention to the interplay between theory and experiment. Finally, we will look at the development of big bang cosmology and its marriage with particle physics in inflationary cosmology. Readings are taken from a variety of sources. General surveys are used to get us started on a particular topic. That will prepare us for more specialized literature in history and philosophy of science. We will also read (passages from) some of the seminal texts written by the physicists we will study, both to get some of the flavor of their work and to evaluate interpretations and reconstructions of these texts offered in the historical and philosophical literature. The course is aimed at upper-level undergraduate and graduate students in physics, history of science, and philosophy of science, but should be of interest to other students with a strong interest in 20th-century physics as well.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 10% class participation, 90% other evaluation. take-home essays/paper (grad students)

**Exam Format:** Take-home essay

**HSci 5242 The Darwinian Revolution**

*3 credit(s); Credit will not be granted if credit has been received for: HSCI 3242;*

**Instructor:** Borrello, Mark E

**Description:** Student may contact the instructor or department for information.

**HSci 5331 Technology and American Culture**

*3 credit(s); Credit will not be granted if credit has been received for: HSCI 3331;*

**Instructor:** Slayton, Rebecca

**Description:** Description Technology is at the heart of American culture. When we drive a BMW or Prius, wear an iPod or carry a boom box, drive thru for a Big Mac or home to garden-grown salad, we perform distinctive cultural identities. At the same time, technology can foster cultural change, with the emergence of Facebook and Twitter changing our styles of communication, mobile phones changing our notions of "public" and "private" space, and fast food encouraging life on the road. In this course, we will explore how technology has both reflected and changed cultural identity, from the time European settlers and Native Americans discovered one another, to the increasingly global world of today. We will meet the Liberal Education core requirements for Historical Perspectives by discussing primary sources, and the ways in which they are open to interpretation. We will also meet the Liberal Education theme requirement for technology in society by showing how social practices and values shape the invention, development, and use of specific technologies, and how those technologies in turn shape social practices and values. Class Time: 60% Lecture, 5% Film/Video, 35% Discussion. Work Load: 75-100 pages reading per week, 8 discussion reports or notes (1 pg each), 1 research paper (20-30 pages). Grade: 15% participation, 20% discussion, 65% research paper. Exam Format: Essay and identification.

**Grading:** 65% special projects, 35% class participation.

**HSci 5421 Engineering Ethics**

*3 credit(s); Credit will not be granted if credit has been received for: HSCI 3421;*

**Instructor:** Alexander, Jennifer Karns

**Description:** BUILDING THE MODERN WORLD: POWER AND RESPONSIBILITY IN TECHNOLOGY. Engineering and technology are enormous forces in our society, and have become so important that in many ways they seem to have lives of their own. Think of the advanced engineering systems so important to our lives, like the phones we carry and the electricity we plug into, or think of engineering systems like nuclear weaponry, that are powerful but almost hidden from our view. Both the obvious and the hidden systems have important ethical implications. Engineering choices also often bring about consequences greater than anyone expected. This course uses historical case studies to help students realize that engineering is not autonomous, but that it is a human activity, and that people and societies make choices about the types of engineering and technologies they use. We ask how we might use this
knowledge about past engineering choices in making our own technological choices today. The goal is to help students see that
technological development results from human actions and human ethical choices, and that they themselves are in a position to make
ethical choices that can influence the future course of technology.

**Style:** 50% Lecture, 10% Film/Video, 40% Discussion.

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% class participation.

**HSci 8113 Research Methods in the History of Science, Technology, and Medicine**
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HMED 8113;
Instructor: Kohli, S. G.

**Description:** This class is intended to introduce key aspects of historical research to graduate students in history and related fields. Students will discuss sources, methods, and problems of research in the history of science, technology, and medicine. Each student will prepare a major research paper in an area of special interest, engage in peer review, and do a public oral presentation.

**HSci 8125 Foundations for Research in the Scientific Revolution**
A-F only, 3 credit(s);
Instructor: Dal Prete, I.

**Description:** HSci 8125: The Age of the Scientific Revolution Spring semester 2011 Graduate seminar Description: HSCi 8125 - Physics 143: The Age of the "Scientific Revolution" This graduate seminar is devoted to the history of Western science between the Renaissance and the early 18th century. It aims to provide students with the intellectual tools for conducting research in the field, and with a survey of current themes and literature. The first classes will deal with a general overview of the transformations European science underwent in the period 1500-1725, and will discuss the notion of "scientific revolution" in light of recent scholarship. The second part of the course will focus on selected problems in scientific revolution studies and in the cultural and social history of science. Topics will include the raise of anatomy and the role of the visual arts in the scientific revolution; alchemy, natural history and early modern collecting; courtly science and the emergence of experimental philosophy as a social practice; the scientific revolution in the context of contemporary political and religious struggles; scientific instruments making and the material culture of early modern science. Special emphasis will be placed on the study of visual and material sources, a number of classes will be held in libraries and museums. Writing requirements include weekly think-pieces on the assigned readings (1-2 pages); a midterm paper (5-7 pages) dealing with one of the topics discussed in the first part of the course; and a final paper (15-20 pages) on a topic of choice relevant to the course. The final paper can be a book(s) review, a review paper on a particular historical problem, or a research paper. Reasonable alternatives proposed by students will also be considered.

**HSci 8920 Seminar: History of Biological Sciences**
3 credit(s);
Instructor: Borrello, M. E.

**Description:** Student may contact the instructor or department for information.

**HSci 8950 Seminar: Science and Technology in Cultural Settings**
3 credit(s);
Instructor: Slayton, R.

**Description:** Description: Today, nuclear things connote power and perils to nations and people around the world. We will examine the changing reasons that nuclear technologies—the artifacts, experts, and codified knowledge associated with radioactive substances—have been coveted and controlled, with special attention to medical, military, and environmental applications. By examining the changing nature of "nuclear" things from the 19th Century to today, we will gain a deeper understanding of how several interlinked and transnational processes—including industrialization, testing, popularization, and the making of codified and formal knowledge—produce technology's material and political power. This graduate level seminar course is open to students from diverse backgrounds; we welcome participants from science, engineering, social science, and the humanities as well as historians of science, technology, and medicine. Class Time: 10% Lecture, 5% Student Presentation, 85% Discussion. Work Load: Reading will include 150-200 pages per week. Writing will include brief summaries of the readings (1-2 pages/week), and a 20-30 page research paper. Students will present their reading synopsis and pose questions for discussion once during the semester. There is no exam for this course. Grade: 40% Research paper, 30% Reading synopses, 20% Participation, 10% Student Presentation.

**Hmong 220 Folwell Hall**

**Hmng 1002 Introduction to Hmong Language**
5 credit(s); Credit will not be granted if credit has been received for: HMNG 1001;
Instructor: Vang, B.

**Description:** Student may contact the instructor or department for information.

**Hmng 1012 Beginning Hmong**
Hmng 1016 Accelerated Intermediate Hmong
5 credit(s);1015, ability in basic spoken Hmong
Credit will not be granted if credit has been received for: HMNG 4006;
Instructor: LeYang, Maxwell
Description: This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course. The contents of the course continue to include the exposure of primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Professins 2. numbers and times 3. Dishes and vegetables 4. Fruits and cakes and 5. Communities. Required Texts: The texts for the course is Phau Qhia Ntawv Hmoob (Phau Ib) at Paradigm.
Style: 60% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Demonstration. Work group, class activities, presentation, audio/video, etc.
Grading: 25% mid exam, 25% final exam, 10% reports/papers, 10% quizzes, 10% written homework, 10% attendance, 10% class participation. Homework and project
Exam Format: Multiple choices, fill in the blanks, short answers, and oral.

Hmng 3022 Intermediate Hmong
5 credit(s);3021Credit will not be granted if credit has been received for: HMNG 4004;
Instructor: Vang, Bee
Description: This course is designed for students who have already taken the Beginning Hmong courses Hmong 1011 and Hmong 1012 or equivalent. It is expected that the student understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, and speaking using the Hmong Romanized Phonetic Alphabets (RPA); 2) to strengthen/enhance the students' ability to communicate and negotiate meanings in basic White Hmong at the inter-personal level in the classroom and/or school settings; and, 3) to increase students' vocabulary through selected topics. The course will be taught utilizing lectures, practice or pronunciation, basic dialogues, group discussions, and class exercises. Upon completion of this course, it is expected that students will: 1. Understand sentence length utterances on a variety of topics during face to face or short telephone conversations. 2. Be able to handle successfully a variety of uncomplicated, basic, and communicative task in social situations. 3. Be able to read consistently with increase understanding simple connected texts dealing with variety of basic and social needs. 4. Be able to meet a number of practical needs through the writing of short simple letters. 5. Be able to indentify key elements of Hmong culture and history including family structure, clans, religion, customs, and folktales. 6. Increase their understanding on the usage of Hmong grammatical rules.
Style: 60% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 5% Student Presentation.
Grading: 25% mid exam, 25% final exam, 10% special projects, 10% quizzes, 15% written homework, 15% attendance.

Hmng 3290 Hmong Language Teaching Tutorial
S-N only, 1 credit(s), max credits 2;
Instructor: Vang, Bee
Description: Student may contact the instructor or department for information.

Hmng 4002 Beginning Hmong
3 credit(s);4001, grad student
Credit will not be granted if credit has been received for: HMNG 1012;
Instructor: LeYang, Maxwell
Description: This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course. The contents of the course continue to include the exposure of primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Professins 2. numbers and times 3. Dishes and vegetables 4. Fruits and cakes and 5. Communities. Required Texts: The texts for the course is Phau Qhia Ntawv Hmoob (Phau Ib) at Paradigm.
**Hmng 4004 Intermediate Hmong**

3 credit(s); 4003, grad student

Credit will not be granted if credit has been received for: HMNG 3022;

Instructor: Vang, Bee

**Description:** This course is designed for students who have already taken the Beginning Hmong courses Hmong 1011 and Hmong 1012 or equivalent. It is expected that the student understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, and speaking using the Hmong Romanized Phonetic Alphabets (RPA); 2) to strengthen/enhance the students' ability to communicate and negotiate meanings in basic White Hmong at the inter-personal level in the classroom and/or school settings; and, 3) to increase students' vocabulary through selected topics. The course will be taught utilizing lectures, practice or pronunciation, basic dialogues, group discussions, and class exercises. Upon completion of this course, it is expected that students will: 1. Understand sentence length utterances on a variety of topics during face to face or short telephone conversations. 2. Be able to handle successfully a variety of uncomplicated, basic, and communicative task in social situations. 3. Be able to read consistently with increase understanding simple connected texts dealing with variety of basic and social needs. 4. Be able to meet a number of practical needs through the writing of short simple letters. 5. Be able to indentify key elements of Hmong culture and history including family structure, clans, religion, customs, and folktales. 6. Increase their understanding on the usage of Hmong grammatical rules.

**Style:** 60% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 5% Student Presentation.

**Grading:** 25% mid exam, 25% final exam, 10% special projects, 10% quizzes, 15% written homework, 15% attendance.

**Hmng 4006 Accelerated Intermediate Hmong**

3 credit(s); 4005, ability in basic spoken Hmong, grad student

Credit will not be granted if credit has been received for: HMNG 1016;

Instructor: LeYang, Maxwell

**Description:** Student may contact the instructor or department for information.

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**Honors Colloquia**  
**20 Nicholson Hall**

**HCol 3996H Honors: Research Internship**

A-F only, 1-3 credit(s), max credits 9, 3 completions allowed;

Instructor: Nunnally, Patrick

**Description:** Student may contact the instructor or department for information.

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**Honors Seminar**  
**20 Nicholson Hall**

**HSem 2033H Honors Seminar: King Arthur in Romance and Film**

A-F only, 3 credit(s), max credits 6;

Instructor: Wakefield, Ray M

**Description:** The master narrative of King Arthur?s exploits is among the oldest in post-classical Western tradition, dating from historical developments in the 5th century CE. Arthur evolves from Celtic chieftain in post-Roman Britain to an early medieval Welsh king of miracles to the King Arthur of the courtly romances in the high Middle Ages. This seminar will explore the transformation of medieval history and Arthurian romance into modern novels and films. Readings will come from medieval romances (in English translation), medieval histories, Sir Thomas Malory, and T. H. White. The films will include classics by Bergman and Disney as well as more recent cinema by Glenville, Rohmer, Monty Python, and Boorman. Students will investigate the character of Arthurian narrative in its medieval context and assess the transformation of the master narrative for modern audiences. Students will also participate in the production of final projects, demonstrating through the production of a cinematic scene how they would accomplish the transformation of medieval Arthuriana for modern reception. Ray Wakefield is an associate professor in GSD with research and teaching interests in manuscript culture, medieval German literature, medieval mystics, and the reception of medieval culture in modernity. In recent years, he have served in various administrative positions: Director of the European Studies Consortium, Interim Chair of GSD, Interim Chair of ALL, and Interim Director of the Institute of Linguistics. In 1991, he was awarded the rank of Officer of the Royal Order of Orange-Nassau by Queen Beatrix of the Netherlands, and he received the Motley Award for Exemplary Teaching in 2008.

**HSem 2040H Honors Seminar: Thursdays at Four: Across the University & Beyond**

A-F only, 3 credit(s), max credits 6;
Instructor: Smith, Susannah L
Description: In this seminar the best of the University's research and creative work is brought to you. Every Thursday afternoon, the Institute for Advanced Study offers a presentation—a lecture, discussion, performance—by leading scholars and artists from around the world and within the University. Seminar participants will attend the Thursdays at Four series and meet on Tuesdays to discuss the presentations, which will draw upon disciplines across the University. We will do supplemental readings related to the presentations and talk with presenters as their schedules allow. The Spring 2012 schedule includes presentations by scholars of ecological history, pharmaceutical research, new media, and indigenous languages and will feature discussions with choreographers and a performance by the musical ensemble Consortium Carissimi. The full schedule is available at http://www.ias.umn.edu/thursdayscals12.php. This is the perfect seminar to introduce you to the rich variety of work done at the University. Almost every week you will read a short (5-45 pp.) assignment related to that week's presentation. Three short (2-3 pp.) papers are required for this course as well as attendance at all Tuesday seminar meetings and all Thursday presentations. Each student will lead one discussion section and make one in-class presentation. Participation (including leading discussion) - 30% Paper 1 - 20% Paper 2 - 20% Paper 3 - 20% In-class Presentation - 5% Attendance - 5% Susannah L. Smith is a historian and the Managing Director of the Institute for Advanced Study. Her research is on Russian and Soviet music and national identity in the Stalin period; in her spare time she studies and performs Javanese gamelan, traditional music from Indonesia. Her position at the Institute allows her to exercise her curiosity about a wide set of subjects, from physics to art, animal behavior to human psychology, and archeology to foreign policy.
Style: 40% Discussion, 10% Student Presentation, 50% Guest Speakers.
Grading: 60% reports/papers, 5% attendance, 5% in-class presentation, 30% class participation.

HSem 2046H Honors Seminar: Linguistics in the Media and Beyond
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Soh, Hooi Ling
Description: This seminar provides a forum to discuss issues and recent discoveries in the scientific study of language as reported in the media in recent years and goes beyond the media's reports by identifying primary sources for further examination and discussion. The seminar thus provides an introduction to selected topics in Linguistics. These include universal grammar, relations among language, thought and culture, language variation, language acquisition, language gene, language change and language evolution. Below is a sampling of the headlines/titles: 'Has a remote Amazonian tribe upended our understanding of language??, 'Does your language shape how you think??, 'Talking the tawk', 'Scientists identify a language gene', 'The faculty of language: What is it, who has it, and how did it evolve??. Students will learn about some of the central questions in the field and ways in which answers to these questions are sought. The seminar is organized in a way that encourages critical thinking and effective communication. Students will be asked to relate the course materials to their own experience and knowledge of language. This is a discussion oriented course; class participation is required. Workload: 10-15 pages of reading per week, 8 written reflections on readings (1-2 pages), 1 research proposal, 1 progress report, 1 handout for presentation, 1 in class presentation, 1 short paper (6 pages) Grade base: Reflections on readings: 8 written reflections (1-2 pages) on readings 64%. Research project: 1 research proposal 3%; 1 progress report 3%; 1 handout for presentation 5%; 1 in class presentation 5%; 1 short paper (6 pages) 20%. Hooi Ling Soh is Associate Professor of Linguistics in the Institute of Linguistics, and is also a faculty affiliate member of the Center for Cognitive Sciences. She received her PhD from MIT in 1998. Her research focuses on syntax (sentence structure) and the interaction between syntax and other components of grammar, with the broad goal of determining how human languages are the same and how they may vary. She has worked on Chinese languages, Malay and Hmong. Her research has received support from the Chiang Ching-Kuo Foundation and the Pacific Cultural Foundation. She serves as a member of the Editorial Board of the Journal of "East Asian Linguistics." She is currently co-editing a book on Chinese linguistics.

HSem 2624H Honors Seminar: Coping with Climate Change
A-F only, 3 credit(s), max credits 6;Meets CLE req of Environment
Instructor: Galatowitsch, Susan M
Description: In many regions of the world, planning is underway to cope with the consequences of climate change. Even if global carbon-dioxide emissions are curbed in the next few years, climatologists predict that the earth will continue to warm for nearly a century. Climate change adaptation strategies are being devised to counteract predicted effects on transportation infrastructure, human health, natural-resource based economies, water resources, food production and biodiversity conservation. By comparing climate change adaptation planning in several locations around the world and in the US, students in this seminar will evaluate the information sources, assumptions about ecological and social systems, and planning frameworks relied on for decision-making. We will rely on original research papers, resources generated by organizations conducting adaptation planning, and interactions with planners and policy-makers to focus our discussions and in-class presentations. Class structure: 50% lecture, 50% discussion Work load: Readings per week: 2-3, 10-20 pages each, Weekly short essays (500 words), Term project-team-based. Grade base: Leadership (10%): Based on quality of Tuesday session(s) you lead and contributions to the panel discussion. Team work (10%): Based on peer-assessment of contributions to your regional team. Knowledge and Comprehension (40%) Based on short responses (< 500 words) to questions posed on Thursday lectures. Susan Galatowitsch is Professor of Restoration Ecology in the Department of Horticultural Science and is on the graduate faculties of Applied Plant Science, Conservation Biology, Ecology, Landscape Architecture and Water Resources. As Fesler-Lampert Chair of Urban and Regional Affairs, she led a research team that produced the first downscaled climate projections and adaptation strategies for Minnesota. Sue's research focuses on providing scientifically-based, practical solutions for addressing
ecologically degraded landscapes. She has worked on invasive species and water supply problems in South Africa, restoration and climate change in Australia, and river and wetland restoration in the Midwest and Great Plains of the US.

HSem 2702V Honors Seminar: Medicine, Memoir, and History
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Kernahan, Peter
Description: Physician memoirs and writings are an important way of understanding the evolving role of the physician in society and what it means to be a physician. This course will begin with the ethical foundations of medical practice as seen through the Hippocratic Oath and the Oath of Maimonides. We will then continue thematically?training, experience, practice, birth, life, death, prejudice, and ways of knowing. Readings will include both historical writings by (among others) William Osler, Kate Marsden, William Carlos Williams, and Rosalie Morton and contemporary physician authors such as Abraham Verghese, Lori Alvord, and Pauline Chen. Screen portrayals of physicians will also be used to discuss the shaping of the popular image of the physician. In our readings, writing, and discussions we will place particular emphasis on the ethical challenges facing physicians and their relationship to broader societal issues. These will include the duties of the physician to her/his patients; end of life care; ethical care under constrained financial or other resources; and care across cultures. We will be guided by these questions: What does it mean to be a physician? What has changed and what has remained constant about the healer?s role and identity? Peter Kernahan, M.D., PhD, FACS is a surgeon and medical historian. A former head of the HealthPartners Surgery Department he practiced surgery in St. Paul, most recently at Regions Hospital. He holds a PhD in the history of medicine. His particular research interest is the development of surgery in the late nineteenth and early twentieth century. He is currently working on a history of the American College of Surgeons. Class structure: This will be a seminar oriented towards discussion. Work load: About 50-100 pages per week. One in class writing assignment, three 2 page take home writing assignments, one ten page final paper Grade base: Reports/papers 50% Presentation 10% Class Participation 40% Exam: There will be no midterm or final exam.

HSem 2710H Honors Seminar: A Pill for Every Problem or Problem Pills?
A-F only, 3 credit(s), max credits 6; Meets CLE req of Technology and Society
Instructor: Marino, Susan Ellis
Description: Do pills deliver what they promise? Pills that offer relief from anxiety, depression, and numerous other mental dysfunctions are taken by millions of people, including children and the elderly. Are neuroscientists as certain of the causes of mental illness and mental anguish as the medical community and pharmaceutical companies seem to be? What are the societal and ethical implications of this turn toward psychopharmacological solutions? By exploring questions such as these, you will acquire a basic understanding of the current neurochemical theories of behavior and emotion and become acquainted with drug research and development, including clinical trial design. You will also be exposed to the economic (private and federal) and humanitarian forces that fuel drug development, the FDA approval process, health care policy debates, and their broad societal impact. Finally, you will gain an appreciation for the relationship between societal and individual concepts of mental illness and well-being and how they affect medication use and development. Class structure: Students are required to: ? Attend all class meetings as scheduled ? Participate in class discussions ? Complete an in class midterm and an in class final exam Grade base: Your final grade for this course is based on the following: ? 25% In class midterm ? 25% In class final ? 25% Final paper/project and presentation ? 25% Attendance and participation (including small group presentation) Dr. Susan Marino earned her PhD in Behavioral Neuroscience from the University of Pennsylvania, and her undergraduate degree in philosophy and psychology from New York University. She has done postdoctoral work in neuropharmacology (University of Chicago, Center for Drug Abuse), neuroanatomy (University of Copenhagen), and clinical pharmacology and pharmacokinetics (University of Minnesota). She is currently on the faculty of the College of Pharmacy (Dept of Experimental and Clinical Pharmacology) and is the director of the Center for Clinical and Cognitive Neuropharmacology.

HSem 2714H Honors Seminar: The Physiological & Lifetime Benefits of Exercise
A-F only, 3 credit(s), max credits 6;
Instructor: Halvorsen II, Daniel Kasberg
Description: Learn how daily exercise routines can improve health, increase longevity and reduce disease risk throughout your lifetime. Understand the current research data and bioenergetics of healthy lives. Identify disease risk factors that increase with inactive sedentary lifestyle habits. Hands-on individual and group projects will stimulate you to completely understand the basics of exercise physiology. You will be able to implement your discoveries and exercise prescription through practical applications. You will also participate in PowerPoint presentations on relevant topics of your own selection and personal interests. This seminar is designed for critical thinkers to use cross-over disciplines in an area of health reform that could, quite simply, change our nation. Daniel Halvorsen is a world renowned physiologist specializing in bioenergetics, exercise physiology, clinical exercise medicine, elite sports performance, and gifted-talented curriculum development. As a professional athlete in tennis and basketball he traveled and competed world-wide. He serves on national committees for health reform and the National Physical Activity Plan 2010, and regularly lectures world-wide on exercise medicine, bioenergetics, and health reform. Dan serves as the team physiologist for the Gopher teams, Olympic athletes, and local professional sports teams as well as area musicians.

HSem 3014H Honors Seminar: Philosophies of Ethics and Peace: India
A-F only, 3 credit(s), max credits 6; Meets CLE req of Civic Life and Ethics
Instructor: Junghare, Indira Y
Description: This course will explore diverse philosophies of ethics and peace with focus on India: Orthodox and heterodox; idealistic and realistic; socio-cultural/collective and individualistic through the ages: Vedic-Upanishadic (Vedantic) eternalism, Buddhist constant fluctuation, Carvaka materialism, Gandhi’s socio-political philosophy of peaceful resistance, and modern naturalism. The influence of these philosophies on the West? Kant, Bertrand Russell, Eliot, Jung, and Emerson will also be considered. Topics will include the fundamental nature of individuals, relationships with the external world of humans, animals, plants and microbes; the nature of human institutions/societies, and use of ethical principles in shaping institutions, social roles and personal values, with special reference to India’s cultural traditions. The course will assess the correspondence of ideal visions to the real world of individual and social existence marked by the problems of industrialization, modernization, cosmopolitanism, conflicts, and tensions. The course is intended for students from a wide range of disciplines and majors. Professor Indira Junghare is a CLA Distinguished Teacher, Outstanding Faculty, and a recipient of the Gordon Starr Award and University of Minnesota Outstanding Community Service Award. Her areas of scholarly expertise include sociolinguistics, South Asian languages, linguistics, literature, and India’s secular and moral philosophies. At the present time, her teaching and research focus on the development of diversity as an academic discipline and its relationship with ethics and peace at all levels: individual, societal, and global.

HSem 3034H Honors Seminar: Sex, Politics, & Comedy: Films of Ernst Lubitsch
A-F only, 3 credit(s), max credits 3, 1 completion allowed; Meets CLE req of Global Perspectives
Instructor: Mc Cormick, Rick
Description: When German-Jewish director Ernst Lubitsch left Berlin for Hollywood in December 1922, he was the most successful German director. He soon became one of America’s most successful directors. He started acting in and then directing “Jewish comedies” in the 1910s; later he made expensive, historical costume films in Germany, but throughout his German career (1913-22) and American career (1923-47), comedy was what he did best. His films always had to do with sex and power, and they almost always sympathized with outsiders and underdogs. He was famous for his strong female characters. His career was “transnational” in a number of ways: his final German films were financed with American money, and he was one of the first film artists Hollywood lured away from Germany during the 1920s. In California Lubitsch found an industry run mostly by men with Jewish fathers from Eastern Europe—like the father of Ernst Lubitsch. His American films were usually set in Europe, and they often depended on the European box office. In this seminar, we will watch a selection of his German and American films. Students will write web responses to each film, and they will write two papers (5 pp. minimum), each analyzing a different Lubitsch film. Class structure: The course will be an interactive mixture of lecture and discussion. There will be some lecture but also a good deal of discussion—often in small groups but then followed by general discussion with the whole class. The small groups will often do analyses of scenes from each film and then present their findings to the whole class. Each students will also give a presentation on a film in the second half of the course. Workload: A one-page web response to each film; 30-40 pp. of reading per week; two 5-10 page papers; one presentation; two short reports, each on an extra film. Grade base: Two papers (25% each)=50% total; web responses=20%; presentation: 15%; two reports on extra films (2.5% EACH)=5%; participation: 10%.
Style: 20% Lecture, 40% Film/Video, 20% Discussion, 20% Small Group Activities.
Grading: 65% reports/papers, 10% written homework, 15% in-class presentation, 10% class participation.

HSem 3052H Honors Seminar: Persuasion and Political Propaganda
A-F only, 3 credit(s), max credits 6;
Instructor: Miller, Joanne Marie
Description: This course will provide an introduction to persuasion and political propaganda. We will first define propaganda and discuss the primary theories in persuasion and propaganda that could be applied to designing and analyzing propaganda campaigns. We will then apply these theories to analyze the effectiveness of WWI and WWII propaganda posters, propaganda films, and political campaign commercials (primarily from the U.S.). The course is intended to be 1/3 or less lecture and 2/3 or more discussion/student presentations. Class structure: The course is intended to be 1/3 or less lecture and 2/3 or more discussion. Work load: Pages of reading per week: For the first half of the semester, approximately 100 pages of reading per week is required. The amount of reading tapers off after the midterm. Number of papers: one 12-15-page paper and one 3-5 page group-project paper Number of exams: one short-answer/essay exam Additional information: There will be one group project? students will be asked to create a piece of propaganda and present it to the class. A short (3-5 pages) group-written paper (mentioned above) will accompany the project. Students will also be required to complete thought questions on required readings for about half of the weeks in the semester. Grade base: midterm 20% paper 25% group project 25% attendance 10% participation in class discussions 10% thought questions 10% Exam format: Short answer/short essay format Professor Joanne Miller received her Ph.D. in Social Psychology at Ohio State University in 2000. She has been on the faculty in the Political Science Department at the University of Minnesota since 2001. Her expertise is in the interdisciplinary field of political psychology. Her research focuses on the impact of the media on people’s political attitudes, and what motivates people to become politically active.

HSem 3054H Honors Seminar: The Agile Mind: Cognitive and Brain Bases
A-F only, 3 credit(s), max credits 6;
Instructor: Koutstaal, Wilma
HSem 3404H Honors Seminar: The Healthcare Marketplace
A-F only, 3 credit(s), max credits 6;
Instructor: Parente, Stephen T
Description: Over two trillion dollars is spent annually on health care in the United States, constituting the largest sector in the economy. With growing demand for medical technology and the aging of the population, spending is expected to dramatically increase over the next two decades. The healthcare sector is comprised of several markets for goods and services, including physician services, hospital services, insurance, long-term care, pharmaceuticals and medical devices, and information technology. This seminar aims to provide an introduction to each of these markets through lectures, discussions, and presentations from healthcare business leaders.
Class structure/work load: Exams: Exams will be in-class, closed-book, and closed-note. The final exam will heavily emphasize material covered after the midterm exam. The exams will test on a mix of definitions, short answer and essay questions. Research paper: You will be expected to complete a research paper for this course. The intent of this requirement is to give you the opportunity to explore a specific health care market-oriented issue in which you are particularly interested. Grade base: Midterm: 30%, Final exam: 35%, Research paper: 20%, Participation: 15%, Stephen T. Parente, PhD, MPH, MS is the Minnesota Insurance Industry Chair of Health Finance in Carlson School of Management and the Director of the Medical Industry Leadership Institute at the University of Minnesota. As a Professor in the Finance Department, he specializes in health economics, information technology, and health insurance. Dr. Parente has been the principal investigator on large funded-studies regarding consumer directed health plans and health information technology. Dr. Parente was a health policy advisor for the McCain 2008 Presidential Campaign and served as Legislative Fellow in the office of Senator John D. Rockefeller IV (D WV) in 1992/93. He has a doctorate from Johns Hopkins University.

HSem 3702H Honors Seminar: Issues in Bioethics
A-F only, 3 credit(s), max credits 6;
Instructor: Marshall, Mary Faith
Description: Bioethics concerns the identification, analysis, and resolution of ethical problems that arise in planning for the care of patients (human and other species), in biomedical research, and in relation to the natural world. This course deals with ethical problems that occur frequently in the clinical setting, in public health venues, in research, and in our physical environment. The course emphasizes the ethical responsibilities of laypersons, health professionals, researchers and policy makers in planning for and resolving bioethics issues in human and animal patient care, reproductive issues, neuroethics, death and dying, forgoing life-sustaining treatment, war and terrorism, conflicts of interest, pandemics, human and animal research, genetics, bodies and body parts, public and global health, social justice and other topics. The course will be taught in seminar fashion with occasional presentations by guest faculty, patients or family members. A method of case analysis will be taught and used to examine real cases. Each class session will bring didactic material and the case analysis method to bear on a case pertaining to that week's topic. Teaching materials will include selected readings, films, works of literature, art, and music. Mary Faith Marshall is Interim Co-Director and Professor, Center for Bioethics; and Professor, Family Medicine and Community Health, University of Minnesota Medical School. She is the Director of the Ethics Consultation Service at the University of Minnesota Medical Center and co-chair of the Ethics Committee. She has taught a variety of courses in clinical ethics, the ethics of human subjects research, perinatal substance abuse, health policy, literature and medicine and related topics. She is a fellow in the American College of Critical Care Medicine, and is widely published in the field of bioethics.

HSem 3992H Honors Interdisciplinary Research
A-F only, 1-3 credit(s), max credits 9, 3 completions allowed;
Instructor: Nunnally, Patrick
Description: The University of Minnesota is a world-class institution, located in a national park along one of the great rivers of the world, the Mississippi. Most of us walk or bike over the river every day, but it remains terra incognita, an unknown land to many. Join our research exploration as we map research projects that will contribute to National Park Service programs in resource management, education, and urban community stewardship. Whether your interest is engineering or ecology, architecture or art, community, history, or sustainability, the National Park Service is interested in your research, discovery, and creation of new knowledge that solves problems. Research is a process of discovery, and our work will echo that concept, as we use mapping as a metaphor for exploring and becoming familiar with the unknown. We'll start by learning about the Mississippi itself as a complex array of human, biological, and physical systems, and will learn about key National Park Service priorities. Then, using students' diverse disciplinary backgrounds as a starting point, we'll engage in an iterative process of defining research problems, exploring existing secondary literature, and setting research goals that will address ongoing Park Service priorities. At the end of the term, students will have developed a full-fledged research project that is ready for a UROP proposal, a proposal to an external funding source, development into a senior thesis or, in some cases, may have already generated important new insights that can be applied in the field. During the course of his career in academia and as a practitioner, Patrick Nunnally has specialized in researching, teaching, and managing projects that celebrate the multiple connections between people and the places they value. In addition to his public sector experience, Nunnally serves on the faculty of the University of Minnesota, teaching classes in landscape planning and urban studies, and coordinating the River Life Program through the Institute on the Environment. Documenting, preserving and celebrating the cultural heritage of the Upper Mississippi River and its valley has been the cornerstone of Nunnally's work since the mid 1990s.

Horticultural Science  305 Alderman Hall

**Hort 1001 Plant Propagation**

4 credit(s); Meets CLE req of Biological Sciences  
Instructor: Clark, Matthew Daniel  

Description: This course will provide a great introduction to plant structure and function as we explore the life cycle of a plant from seed through sexual maturity, to reproduction and the production of new seeds. Through lecture, readings, and labs, students will learn about the many ways plants are propagated such as seeds, cuttings, and grafting (to name a few!). Students will take a hands-on approach to design experiments to answer questions like ?which technique will provide the best result?? Students will get to show off their new skills by getting to take home plants they have successfully propagated. This course will focus on the terminology and language of biology and plant sciences. Students will be able to describe the fundamentals of plant propagation and become experts in relating what they learn to their peers as well as demonstrate the ability to communicate with scientists and industry professionals. Students of all academic interests will be able to utilize the practical skills and knowledge obtained in this course in a real-world context.  

Style: 50% Lecture, 10% Discussion, 40% Laboratory.  
Grading: 40% mid exam, 15% final exam, 5% quizzes, 40% laboratory evaluation.  
Exam Format: Primarily short answer, matching, and fill in the blank.

**Hort 1003 Master Gardener Core Course: Horticulture for Home & Garden**

3 credit(s);  
Instructor: Weisenhorn, Julie Edith  

Description: This 16-module class is designed to provide a foundation in various horticulture, soil and plant sciences. Modules are taught by various faculty and Extension educators and include such pertinent topics as soils, botany, entomology, plant pathology, herbaceous and woody ornamental plants, lawncare, fruits/vegetables; integrated pest management (IPM), diagnostics, and living with wildlife. The course emphasizes extension publications/resources useful in answering consumer horticulture questions. Designed to prepare Master Gardener volunteers for service in their communities, this class is also a good option for the homeowner or industry employee looking for fundamental education in horticulture and horticulture-related topics. Classes are held annually in the metro area, in selected sites in greater Minnesota and online. Contact: Julie Weisenhorn, Director, Master Gardener Program, weise019@umn.edu; 612-625-1925.  

Style: Hybrid. Students may attend lectures, watch recorded presentations or a combination.  
Grading: 25% final exam, 50% reports/papers, 15% quizzes, 10% class participation. Participation is determined by (1) attendance at lectures of taking the class in-person; (2) active time logged in the online class site.  
Exam Format: Multiple choice; open resource

**Hort 1014 Edible Landscape**

3 credit(s); Meets CLE req of Technology and Society  
Instructor: Michaels, Thomas E  

Description: An edible landscape is simply a space, established and managed by humans, that supports edible plants. Contemporary edible landscapes in North America are found on scales ranging from the regional (monoculture commodity production) to local (orchards, market gardens), to neighborhood (community gardens) to residential (backyard and indoor gardens). Our close relationship with edible landscapes traces to the point in our hunting-gathering origins when we began imagining the transition to settled
agriculture. Ancient garden designs that supported food production but also celebrated culturally important mythologies. Now, as a response to technological and social change we in North America have mostly delegated management of edible landscape spaces to a small minority of the population and distanced ourselves from our food sources. This course is a small step toward understanding, reclaiming and expanding edible landscape spaces. With imagination and environmental respect we can integrate food plants into pleasing, sustainable and edible landscapes in our yards, neighborhoods and even the region of the country in which we live. Edible landscapes are complex systems with many functions, including food of course, but also aesthetics, recreation and environmental remediation. Edible landscapes have morphed throughout history, and even today differ from culture to culture. These differences over time and across cultures can be related to changes in technologies, but also to contemporary human needs and expectations, political influences, war, environmental and economic constraints. In this course, students will explore edible landscapes through history, and the confluence of contemporary North American cultural norms, economic uncertainty and emerging technologies that have resulted in an upsurge in local foods, organic production, a rekindled interest in home cooking, residential gardens and community supported agriculture. Students will be challenged to creatively integrate these different landscape demands into recommendations of plants, production methods and designs appropriate for specific sites. Students will apply science as a way of knowing, which provides them with a powerful tool for lifelong problem-solving and decision-making about food sources, and also about the impact of personal choices regarding residential landscapes on neighborhoods, watersheds, and, collectively, on regional phenomena such as pollution remediation and addressing global warming.

**Style:** 5% Lecture, 35% Small Group Activities, 5% Student Presentation, 5% Demonstration, 50% Web Based. Course follows a hybrid format with about half the content delivered online and half in the Wednesday class. Wednesday class attendance required. Lecture content delivered via Moodle.

**Grading:** 46% mid exam, 17% final exam, 5% special projects, 12% quizzes, 10% written homework, 10% class participation.

**Exam Format:** Variety of question types. Conducted in-class on Wednesdays

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**Hort 1031 Vines and Wines: Introduction to Viticulture and Enology**

**OPT No Aud, 3 credit(s);**

**Instructor:** Gardner, Gary M

**Description:** Upon completion of this course, each student will understand and have knowledge of the following concepts: The process of fermentation and its role in wine production; fundamental principles of biology and culture of the grapevine; types of wine and their production differences; the major grape-growing regions of the world, the most important grape cultivars in each region, and the characteristics of the wines produced in these regions; systematic evaluation of wine sensory characteristics; understanding commercial wine labels; the basics aspects of plant anatomy, using the grapevine as a model; the major genetic factors in grapes that contribute to wine quality; how cultural and environmental factors affect wine quality and yield; selection, planting, and cultivation of grapevines in a home garden; current issues involving wine and human health; and current social and legal issues involving wine. In addition to lectures, discussion groups, and sensory evaluation (tasting) sessions, the course will include one scheduled Saturday field trip to a local winery to tour their vineyards and learn about commercial wine making processes.

**Style:** 65% Lecture, 15% Discussion. Sensory Evaluation

**Grading:** 20% mid exam, 25% final exam, 25% reports/papers, 10% quizzes, 15% written homework, 5% class participation.

**Exam Format:** multiple choice; short answer

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**Hort 1090 Directed Studies**

1-3 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Hoover, Emily E.

**Description:** Student may contact the instructor or department for information.

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**Hort 1942 Topics: Freshman Seminar**

**A-F only, 3 credit(s); Meets CLE req of Technology and Society**

**Instructor:** Watkins, Eric

**Description:** This seminar will examine the American Lawn in terms of its history, impact on society and the environment, and future. We will examine both the environmental and economic impact of lawns through scientific research articles. We will also discuss several technologies related to the lawn and how they affect society. Topics covered will include low-input lawns, pesticide fate, nutrient runoff, genetically modified turfgrass, and other related topics. Students will explore these topics through two books, articles, research papers, field trips, and interactions with people involved in all aspects of the debate about the American Lawn. Writing and in-class presentations will give students opportunities to improve critical communication skills. Students will be exposed to important technologies, learn about the science behind the technologies, and discuss how these technologies can impact society.

**Style:** 10% Lecture, 30% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Field Trips, 20% Guest Speakers, 15% Web Based.

**Grading:** 25% reports/papers, 25% special projects, 10% quizzes, 10% written homework, 5% attendance, 10% reflection paper, 10% in-class presentation, 5% class participation.

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**Hort 3005W Environmental Effects on Horticultural Crops**
4 credit(s); Meets CLE req of Writing Intensive  
**Instructor:** Meyer, Mary Hockenberry  
**Description:** Hort 3005, Environmental Physiology covers basic plant growth principles through lectures and hands-on experiences and demonstrations in corresponding laboratory section. The lecture and readings provide a foundational understanding of the interaction of the environment and a plant's physiology. The laboratory experience should take the science off the printed page and give you something that you can hold in your hand and see with your own studies just how a plant works. We will make connections between the basic science presented in lecture and the applications of these concepts to the applied science of horticulture. Writing is an important and valuable part of this course. You will write multiple lab reports and keep a detailed lab notebook throughout the semester. Throughout the semester, we will spend time discussing areas of writing that are unique to writing laboratory reports. Laboratory science can be fun, but requires active learning. Working in teams and becoming an active team member will allow you to become engaged in this experience. The more you engage the more enjoyment you will find in learning in this class. It is important to question, discuss, think, question again, challenge concepts, and of course attend and participate in lecture and lab!  
**Style:** 20% Lecture, 10% Discussion, 40% Laboratory, 10% Small Group Activities.  
**Grading:** 35% mid exam, 15% final exam, 25% reports/papers, 10% quizzes, 15% class participation.

**Hort 3090 Directed Studies**  
2-12 credit(s), max credits 72, 6 completions allowed;  
**Instructor:** STAFF  
**Description:** Approved field, lab or greenhouse experiences in application of horticultural information and practices.

**Hort 3131 Student Organic Farm Planning, Growing, and Marketing**  
3 credit(s); 1001 or AGRO 1101 or AGRO 1103 or BIOL 1001 or BIOL 1009 or instr consent Credit will not be granted if credit has been received for: AGRO 3131;  
**Instructor:** Hoover, Emily E.  
**Description:** Student may contact the instructor or department for information.

**Hort 4015 Advanced Woody and Herbaceous Plant Topics: Strange & Unusual Plants**  
A-F only, 1 credit(s), max credits 7, 7 completions allowed;  
**Instructor:** Erwin, John E  
**Description:** Student may contact the instructor or department for information.

**Hort 4015 Advanced Woody and Herbaceous Plant Topics: Spring Flowering Trees and Shrubs**  
A-F only, 1 credit(s), max credits 7, 7 completions allowed;  
**Instructor:** Hokanson, Stan C  
**Description:** Student may contact the instructor or department for information.

**Hort 4063 Turfgrass Science**  
A-F only, 3 credit(s);  
**Instructor:** Watkins, Eric  
**Description:** This course will focus on turfgrass physiology and how it relates to management practices. Students will learn how to apply turfgrass science principles and techniques to real-world situations. The course is designed for students who are preparing for careers in turfgrass science or related fields. The course will consist of lecture, discussion, and lab. Topics covered include, but are not limited to: heat/cold tolerance, drought tolerance, shade adaptation, plant growth regulation, wear tolerance, and fertility.  
**Style:** 30% Lecture, 15% Discussion, 15% Laboratory, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 10% Web Based, 5% Service Learning.  
**Grading:** 15% mid exam, 15% final exam, 10% reports/papers, 10% special projects, 10% quizzes, 10% in-class presentation, 10% class participation, 10% laboratory evaluation, 10% problem solving.  
**Exam Format:** Short answer, essay

**Hort 4096 Professional Experience Program: Internship**  
S-N only, 1 credit(s), max credits 2;  
**Instructor:** Hoover, Emily E.  
**Description:** Description: (1 credit) This course provides an opportunity for professional experience in horticultural businesses, government agencies, arboreta, and botanical gardens achieved through a supervised practical experience. HORT 4096 may be repeated once for a total of 2 credits. Arranging credit for your internship - see attached syllabus

**Hort 4096W Professional Experience Program: Internship**  
S-N only, 2 credit(s); Meets CLE req of Writing Intensive  
**Instructor:** Watkins, Eric

Hort 5007 Advanced Plant Propagation
3 credit(s);
Instructor: Cohen, Jerry D
Description: The primary focus of this course is the biology of micro-propagation of plant materials. Lectures discuss propagation media and its constituents, the basis for control or manipulation of growth/development in the sexual/asexual reproduction of plants. The effects of environment, plant growth substances and culture techniques on propagation are also discussed. Lab protocols deal with overcoming dormancy, viral and microbial endophytes, plant transformation, grafting and the development of adventitious structures. The laboratories consist of standard lab protocols, guest faculty protocols as well as a discovery environment where individual students undertake self-directed propagation research. Lecture, lab.

Hort 4401 Plant Genetics and Breeding
4 credit(s); Biol 1009 or equiv or grad, instr consent Credit will not be granted if credit has been received for: AGRO 4401;
Instructor: Thill, Christian A
Description: This course is designed for undergraduate or Master of Agriculture students. The emphasis will be on plant genetics and breeding and requires no prior genetics course (although a biology course is required). Students taking the course should be interested in using the products of plant breeding rather than being a professional plant breeder. The purpose of this course is to cultivate an appreciation for the fundamental principles of plant genetics and genetic processes and the procedures plant breeders use to create new varieties. Topics range from molecular aspects of genetics, Mendelian genetics, biotechnology, and genomics to variety development, seed multiplication, and intellectual property issues. Class material on Web CT/ Web Vista.
Style: 55% Lecture, 3% Film/Video, 5% Discussion, 30% Laboratory, 5% Small Group Activities, 2% Student Presentation. laboratory involves working with plant material in the greenhouse
Grading: 15% mid exam, 25% final exam, 20% reports/papers, 15% special projects, 10% quizzes, 15% additional semester exams.
Exam Format: The exams emphasize problem solving and synthesis of material from lecture and labs, Questions are short answer, TF multiple choice, matching, vocabulary and problems.

Hort 5051 Plant Production II
A-F only, 4 credit(s);
Instructor: Anderson, Neil O.
Description: The purpose of this course is to acquaint students with the basic cultural requirements of commercially produced floral and nursery crops, growing structures for crops, gain experience in scheduling and growing various species, and conduct experiments to understand current problems. Through the use of interactive learning, written assignments, and in-class discussions students will learn crop requirements and the interactions between the horticultural distribution chain of breeders, producers, distributors, growers, retailers, and consumers. The course is designed for undergraduates (majors and non-majors) and graduates. This course complements Hort 4141W; we will cover new topic areas as well as use the information from that course herein. Upon completion of this course, each student should have command of the following concepts: - Identification of specific floral and nursery plant crops, including annuals, biennials, and perennials. - Be a decision-maker, both for growing crops as well as manipulating the correct environments for crop production, e.g. the proper growing structure and factors of plant growth. - Understand the requirements necessary to maximize asexual (% rooting) and sexual (% seed germination) propagation and yield potential. - Be conversant in the cultural requirements for the effective and timely production of floral and nursery plants. - Understand, manipulate, and anticipate the effects of the five factors of plant growth for quality plant production. - Be able to comprehend and discuss primary literature and transfer this information into workable testing by growers. - Maintain an organized lab book for collecting data. - Correctly summarize experimental results, communicate these findings verbally and in writing to your colleagues, and develop recommendations. - Recognize high quality crops, using industry standards.
Style: 25% Lecture, 10% Discussion, 50% Laboratory, 5% Small Group Activities, 5% Student Presentation, 5% Web Based.
Grading: 20% reports/papers, 5% special projects, 15% written homework, 5% attendance, 10% journal, 5% in-class presentation, 5% class participation, 35% laboratory evaluation.
Exam Format: Biweekly or weekly quizzes will be essay questions.
Hort 5090 Directed Studies
1-6 credit(s), max credits 18, 18 completions allowed;
Instructor: STAFF
Description: Opportunities for in-depth exploration of concepts, technology, materials, or programs in specific areas to expand professional competency and self-confidence. Planning, organizing, implementing, and evaluating knowledge obtained from formal education and experience.

Hort 5131 Student Organic Farm Planning, Growing, and Marketing
3 credit(s); 1001 or AGRO 1101 or AGRO 1103 or BIOL 1001 or BIOL 1009 or instr consent Credit will not be granted if credit has been received for: AGRO 3131;
Instructor: Hoover, Emily E.
Description: Student may contact the instructor or department for information.

Hort 6003 Masters of Professional Studies in Horticulture Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Michaels, Thomas E
Description: Student may contact the instructor or department for information.

Hort 8007 Extension Horticulture Practicum
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Smith, Alan G
Description: Student may contact the instructor or department for information.

Hort 8090 Graduate Horticultural Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Smith, Alan G
Description: Student may contact the instructor or department for information.

Hort 8270 Graduate Seminar
A-F only, 1 credit(s); Grad major in [hort or applied plant sciences or ent or agro or plnt brdg or plnt path or soil] or instr consent Credit will not be granted if credit has been received for: AGRO 8270;
Instructor: Wyse, Donald L
Description: Student may contact the instructor or department for information.

Hort 8280 Current Topics in Applied Plant Sciences
S-N only, 1 credit(s);
Instructor: Thill, Christian A
Description: Student may contact the instructor or department for information.

Housing Studies 240 McNeal Hall

Hsg 2196 Work Experience in Housing Studies
S-N only, 1-4 credit(s), max credits 8;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 2196 Work Experience in Housing Studies
S-N only, 1-4 credit(s), max credits 8;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 2196 Work Experience in Housing Studies
S-N only, 1-4 credit(s), max credits 8;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 2196 Work Experience in Housing Studies
Hsg 3482 Our Home, Our Environment
A-F only, 3 credit(s); credit will not be granted if credit already received for: DHA 3482; Credit will not be granted if credit has been received for: ESPM 3601; Meets CLE req of Technology and Society
Instructor: Seavey, Robert Thomas
Description: Perhaps you've noticed the high tech house on campus across from the Bell Museum. Will all housing be built with similar technologies in the future? Should it? Perhaps you've been in a neighborhood and wondered whether the residents ever see each other. How do housing practices and the choices we make about housing resources affect a sense of community? And what about the new and incredibly efficient but expensive LED light bulbs: are they worth it? As population continues to grow and as environmental issues become more pressing, it has become increasingly clear that some housing practices and technologies are more sustainable than others, and in this course you will learn about the challenges and choices we all face in creating and maintaining housing. Historically, we have mostly allowed people to do what they want on their own property, and to build without much thought to how natural events impact communities, but does this freedom carry an unsustainable cost to the surrounding environment, and to our communities? Housing is a basic necessity, and the knowledge you gain in this course is something you will use for the rest of your life.

Hsg 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 4193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 4193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 4193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.
Hsg 4196 Internship in Housing Studies
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 4196 Internship in Housing Studies
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 4196 Internship in Housing Studies
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 4196 Internship in Housing Studies
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Bruin, Marilyn J
Description: Student may contact the instructor or department for information.

Hsg 4413 A Systems Approach to Residential Construction
A-F only, 4 credit(s); Upper div or instr consent Credit will not be granted if credit has been received for: BBE 4413;
Instructor: Janin, Kevin A
Description: For students interested in the science of how houses work and how green buildings are planned, assembled and maintained. This course begins with a presentation of the construction process, from the foundation up to the roof. We then discuss the building science related to the systems approach to residential buildings. Finally, the course addresses the key components of high performance houses: energy efficiency, durability, comfort and indoor air quality. A fundamental principal for this class is that green, sustainable houses are designed and built in accordance with the science and technology inherent to the systems approach, which emphasizes the interrelatedness of all of the building components and appliances.

Hsg 4461 Housing Development and Management
A-F only, 3 credit(s);
Instructor: Bruin, Marilyn J
Description: This course focuses on multifamily housing development planning and financing (particularly public financing), management approaches, management issues with specific residential populations such as the elderly and families with children, and affordable housing including public housing, cooperatives, manufactured or mobile homes, and community land trusts. This spring, your housing development proposal will be for a target market (of the student's choosing) for a specific site in one of the future neighborhoods of UMore Park (http://www.umorepark.umn.edu).
Style: 40% Lecture, 2% Film/Video, 10% Discussion, 5% Small Group Activities, 13% Student Presentation, 30% Guest Speakers.
Grading: 10% mid exam, 10% final exam, 40% reports/papers, 24% special projects, 16% reflection paper.
Exam Format: Exams are essay exams taken outside of class time on the Web through the course Moodle site.

Hsg 4465 Housing in a Global Perspective
A-F only, 3 credit(s);
Instructor: Ziebarth PhD, Ann
Description: The purpose of this course is to develop a better understanding of the linkages among demographic changes, economic
connections, and public policies for housing around the world. Issues such as housing and economic development, housing and human well-being, as well as public policies and the activities of international development agencies will also be covered. We will consider the concept of sustainable development and housing in an attempt to assess what it might require for the world to attain a more sustainable future. Other topics include impacts on housing of rural to urban migration, economic globalization, civil conflict and war, and land distribution.

**Style:** 50% Lecture, 5% Film/Video, 10% Discussion, 25% Student Presentation.

**Grading:** 40% reports/papers, 20% in-class presentation, 40% other evaluation. In class activities, quizzes, homework assignments comprise 40% of the course grading.

Hsg 5193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 5193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 5193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 5463 Housing Policy
A-F only, 3 credit(s);
Instructor: Goetz, Edward Glenn

Hsg 5464 Understanding Housing: Assessment and Analysis
A-F only, 3 credit(s);
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 8192 Readings in Housing Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 8192 Readings in Housing Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 8192 Readings in Housing Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 8192 Readings in Housing Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Bruin, Marilyn J
Description: Student may contact the instructor or department for information.

Hsg 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Bruin, Marilyn J
Description: Student may contact the instructor or department for information.

Hsg 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Bruin, Marilyn J
Description: Student may contact the instructor or department for information.

Human Factors

HumF 8001 Special Topics: Human Factors/Ergonomics
2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Hayes, Caroline Clarke
Description: Student may contact the instructor or department for information.

HumF 8002 Proseminar in Human Factors/Ergonomics
A-F only, 1 credit(s), max credits 2;
Instructor: Hayes, Caroline Clarke
Description: Student may contact the instructor or department for information.

HumF 8541 Decision Support Systems
A-F only, 4 credit(s); Undergrad-level computer programming course or instr consent; programming skills
recommended Credit will not be granted if credit has been received for: IE 8541;
Instructor: Hayes, Caroline Clarke
Description: Student may contact the instructor or department for information.

Human Resources and Industrial Relations 3-300 Carlson School of Management

HRIR 3021 Human Resource Management and Industrial Relations
3 credit(s); ECON 1101, ECON 1102, PSY 1001 Credit will not be granted if credit has been received for: HRIR 8021;
Instructor: Benraouane, Sid A.
Description: Student may contact the instructor or department for information.

HRIR 3021 Human Resource Management and Industrial Relations
3 credit(s); ECON 1101, ECON 1102, PSY 1001 Credit will not be granted if credit has been received for: HRIR 8021;
Instructor: Vellella, Rob
Description: Student may contact the instructor or department for information.

HRIR 3031 Staffing and Selection: Strategic and Operational Concerns
2 credit(s);
Instructor: Choi, Yongjun
Description: Student may contact the instructor or department for information.

HRIR 3032 Training and Development
2 credit(s);
Instructor: Choi, Yongjun
Description: Student may contact the instructor or department for information.

HRIR 3041 The Individual in the Organization
2 credit(s);
Instructor: Mehng, Si Ahn
Description: Student may contact the instructor or department for information.

HRIR 3042 The Individual and Organizational Performance
2 credit(s);
Instructor: STAFF
Description: Factors influencing group, team, and organizational performance. Examines systems that drive organizational success. Topics include job design and organization structure, organization effectiveness measures, culture, group dynamics, teamwork; power and influence.

HRIR 4100W Undergraduate HRIR Leadership Capstone
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: With recent public leadership failures at all levels of government and business, the question of how to identify and develop strong authentic and ethical leaders for the 21st century is an important societal problem, one being tackled by education, government and in the corporate boardroom. This course is the capstone experience for HRIR majors and is intended to aid students with a) integrating and applying experience from prior coursework and b) becoming effective and ethical leaders. The course is focused on preparing HR majors (or other interested undergraduate students) to develop programs and assist in the creation of corporate cultures and strategies that nurture and support effective and authentic leadership. This course is also focused on preparing students themselves to become effective, authentic leaders-whether it is in business, government, society, or in the classroom, the neighborhood, or the family. As a participant in the course, students will be expected to read and write, interview leaders, watch films, participate in group discussions and exercises, research organizational practices in leadership development, as well as to solicit feedback from others and to discuss their strengths and vulnerabilities as a person and as a leader with their classmates.

HRIR 5022 Managing Diversity
2 credit(s);
Instructor: Leslie, Lisa
Description: Student may contact the instructor or department for information.

HRIR 5023 Employment and Labor Law for the HRIR Professional
A-F only, 2 credit(s);
Instructor: O'Toole, Carol Ann Berg
Description: This course covers the growing body of laws and their application to the workplace; human rights, equal employment opportunity, compensation and benefits, employee protection, and labor relations. Special issues (e.g., wrongful discharge, sexual harassment, defamation) are also discussed in the context of statute, case law, and their application to work settings.
Exam Format: True False, Multiple Choice, Short Answer

HRIR 5054 Public Policies on Employee Benefits: Social Safety Nets
2 credit(s);
Instructor: Scoville, James Griffin
Description: Student may contact the instructor or department for information.

HRIR 5061 Public Policies on Work and Pay
3 credit(s); Credit will not be granted if credit has been received for: PA 5431;
Instructor: Kern, Donna Marie
Description:

HRIR 5062 Personnel Economics
2 credit(s);
Instructor: Budd, John W.
Description: Student may contact the instructor or department for information.

HRIR 6025 Leadership and Personal Development
A-F only, 2 credit(s);
Instructor: Benraouane, Sid A.
Description: Student may contact the instructor or department for information.

HRIR 8000 Graduate Topics in Human Resources and Industrial Relations
1-8 credit(s), max credits 8, 8 completions allowed;
Instructor: Benraouane, Sid A.
Description: Student may contact the instructor or department for information.

HRIR 8001 Business Principles for the HRIR Professional
A-F only, 4 credit(s);
Instructor: Ben-Ner, Avner
Description: Student may contact the instructor or department for information.

HRIR 8014 Human Resource Information Systems
2 credit(s);
Instructor: Peterson, Matthew C
Description: Student may contact the instructor or department for information.

HRIR 8023 International Human Resource Management
2 credit(s);
Instructor: Leslie, Lisa
Description: Student may contact the instructor or department for information.

HRIR 8031 Staffing, Training, and Development
4 credit(s);
Instructor: Tubre, Travis
Description: Student may contact the instructor or department for information.

HRIR 8033 Employee Training: Creating a Learning Organization
2 credit(s);
Instructor: Tubre, Travis
Description: Student may contact the instructor or department for information.

HRIR 8034 Employee Development: Creating a Competitive Advantage
HRIR 8051 Compensation and Benefits
2 credit(s);
Instructor: Doepner-Hove, Stacy
Description: Student may contact the instructor or department for information.

HRIR 8052 Compensation Theory and Applications
2 credit(s);
Instructor: Ronza, Peter Paul
Description: Student may contact the instructor or department for information.

HRIR 8071 Labor Relations and Collective Bargaining
4 credit(s);
Instructor: Remington PhD, John
Description: Student may contact the instructor or department for information.

HRIR 8101 HRIR in Practice: Strategy, Execution, and Ethics
2 credit(s);
Instructor: Benraouane, Sid A.
Description: Student may contact the instructor or department for information.

HRIR 8141 Organizational Theory Foundations of High-Impact HRIR
2 credit(s);
Instructor: Ben-Ner, Avner
Description: Student may contact the instructor or department for information.

HRIR 8241 Organizational Behavior Foundations of High-Impact HRIR
2 credit(s);
Instructor: Duffy, Michelle Kathleen
Description: Student may contact the instructor or department for information.

HRIR 8220 Seminar: Special Topics in HRIR Research
2 credit(s), max credits 12, 6 completions allowed;
Instructor: Glomb PhD, Theresa M
Description: Student may contact the instructor or department for information.

HRIR 8220 Seminar: Special Topics in HRIR Research
2 credit(s), max credits 12, 6 completions allowed;
Instructor: Shaw, Jason D.
Description: Student may contact the instructor or department for information.

HRIR 825 Research Practicum/Workshop
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Duffy, Michelle Kathleen
Description: Student may contact the instructor or department for information.

Humanities 831 Heller Hall

Hum 1433 Introduction to Literature
A-F only, 3 credit(s), max credits 6; Meets CLE req of Literature
Instructor: Nichols, Marcia Dawn
Description: American Identities Course Description What does it mean to be an American? How has ?American? been defined historically? How do people from different socioeconomic backgrounds experience ?Americanness? differently? Are some individuals more ?American? than others? Who decides what being an American means? Are people from countries in the Western Hemisphere other than the United States also ?American?? In this class, we will explore these and other questions as we read and analyze works
of literature and film. In particular, we will examine different perspectives on identity in an American context. Moreover, using different critical prisms, we will explore issues of race, class, gender and sexuality as they relate to identity and nationhood. During the semester, students will be expected to participate in class discussion, complete in-class writings, keep a reading journal, give 2 oral presentations, complete 4-5 short writing assignments, and complete 1 group project. Required Texts and materials Books: 1. Douglass, Frederick, The Narrative of the Life of Frederick Douglass, Norton Critical Edition. 2. Franklin, Benjamin, Benjamin Franklin’s Autobiography, Norton Critical Edition. 3. Kushner, Tony, Angels in America. The Theatre Communications Group edition (1995)

Laptops: Many assignments will be online, so you will need internet access. Please bring your laptops to class. Pen and paper: Please bring these to every class *Books can be purchased at the UMR bookstore or online.

Grading: 13% final exam, 34% reports/papers, 20% special projects, 13% journal, 15% in-class presentation, 5% class participation.

Hum 1435 Introduction to History: Terrorism in Historical Context
A-F only, 3 credit(s);Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Ford, James Thomas
Description: This course examines the economic, social, cultural, political, and medical impact of epidemics throughout history. Humanities 1435 offers an opportunity not only to investigate the progress of medical science in the face of deadly diseases, especially the heroic story of ?microbe hunters? who search for cures via science, technology, and human ingenuity; it also reflects upon the decisions that individuals and societies made in coping with or minimizing disease. Sometimes these decisions involved moral dilemmas, but ultimately the battle between microbes and their human hosts is a tale of tragic loss of life, co-evolution, and scientific breakthroughs. Five modules or units form the course curriculum, each lasting two to three weeks and entailing a writing assignment, class or online discussion, and an online quiz. First, the class looks at the origin of epidemics in pre-historic times and the three pandemics of plague in history, most notably the Black Death of 14th-century Europe. Second, students examine the menace of smallpox, especially during the Spanish conquest of the New World and in colonial North America. Third, the class studies epidemics associated with the 19th and early 20th centuries such as cholera, yellow fever, and tuberculosis. Fourth, Humanities 1435 focuses on the Great Influenza of 1918, as well as its precursors and similar outbreaks of flu more recently. Fifth, pandemics of the contemporary world such as AIDS and SARS receive attention in the final weeks of the semester. In addition to the unit-specific course work, students deliver an oral presentation on a particular theme from the course in lieu of a final exam at the end of the semester. The course fulfills the Historical Perspectives Core and Global Perspectives Theme of UMR?s Liberal Education. We root these epidemics in particular eras and cultural settings through written sources and audio-visual aids.

Hum 1435 Introduction to History: Epidemics in History
A-F only, 3 credit(s);Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Ford, James Thomas
Description: This course fulfills the Historical Perspectives Core and Global Perspectives Theme of UMR?s Liberal Education requirements by examining five cases of genocide in the Middle East, Europe, Africa, and Southeast Asia. The goal is to familiarize students with terms, concepts, and theories used in the study of genocide and to explore some disturbing yet essential questions about humanity. In the process, Humanities 1435 acquaints students with history as a discipline; the course assessments require students to grapple with the use and limitations of primary sources, the development of a methodology, and the formation of an interpretation. Though rooted in history proper, the course is interdisciplinary and makes use of tools and theories from disciplines such as sociology, social psychology, geography, literature, forensic archeology, primatology, and biological anthropology. The class will consider not only the views of perpetrators and victims, but the perspectives of ?third party? groups. Ultimately, the purpose of analyzing and interpreting these historical cases is to gain a degree of self-cognizance, a wider historical perspective, and a greater awareness of the world abroad. While the first week of instruction presents an overview of mass murder before the 20th century, the semester focuses on modern events: the Armenian Genocide (1915-1918), the Holocaust (1933-1945), the Cambodian Genocide (1975-1979), the Rwandan Genocide (1994), and Ethnic Cleansing and Genocide in the Former Yugoslavia (1992-1995). Each unit lasts two to three weeks and entails a short writing assignment, an online quiz, and in-class and forum discussions. Finally, students deliver an oral presentation on a particular theme from the course in lieu of a final exam at the end of the semester.

Grading: 30% reports/papers, 35% quizzes, 15% in-class presentation, 20% class participation.

Hum 1441 Introduction to Ethics
A-F only, 3 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Bamford, Rebecca
Description: HUM 1441: Introduction to Ethics (Spring 2011) This course equips students to recognize, identify and analyze complex ethical problems in biomedical ethics, the health sciences and related professions. Students will explore key terms, concepts, theories and methods in ethical decision-making and will use these to think logically and critically about ethical issues and case studies. Ethical theories covered include deontology, utilitarianism, principlism and virtue ethics. Case studies and ethical issues covered include abortion, euthanasia, research on human and animal subjects, stem cell research, tissue ownership, advance directives and end-of-life care, transplantation, implantation and enhancement, race, sex and gender in medicine, the ethical history of human subjects research, and problems in global health ethics. Throughout the course, students will broaden their understanding of diverse cultural, religious, social and historical perspectives on ethical issues, articulate their ethical reasoning clearly and effectively, and develop reasoned, evidence-based responses to complex ethical problems. By taking the course, students will be challenged to develop consistency,
coherence and critical thinking in their approach to ethical problems, and will be prepared for more advanced study in the ethics of medicine and the health-related sciences. Goals The goals of this course are to enable students to explore a range of ethical problems in biomedical ethics, the health sciences and related professions, to equip students with basic competence in analyzing ethical problems, and to prepare students for more advanced study in ethics. Learning Objectives By the end of this course, you will be able to: Use the language of ethical analysis in written and oral work by correctly recognizing, defining and deploying ethical terms, concepts, arguments, and theories from a range of sources; Develop and defend reasoned, evidence-based responses to complex, health-related ethical problems; Evaluate the soundness and plausibility of diverse arguments and perspectives on a range of health-related ethical problems; Explain and critically analyze ways in which individual and collective ethical decision-making in biomedicine, health sciences and related professions is informed by historical context and by diverse religious, cultural and social beliefs, practices, values and traditions.

Hum 3437 History and Philosophy of Science
A-F only, 3 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Bamford, Rebecca
Description: This course aims to engage students in a range of key debates in the history and philosophy of science. We will contrast ancient, modern and contemporary examples in order to see how scientific problems most relevant to health and medicine produce, and are produced by, their historical and cultural context. The range of topics we will explore includes the nature of scientific explanation, race and gender in science, history and philosophy of genetics, problems in quantum mechanics, constructions and misconceptions of illness, and a range of problems in the history and philosophy of the sciences of the mind, including neuroscientific explanation, consciousness and reductionism, moral psychology, neurobiology and volitional cognition, and classification and diagnosis of psychiatric illnesses.

Hum 3471 Literatures of Diversity
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Nichols, Marcia Dawn
Description: Student may contact the instructor or department for information.

Industrial Engineering 125 Mechanical Engineering

IE 3041 Industrial Assignment I
A-F only, 2 credit(s);
Instructor: Marple, Virgil A
Description: Student may contact the instructor or department for information.

IE 4043 Industrial Assignment III
A-F only, 4 credit(s);
Instructor: Marple, Virgil A
Description: Student may contact the instructor or department for information.

IE 4521 Statistics, Quality, and Reliability
4 credit(s);
Instructor: Arora, Sant R
Description: Student may contact the instructor or department for information.

IE 5113 Systems Engineering II
A-F only, 4 credit(s);
Instructor: Monson, Robert James
Description:

IE 5441 Financial Decision Making
A-F only, 4 credit(s);
Instructor: STAFF
Description: To train students to become better problem solvers, appreciate the importance of cost and revenue estimates, and
inputs. To actively seek opportunities to improve customer satisfaction and reduce costs. Subject matter: (1) Financial Accounting - Preparation of financial statements to generate information for users external to the organization according to the prescribed rules and conventions. Accounting for inventories; Plants, equipment depreciations, Accounts Receivables; liabilities, Stockholders’ equity, cash flow statements, and analysis of financial statements. (2) Time Value of Money - Collapsing the time element in the cashflow of inputs and outputs for various alternatives: Elementary exposure how to handle risk, the material is not covered in the textbook. Supplementary reading material will be prescribed. (3) Managerial Accounting (Chapters 15-24) Accounting for management and control of manufacturing and service operations. Topics of job casting, process costing, activity based costing, activity based management, standard costing and variance accounts, responsibility accounting, transfer prices, performance evaluation, operational and capital budgeting. The focus is to improve problem solving and decision making capabilities to improve productivity, profitability for the firm and improve value to the customer through improving value chain integration reducing quality losses and through business process reengineering.

**Style:** 60% Lecture, 10% Discussion. problem solving  
**Grading:** 40% midterm exam, 60% final exam.  
**Exam Format:** problems; The final exam will be comprehensive with an 80% weight to management accounting. Homework is assigned in the class.

### IE 5513 Engineering Safety

**A-F only, 4 credit(s);**  
**Instructor:** Chaplin, Jonathan  
**Description:** Occupational, health, and product safety. Standards, laws, and regulations. Hazards and their engineering control, including general principles, tools and machines, mechanics and structures, electrical safety, materials handling, fire safety, and chemicals. Human behavior and safety, procedures and training, warnings and instructions.  
**Style:** 100% Lecture.  
**Grading:** 22% midterm exam, 31% final exam, 5% reports/papers, 10% quizzes, 22% written homework, 10% class participation.

### IE 5522 Quality Engineering and Reliability

**4 credit(s);**  
**Instructor:** STAFF  
**Description:** The course focuses on building quality through product and process design and seeking continuous improvements by identifying weakness bottlenecks, wastes, etc. and using concepts such as Robust Design Quality Function Deployment (QFD), Failure Mode Effect Analysis (FMEA), Fault trees, event trees, goal trees, Design Review, value analysis, principles of integration, cause effect analysis, reengineering benchmarking, etc. A lot of stress is given on sampling tolerance engineering statistical process control. Control charts variable attribute, process capability indices etc are thoroughly covered. Modeling for improvement of system reliability, availability and maintainability is also covered. The course also stresses on Organizational issues, such as Total Quality Management (TQM), employee empowerment, team work, Performance measurement ISO 9000 series certification, Malcolm Balridge Award.  
**Style:** 80% Lecture, 20% Discussion.  
**Grading:** 20% midterm exam, 40% final exam, 30% special projects, 10% problem solving.  
**Exam Format:** problems

### IE 5541 Project Management

**4 credit(s);**  
**Instructor:** Fiedler, Corrinne (Corrie)  
**Description:** Student may contact the instructor or department for information.

### IE 5545 Decision Analysis

**4 credit(s);**  
**Instructor:** Gupta, Diwakar  
**Description:** This course surveys normative theories of decision making, with a particular emphasis on structuring of hard decision problems arising in a variety of engineering, business, and public policy contexts. Topics discussed include decision trees, expected utility theory, screening prospects by dominance, assessment of subjective probability, multiple attribute utility, and analytic hierarchy process, value of information, multistage decision problems, benchmarking with data envelopment analysis, and basics of game theory. The course is structured around the following themes: 1. What makes decision problems hard? Structuring of decision problems via decision trees. 2. Shortcomings of some commonly used decision criteria. 3. Value functions and utility functions. Expected utility maximization principle. 4. Risk attitudes, assessing utility functions and subjective probabilities. 5. Screening prospects by dominance. Portfolio selection. 6. Multiple attribute utility theory. 7. Analytical Hierarchy Process: Introduction, strengths and shortcomings. 8. Data Envelopment Analysis. Applications of DEA. 9. Introduction to game theory: Zero sum games. Cooperative and competitive games. Nash equilibrium. Stackelberg equilibrium. 10. Examples and cases from public policy and business sectors of economy. This course will be web enhanced but the URL is not yet available.  
**Style:** 60% Lecture, 20% Discussion, 10% Small Group Activities, 10% Student Presentation. Discussion of assigned cases
Grading: 25% mid exam, 35% final exam, 10% reports/papers, 10% in-class presentation, 20% problem solving. Depending on student needs, the final exam may be replaced by a project.
Exam Format: Questions that must be answered in detail.

IE 5551 Production Planning and Inventory Control
4 credit(s);
Instructor: Lahmar, Maher
Description: Student may contact the instructor or department for information.

IE 5553 Simulation
4 credit(s);
Instructor: Leder, Kevin Zox
Description: Student may contact the instructor or department for information.

IE 8773 Graduate Seminar
S-N only, 1 credit(s);
Instructor: Cooper, William L.
Description: Student may contact the instructor or department for information.

IE 8774 Graduate Seminar
S-N only, 1 credit(s);
Instructor: Cooper, William L.
Description: Student may contact the instructor or department for information.

IE 8794 Industrial Engineering Research
1-6 credit(s), max credits 10, 10 completions allowed;
Instructor: Fiedler, Corrinne (Corrie)
Description: Student may contact the instructor or department for information.

Information Networking  20 Ruttan Hall

INet 4021 Network Programming
A-F only, 4 credit(s);
Instructor: Langanki, Mark D
Description: Network and distributed programming concepts and design using C, Java, and other higher level programming languages. Topics include sockets, TCP/ICP, RPC, streaming, CORBA, .NET, and SOAP. Labs use UNIX/Linux and MS Windows operating systems.

INet 4031 System Administration
A-F only, 4 credit(s);
Instructor: Dunn, Lawrence
Description: Integration of hardware, software and operational practice. Recap of machine architecture/organization. Complex technology issues, e.g. designing for scalability, configuring systems, architecting storage systems, monitoring/testing performance, executing recovery processes, managing software licenses. Lab based, Microsoft Server and Linux OS.

INet 4051 IT Infrastructure Operations
A-F only, 3 credit(s);
Instructor: Sangam, Anil
Description: Network, server and database operations including: infrastructure architecture, organizational structure, security, metrics, vendor relations, outsourcing, capacity planning, strategic planning and budgeting. Online, case study.

INet 4082 IT Infrastructure Projects and Processes
A-F only, 2 credit(s);
Instructor: Griep, Valerie J
Description: IT management overview of business partnerships, project management and lifecycles, methodologies, processes and organizational structures. Technology management, resource estimating, cost, quality, metrics and risk mitigation concepts. Emphasis on best practices. Project simulation assignments tie all concepts together.
Style: 20% Lecture, 10% Discussion, 50% Small Group Activities, 15% Student Presentation, 5% Guest Speakers.
Grading: 44% special projects, 20% quizzes, 20% written homework, 10% in-class presentation, 6% class participation. Will take 5 quizzes and keep the top 4 grades. Quiz format is short answer and problems.

INet 4083 System Analysis and Design
A-F only, 2 credit(s);
Instructor: Shah, Shanti R Ganger
Description: Requirements management, analysis, and design of computer system solutions targeting business objectives, as preparation for role of business analyst or system analyst. Topics include: system development life cycle; development methodologies; analysis & design tools/techniques; communication strategies. System architecture as a business strategy.

INet 4165 Information Security: Technology, Ethics, Legality, and Standards
A-F only, 3 credit(s);
Instructor: Estrem, LeAllan James
Description: In-depth exploration of real-world IT security issues and processes in the information security profession. Research security incidents; develop incident response plans; implement countermeasures; create standards-compliant policies. Topics include detection, risk assessment, technology, secure design, business continuity, forensics, law.

INet 4193 Directed Study
A-F only, 1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: STAFF
Description: Independent project, topic arranged with and supervised by ITI faculty.

INet 4707 Practice of Database Systems
A-F only, 3 credit(s); CS 4061, at least 45 cr completed; CSci majors contact CSci dept before registering
Credit will not be granted if credit has been received for: CSCI 5707;
Instructor: Splett, Katherine Anna
Description: Concepts, conceptual data models with case studies, common data manipulation languages, logical data models, database design, facilities for database security/integrity, applications.

Information and Decision Sciences  3-353 Carlson School of Management

IDSc 3001 Information Systems for Business Processes and Management
A-F only, 3 credit(s);
Instructor: Olson, Timothy Harold
Description: Student may contact the instructor or department for information.

IDSc 3001 Information Systems for Business Processes and Management
A-F only, 3 credit(s);
Instructor: Ren, Yuqing
Description: Student may contact the instructor or department for information.

IDSc 3001H Honors: Information Systems for Business Processes and Management
A-F only, 3 credit(s);
Instructor: Ren, Yuqing
Description: Student may contact the instructor or department for information.

IDSc 3101 Introduction to Programming
A-F only, 2 credit(s);
Instructor: Umyarov, Akhmed
Description: Student may contact the instructor or department for information.

IDSc 3102 Intermediate Programming
A-F only, 2 credit(s);
Instructor: Ghoshal, Abhijeet
Description: Student may contact the instructor or department for information.

IDSc 3103 Data Modeling and Databases
A-F only, 2 credit(s);
Instructor: Umyarov, Akhmed
Description: Student may contact the instructor or department for information.

IDSc 3104 Information Technology Infrastructure
A-F only, 2 credit(s);
Instructor: Singh, Shweta
Description: Student may contact the instructor or department for information.

IDSc 3202 Analysis and Modeling for Business Systems Development
A-F only, 4 credit(s);
Instructor: Fiedler, Corrinne (Corrie)
Description: Improving business processes has become a key business strategy: always driving toward faster, cheaper, more reliable processes. A key role in these improvement efforts is that of the Business Analyst: the person who bridges the gap of understanding between the business needs and the technologists (designers and programmers). IDSc 3202 emphasizes the science and the art of converting ambiguous and contradictory business concepts into business process models. These models must, of course, be correct, but also precise enough to be implemented. Over the semester, we study critical business analyst skills: evaluating current processes, recommending strategic solutions, working with business stakeholders to clarify & document requirements, developing process and data models, and planning for the human side of change. The class covers critical skills for those with career goals in any process-oriented role in today's enterprises, including business analyst, supply chain manager, operations manager, finance manager, MIS manager, project manager. The course includes hands-on experience with process modeling (Microsoft Visio), project management (Microsoft Project), and data base (Microsoft Access) tools.
Style: 45% Lecture, 30% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers. Class time set aside weekly for team project work.
Grading: 20% mid exam, 10% final exam, 25% special projects, 30% written homework, 15% class participation.

IDSc 4204W Managing Information Services
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Olson, Timothy Harold
Description:

IDSc 4301 Information Systems Capstone Course: A Live Case
A-F only, 2 credit(s);
Instructor: Chervany, Norman Lee
Description: The first three weeks of the course will meet on Monday and Wednesday (9:55 - 11:35 AM) in CSOM 1-135. Each class period will involve applying the principles from the assigned reading to a IT-centered business case. The last four weeks of the course will involve student teams (5-6 persons) working on an IT-centered live /project case of the team's choosing. The case will require the students to develop a detailed recommendation (and supporting rationale) for an important strategically-needed IT application in the company with which they are working. The students will present their recommendation to the rest of the class in an all-day presentation session on Saturday, May 5. Attendance at this session is mandatory for all students. Questions: email Nchervan@umn.edu
Style: The first three weeks of the course involve in-class discusions of cases. The last four weeks of the class involve student teams working on their "live case projects" and meeting once per week with the instructor.

IDSc 4401 Information Security
A-F only, 2 credit(s);
Instructor: Schmidt, Matt
Description: Information security is recognized as one of the most prominent topics in modern information systems management. Security incidents can cause severe damage to corporations in forms of lost productivity, downtime, disclosed confidential data, and reputation implications. With attacks becoming faster and more sophisticated, it is important to understand what can be done to identify, prevent, sustain, and recover from those attacks. One particular aspect of information security that will be the major focus of this class is network security. The importance of network security puts pressure on information systems managers from two directions. On one hand, we are very dependent on internal (LAN) and external (Internet) networks, and losing network access may lead to catastrophic consequences. On another hand, a majority of attacks against information systems are carried out remotely by the means of the same networks that are used for legitimate communications. In this class, we will discuss common problems with basic solutions and techniques that make computer networks and data safer. We will look at the common practices followed by hackers and consider tools that are used for networks attacks as well as how to detect and stop those attacks. This class will be beneficial for you if you are preparing for a career in information systems and related areas, particularly with network management and support or IT audit and assurance. In addition, this class will cover a substantial portion of material common on the Security+ certification exam. This certification is beneficial for people interested in careers in Information Security area. The class will be held primarily in lecture mode with a significant amount of discussion on some tools along with in-class demonstrations. Students are encouraged to read about and
bring examples of security incidents for class discussion and relate the class concepts to real-world issues.

**Style:** 55% Lecture, 20% Discussion, 20% Demonstration, 5% Guest Speakers.

**Grading:** 25% final exam, 35% special projects, 30% quizzes, 10% other evaluation. 3 quizzes at 10% each. 2 projects: one at 15%, and one at 20%

**Exam Format:** T/F w/explanation Multiple choice Short Answer

### IDSc 4431 Advanced Database Design

**A-F only, 2 credit(s);**

**Instructor:** Everest, Gordon C

**Description:** Raise your database design skills to a whole new level. This course receives very high ratings from students. One wrote "enjoyed your class tremendously; one of the best I had at the U." Students learn something substantive to greatly enhance a career in IS, and have fun in the process. This course presents a high-level, conceptual data modeling scheme called Object Role Modeling (ORM). Students gain practical experience developing data models using ORM and its supporting CASE tool, the Natural ORM Architect (NORMA), which is open source software. Topics include: the basics of Entity-Relationship Diagrams (ERD), relational database modeling, and the principles of data normalization; a comprehensive taxonomy and comparison of data modeling schemes; advanced constructs in database design - subtypes and supertypes, ternary relationships, integrity constraints; capturing and representing facts and advanced business rule semantics in a data model; presentation and verbalization of a data model diagram for human understanding and validation; conducting a data modeling project; and mapping an ORM data model to a relational data model. ORM is a new way of thinking which avoids "table think." It enables data modelers to produce models which are semantically richer and easier to understand than traditional "record-based" data modeling schemes, such as Entity-Relationship (ER) Diagrams and relational tables. TEXT: Terry Halpin and Tony Morgan, Information Modeling and Relational Databases, Morgan-Kaufmann, 2008.

**AUDIENCE -- For the student or practicing IS professional who wants to learn how to do a good job of designing databases. This course provides the necessary methodology and tool skills. For more information, go to:**

http://www.tc.umn.edu/~geverest/DModCourse.html

**Style:** 70% Lecture, 20% Discussion, 10% Demonstration. Although mostly lecture time, we have a lot of interactive discussion. It makes the class more interesting by getting students involved.

**Grading:** 25% final exam, 20% quizzes, 50% written homework, 5% class participation. A 10 min, 1 page quiz each week an assignment is not due plus a final exam.

**Exam Format:** Both quizzes and the final exam: a mix of TF, MC, Blank fill, short answer, and mini design problems. Final exam is comprehensive on the whole course.

### IDSc 4490 Information Systems Special Topics

**A-F only, 2 credit(s), max credits 10, 5 completions allowed;**

**Instructor:** Adomavicius, Gediminas

**Description:** Course title: Business Intelligence The interaction between companies and their customers has changed dramatically in recent years. Customers and prospective customers want to interact with companies on their own terms, and a customer's continued business is no longer a guarantee. As a result, companies have realized that they need to understand their customers better and to be able to respond to various customer needs in a timely fashion. Business intelligence is the use of information technologies for gathering, storing, analyzing, and providing access to data to help managers make better decisions about their business and the way they serve customers. The innovative use of business intelligence technologies forms a powerful basis for competitive advantage in today's networked economy. The purpose of this course is to explain how data-driven business intelligence technologies, such as data mining, can help in many important business applications. This course begins by covering these topics at a basic fundamental level for those who have little or no experience with these technologies, and builds on this foundation to provide a comprehensive exploration of a variety of business intelligence technologies. This course has no prerequisites and welcomes students from all majors. Students may find that a basic understanding of math and statistics is helpful; however, the instructor will review any necessary background material as needed. In addition, this course assumes familiarity with Microsoft Excel. Important information about the required textbook: Galit Shmueli, Nitin R. Patel, Peter C. Bruce. Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner. 2nd edition. Wiley, 2010. ISBN: 978-0-470-52682-8. Note: This textbook comes with the XLMiner software (6-month license) that we will use in the class (you will be able to install it on your laptop and use it during the class and for homework assignments). In particular, each textbook has a license code for the software (and the software itself can be downloaded from the web). Thus, if you buy this textbook as a used book, you might not be able to use the software (since the original book owner might have used the software license up). For this reason, it is strongly advisable to buy the textbook as a new book, because you will definitely need the software for the class work.

**Grading:** 20% final exam, 35% special projects, 45% written homework.

### IDSc 4490 Information Systems Special Topics

**A-F only, 2 credit(s), max credits 10, 5 completions allowed;**

**Instructor:** Ray, Gautam

**Description:** Student may contact the instructor or department for information.
IDSc 6040 Information Technology Management  
A-F only, 2 credit(s);  
Instructor: Subramani, Mani R  
Description: Student may contact the instructor or department for information.

IDSc 6040 Information Technology Management  
A-F only, 2 credit(s);  
Instructor: Ray, Gautam  
Description: Student may contact the instructor or department for information.

IDSc 6050 Information Technologies and Solutions  
A-F only, 2 credit(s);  
Instructor: Adomavicius, Gediminas  
Description: Student may contact the instructor or department for information.

IDSc 6421 Financial Information Systems and Technology  
A-F only, 2 credit(s);  
Instructor: Ghoshal, Abhijeet  
Description: Student may contact the instructor or department for information.

IDSc 6423 Enterprise Systems  
A-F only, 2 credit(s);  
Instructor: Kampe, Doug  
Description: Student may contact the instructor or department for information.

IDSc 6444 Business Intelligence  
A-F only, 2 credit(s);  
Instructor: Adomavicius, Gediminas  
Description: Course title: Business Intelligence The interaction between companies and their customers has changed dramatically in recent years. Customers and prospective customers want to interact with companies on their own terms, and a customer's continued business is no longer a guarantee. As a result, companies have realized that they need to understand their customers better and to be able to respond to various customer needs in a timely fashion. Business intelligence is the use of information technologies for gathering, storing, analyzing, and providing access to data to help managers make better decisions about their business and the way they serve customers. The innovative use of business intelligence technologies forms a powerful basis for competitive advantage in today's networked economy. The purpose of this course is to explain how data-driven business intelligence technologies, such as data mining, can help in many important business applications. This course begins by covering these topics at a basic fundamental level for those who have little or no experience with these technologies, and builds on this foundation to provide a comprehensive exploration of a variety of business intelligence technologies. This course assumes familiarity with Microsoft Excel. Important information about the required textbook: Galit Shmueli, Nitin R. Patel, Peter C. Bruce. Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner. 2nd edition. Wiley, 2010. ISBN: 978-0-470-52682-8. Note: This textbook comes with the XLMiner software (6-month license) that we will use in the class (you will be able to install it on your laptop and use it during the class and for homework assignments). In particular, each textbook has a license code for the software (and the software itself can be downloaded from the web). Thus, if you buy this textbook as a used book, you might not be able to use the software (since the original book owner might have used the software license up). For this reason, it is strongly advisable to buy the textbook as a new book, because you will definitely need the software for the class work.

IDSc 6465 Global Sourcing of IT and IT Enabled Services  
A-F only, 4 credit(s);  
Instructor: Bapna, Ravi  
Description: Student may contact the instructor or department for information.

IDSc 6490 Advanced Topics in MIS: Advanced Business Intelligence  
A-F only, 2 credit(s), max credits 10, 5 completions allowed;  
Instructor: Adomavicius, Gediminas  
Description: This course builds upon IDSC 6444 "Business Intelligence" course. While IDSC 6444 focuses on the fundamental and most widely used data mining, data analytics, and personalization techniques, IDSC 6490 "Advanced Business Intelligence" delves into a number of other current and emerging data analytics areas that are becoming increasingly important for modern organizations. Such areas include mining text and Web data, temporal data analytics, and advanced data visualization. This course covers a number
of fundamental issues and introduces students to a number of analytics techniques in each of these areas. The students will be able to apply these techniques in different settings, using real-world datasets. This course will also discuss the value of advanced data analytics in a variety of organizational contexts and business applications.

**IDSc 8003 Accounting and Information Systems**

**A-F only, 4 credit(s);**  
**Instructor:** Schmidt, Matt  
**Description:** Information technology (IT) has transformed the collection of financial data, the nature of financial reporting, the auditing business process, and the practice of financial and managerial accounting within the firm. This course provides the student with relevant background on the technology solution, managerial approaches, systems design and assessment methods, and managerial issues that are specific to this area. It also covers digital data sources, procedures related to financial data and financial reporting, the Sarbanes-Oxley reporting requirements, and IS/IT infrastructure and internal control assessment. Students engage in experiential learning and obtain real world exposure via hands-on use of IT Governance frameworks. A course project is required.  
**Style:** 50% Lecture, 10% Film/Video, 25% Discussion, 10% Student Presentation, 5% Guest Speakers. Please note that percentages are estimates.  
**Grading:** 25% mid exam, 25% final exam, 25% special projects, 25% quizzes.

**IDSc 8721 Behavioral Decision Theory**

**2 credit(s), max credits 4, 1 completion allowed;**  
**Instructor:** Curley, Shawn P  
**Description:** How do we go about making decisions and the judgments on which they are based? What are some of the biases to which we are prone in making choices and judgments, and how do they arise? Can we improve upon our decision practices? Questions like these motivate and frame research in behavioral decision making. A large portion of the covered research can be conceptualized as arising from origins in normative decision theory. Normative decision theory represents decision making in terms of preferences over consequences and beliefs about possible events. In order to put this theory into practice, several descriptive components must come from the decision makers: their preferences, their judgments concerning the possible contingencies that might arise, and the variables/factors/actions that comprise the decision structure—the relevant elements for making the decision. Behavioral decision theory is interested in these descriptive components, and the cognitive processes by which they arise and affect choice. The course is a graduate level treatment of topics in decision theory from a behavioral perspective. The course will be primarily in seminar format. We will look at both traditional and current research in the field in an attempt to understand and integrate some of the major models and methodologies employed in the field of behavioral decision theory. The course covers models and issues of preference, judgment, and uncertainty. We will begin by going through the following text: Yates JF. (1990). Judgment and decision making. Englewood Cliffs, NJ: Prentice Hall. Beginning with Week 3 of the course, we will use our class time to discuss original journal articles on selected topics. As an example, you can view the course schedule from the last time the course was taught linked from my home page: http://umn.edu/~curley. Auditors are welcome; please contact the instructor with any questions about the course.  
**Style:** 5% Lecture, 95% Discussion.  
**Grading:** 50% reports/papers, 10% written homework, 40% class participation.

**IDSc 8801 Research Seminar in Information and Decision Sciences: Economics of Information Systems**

**2 credit(s), max credits 20, 10 completions allowed;**  
**Instructor:** Gupta, Alok  
**Description:** Student may contact the instructor or department for information.

**IDSc 8801 Research Seminar in Information and Decision Sciences: Data Mining and Personalization**

**2 credit(s), max credits 20, 10 completions allowed;**  
**Instructor:** Adomavicius, Gediminas  
**Description:** Student may contact the instructor or department for information.

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**Infrastructure Systems Engineering 510 WBOB**

**ISE 5112 Infrastructure Systems Engineering Management**

**A-F only, 2 credit(s);**  
**Instructor:** Kern, Philip M  
**Description:** Student may contact the instructor or department for information.

**ISE 5201 Pavement Management Maintenance and Rehabilitation**

**A-F only, 2 credit(s);**  
**Instructor:** Marasteanu, Mihai  
**Description:** Student may contact the instructor or department for information.
ISE 5202 Traffic Engineering Management
A-F only, 2 credit(s);
Instructor: Preston, Howard Denis
Description: Student may contact the instructor or department for information.

ISE 5402 Storm Water Management
A-F only, 2 credit(s), max credits 10, 1 completion allowed;
Instructor: Willenbring, Peter Rich
Description: Student may contact the instructor or department for information.

ISE 5501 Geographic Information Systems
A-F only, 2 credit(s);
Instructor: Henry, Brad
Description: Student may contact the instructor or department for information.

ISE 8105 Capstone Project
A-F only, 1-2 credit(s), max credits 3;
Instructor: Voller, Vaughan Richard
Description: Student may contact the instructor or department for information.

Innovation Studies  
20 Ruttan Hall

IS 5002 Final Project for Innovation Studies
A-F only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Harkins, Arthur M
Description: The Final Project must have an applied, field-based dimension, and may be undertaken in one of two ways: (1) as an internship in an organization such as a business, school, government agency, nonprofit or community group, or (2) as a hands-on study project that sheds light on a contemporary issue or problem. Section 001 is for initial preparation of the Final Project.

IS 5100 Innovation Studies Seminar: Sustainability, Farming, and the Future of Food
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Zita, Jacquelyn N
Description: Sustainability, Farming, and the Future of Food - Explore the question of planetary sustainability from the starting point of global climate crisis and environmental justice to organic farming and the future of food. From an exploration of the global environmental crisis and the relationship between agriculture and environment, we will bring this home to a real plot of Earth in an organic eco-farming project at the Women's Environmental Institute in Chisago County. This hands-on project will emerge from our study of various strategies for sustaining life on earth, broadly inclusive of human and nonhuman life, informed by new ways of knowing and new ways of growing in companionship with the Earth and with other species. The class will meet on campus, utilize electronic media and Moodle, and meet on two Saturdays for farm travel tours and work crew sessions. Please consult current syllabus for field trip Saturday dates.

IS 5100 Innovation Studies Seminar: Design Thinking for Innovation
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Singh, Virajita
Description: Design Thinking for Innovation - We are in a time of profound societal change between old ways of thinking and doing and new ways that are still emerging. Innovation and new tools and process are needed to help make the change. Design thinking is a tool/process of great promise for this transition. Using the techniques that designers have used for ages, it is now possible for anyone who is willing to engage in creative thinking and action to participate in designing new ways of being and doing. This seminar is designed to introduce you to the emerging field of design thinking and how it is inspiring creativity and innovation at a local and national level. We will use immersion in writing, design and creativity exercises in class, individually and in groups, as a means of understanding the design thinking process in action. No prior design experience is required. Bringing insights and challenges from your particular disciplines to class discussions and activities is encouraged.

IS 5100 Innovation Studies Seminar: Leading Innovation in 21st Century Minnesota
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Harkins, Arthur M
Description: Leading Innovation in 21st Century Minnesota - The "state" of Minnesota is subject to multiple definitions and
interpretations. For example, is Minneapolis merely an urban version of Lake Wobegon? Is "Main Street" a convincing portrait of "Minnesota nice"? Are the Twin Cities an "Omaha with professional sports," or do they surpass it as one of the world's major centers of creativity? What are the strengths, weaknesses, opportunities and threats facing Minnesota's alternative futures as a "state of innovation"? How are these futures influenced by national and global trends and potentials? What are the roles of social, cultural, and psychological "framers" in asking and answering these questions? How can Minnesota continue to develop a state of sustainable innovation? Of innovation leadership? This seminar explores and examines Minnesota's alternative futures as vital contexts for sustainable innovation. Join the seminar and meet Minnesota course guests who directly engage this topic. Conduct interviews about your field or interest with innovators by phone, email, or in person. Construct your own Minnesota Innovation Stories. Determine how your classmates' responses to innovation stories can be helpful to you. Create new and improved ways of "talking Minnesotan" about Minnesota as a present and future "state of innovation"! Learn how to frame focused and broad-gauge perspectives on Minnesota innovations that have already occurred or can occur in the near future. Learn and apply practical simulation techniques, including how each applies to Minnesota innovation topics, structure and process of the seminar.

**IS 5100 Innovation Studies Seminar: Sustainability and Sustainable Enterprise**

A-F only, 2 credit(s), max credits 24, 24 completions allowed;

**Instructor:** Smith, Tim

**Description:** "Sustainability and Sustainable Enterprise" - Protecting and improving our future well-being will require wiser and less destructive uses of natural assets and major changes to the way we make and implement decisions. Now, more than ever, new opportunities are emerging for innovative technologies, strategies and policy that embrace a sustainable approach to living and working on the planet new models that address systematic and long-term challenges to environmental and social quality. Consider the global trend of sustainable development and its implications for business and governance. Attention will be given to systems-based approaches to whole enterprise sustainability and new trends in private governance, organizational strategy formation, sustainability reporting and behavioral transformation. Focus on the development of critical understanding of the principles of sustainability indicators for business and society, and, how organizations can maximize benefits associated with the demand for sustainable development.

**IS 5950 Special Topics: Drawing on Your Systemic Soul: System Thinking**

A-F only, 1 credit(s), max credits 12, 3 completions allowed;

**Instructor:** Jordan, Nicholas Royal

**Description:** "Drawing On Your Systemic Soul: Practical Techniques for Systems Thinking" - Discover how to, literally, 'draw upon' your capacity for holistic and systems thinking. Learn and practice a set of graphic diagramming and modeling tools and skills, including 'rich pictures', system maps, influence diagrams, and sign graphs. These simple methods can help individuals and groups draw upon our innate capacities to think holistically; they are especially helpful for thinking strategically about how to manage complex situations. Expand your understanding of your own thinking and learning approaches; for example, how do you think, act, and learn when faced with a complex problem situation? You will apply these techniques to situations of immediate interest to us as individuals, and practice using them in groups. This class will meet on March 10 with a paper due 3 to 4 weeks later.

**IS 5950 Special Topics: Personal Renewal for Work and Change**

A-F only, 1 credit(s), max credits 12, 3 completions allowed;

**Instructor:** Lloyd, Roseann

**Description:** "Personal Renewal for Work and Change" - Explore ways to slow down and really see the world around us. One premise of these exercises is that fresh observation of the world can lead us out of our own obsessions and burdens. Another premise is that taking pleasure in the world can lead us to renewal for work and change. Beginning with a discussion about slowing down to see, we'll then proceed with exercises in and out of the classroom: writing practice, sitting and looking (in contrast to sitting with eyes closed in traditional meditation), and the golden ribbon exercise (from John Caddy and Joe Paddock's work with ecology) as many writers refer to their writing as a meditative practice; then transition to "freewriting" as described by Natalie Goldberg, and creating longer poems from internal images inspired by Nazim Hiket "Things I Didn't Know I Loved."

**Insurance and Risk Management**

**3-122 Carlson School of Management**

**Ins 4100 Corporate Risk Management**

2 credit(s);

**Instructor:** Whitman, Andrew Franklin

**Description:** Theory applied to Enterprise Risk Management (ERM) practice. Guest industry practitioners demonstrate as students learn how to apply the risk management process of identifying, assessing, controlling, financing and monitoring risks from all sources to increase value to all stakeholders. Risk managing cash flow, human resources, intellectual and tangible property, liability, and worker's compensation by application of risk control and risk financing tools, including insurance. Students learn to serve as consultants in teams presenting the risk management process to a live client company.

**Ins 4200 Insurance Theory and Practice**
2 credit(s);
Instructor: Whitman, Andrew Franklin
Description: An introduction to insurance theory and practice and to careers of actuary, corporate risk manager, insurance agent/broker/consultant, underwriter, and loss adjuster. Types of insurance: liability, crime, workers' compensation, and property insurance. Insurance practices of pricing, marketing, underwriting, and claims administration. These functions are applicable to all types of insurance and to self insurance in large organization. Life and health insurance; they are covered in Ins 4101 & Ins 4201.

**Inter-College Program  **

**ICP 3000 Career Skills in the Professional Environment**
2 credit(s);
Instructor: Bonderson, Lori
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Career planning and job search processes appropriate to business/professional careers in corporate culture. Exploring career options: career centers, company research and networking. Resume and cover letter writing. Job interview preparation. Organizational culture and job satisfaction. Business etiquette.

Style: Online
Grading: 28% special projects. -Self-Introduction (12%) -Cover Letter (10%) -Resume (10%) -Networking Assignment (10%) -Career Center Visit (10%) -Company Research (10%) -Interview Preparation (10%)

**ICP 3093 Directed Study**
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: STAFF
Description:

**ICP 3201 Career and Internship Preparation**
A-F only, 1 credit(s);
Instructor: Rechtzigel, Dana Lee
Description: Want to be sure your ready to put your best foot forward when searching for jobs and internships? This 1 credit course is ideal for students in any major seeking internships and/or full time work. This course covers topics that will prepare you for your job/internship search including communicating your skills and strengths, resume writing, interviewing, networking, job searching, setting future career goals, and salary negotiation.

Style: 25% Lecture, 5% Film/Video, 15% Discussion, 30% Small Group Activities, 15% Guest Speakers. Mock interviews 10%

**ICP 3201 Career and Internship Preparation**
A-F only, 1 credit(s);
Instructor: Giefer, Christine M
Description: This course is designed to introduce students to the career development journey. By taking a proactive approach to identifying and achieving their career goals, students will gain confidence in the job-search world and be able to position themselves to succeed. This course will focus on: -Self-assessment -Skills, values and goal setting -Job searching techniques -Resume writing, cover letters, portfolios and other job-search tools -Networking -Interviewing -Professionalism

**Interdepartmental Study  411 (STSS) Science Teaching Student Services**

**ID 1201 Major and Career Exploration**
2 credit(s);
Instructor: Bolte, Mia M
Description: Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

**ID 1201 Major and Career Exploration**
ID 1201 Major and Career Exploration
2 credit(s);
Instructor: Timmins, Paul
Description: Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

ID 1201 Major and Career Exploration
2 credit(s);
Instructor: Buckley, Christopher Gene
Description: Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

ID 1201 Major and Career Exploration
2 credit(s);
Instructor: Halverson, Joyce A
Description: Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

ID 3201 Career Planning
2 credit(s);
Instructor: Untiedt PhD, LP, Stephanie Ann
Description: Wondering what you'll do after graduation? This course provides a practical introduction to integrating career-search strategies with your talents, values, interests and experience. Emphasis is on understanding the marketplace, online research, strategic resume writing, networking, and interviewing. A $40 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

ID 3201 Career Planning
2 credit(s);
Instructor: Holschbach MA, Jesse
Description: Wondering what you'll do after graduation? This course provides a practical introduction to integrating career-search strategies with your talents, values, interests and experience. Emphasis is on understanding the marketplace, online research, strategic resume writing, networking, and interviewing. A $40 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

ID 3201 Career Planning
ID 3208 Internship Reflection: Making Meaning of Your Experience
2 credit(s);
Instructor: Sturm, Chelsie J
Description: Student may contact the instructor or department for information.

ID 3551 Community Leadership Seminar: Leadership, Ethics, and Community Building in Nonprofits
1 credit(s);
A-F only, 3 credit(s);
Instructor: Murton, Niall Donal
Description: Student may contact the instructor or department for information.

ID 3552 Community Leadership Internship: Leadership, Ethics, and Community Building in Nonprofits
A-F only, 3 credit(s);
Instructor: Murton, Niall Donal
Description: Student may contact the instructor or department for information.

ID 3571 Metro Urban Studies Term: Contested Theories of Poverty, Inequality, and Social Change
4 credit(s); Meets CLE req of Social Sciences
Instructor: Holliday, David Wallace
Description: In the Metro Urban Studies Term students actively delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basics of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3572 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3572 Metro Urban Studies Term: Social Policy and Anti-Poverty Strategies in Theory and Practice
4 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Holliday, David Wallace
Description: In the Metro Urban Studies Term students actively delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basics of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3573 HECUA Off-Campus Study Program: Metro Urban Studies Term Internship Seminar
8 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Holliday, David Wallace
Description: In the Metro Urban Studies Term students actively delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basics of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. This is an 8-credit internship in the Twin Cities. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3581 City Arts: Creating Social Change - Art and Culture in Political, Social, Historical Context
4 credit(s); Meets CLE req of Arts/Humanities
Instructor: Holliday, David Wallace
Description: In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.
ID 3582 City Arts: Arts Praxis - Social Justice Theory and Practice in the Field  
4 credit(s); Meets CLE req of Diversity and Soc Justice US  
Instructor: Holliday, David Wallace  
Description: In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3583 HECUA Off-Campus Program: City Arts Internship Seminar  
8 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Holliday, David Wallace  
Description: In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. This course is an internship with an organization in the Twin Cities. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3591 HECUA Off-Campus Study Program: Environmental Sustainability: Adaptive Ecosystem Management  
A-F only, 4 credit(s); Meets CLE req of Environment  
Instructor: Holliday, David Wallace  
Description: Students will gain a practical understanding of the ecological and physical processes that underlie environmental degradation. This course includes both classroom and field work. All majors are welcome! Concurrent registration in ID 3592, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3592 HECUA Off-Campus Study Program: Environmental Sustainability: Dimensions of Environmental Change  
A-F only, 4 credit(s); Meets CLE req of Social Sciences  
Instructor: Holliday, David Wallace  
Description: All majors are welcome! Students explore how humans understand environmental sustainability, how current power dynamics and trends towards a global free market impact local efforts to promote sustainability, and how community and social movements are developing alternative visions of environmental sustainability. This course includes both classroom and field work. Concurrent registration in ID 3591, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3593 HECUA Off-Campus Study Program in Sustainability: Field Methods Research and Investigation  
A-F only, 4 credit(s); Meets CLE req of Biological Sciences  
Instructor: Holliday, David Wallace  
Description: All majors are welcome! In this component of the program, students have an opportunity to work with scientists and community members to conduct publishable research. Concurrent registration in ID 3591, 3592, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3594 HECUA Off-Campus Study Program: Environmental Sustainability, Internship  
A-F only, 4 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Holliday, David Wallace  
Description: All majors are welcome! This 15-hour per week internship gives students an opportunity to interact and work with one of the most active networks of environmental organizations in the country. Concurrent registration in ID 3591, 3592, & 3593 is required. Contact the CCLC (612-626-2044) for more information.

ID 3900 University YMCA Collegiate Allies: U Y Collegiate Allies  
S-N only, 1 credit(s);  
Instructor: Neiman, Patricia Jane  
Description: Student may contact the instructor or department for information.
ID 3901 Scholars Program Capstone Seminar  
A-F only, 1 credit(s);  
Instructor: Siems, Monica Lee  
Description: Student may contact the instructor or department for information.

ID 3901 Scholars Program Capstone Seminar  
A-F only, 1 credit(s);  
Instructor: Peacock, Katie  
Description: Student may contact the instructor or department for information.

ID 3901 Scholars Program Capstone Seminar  
A-F only, 1 credit(s);  
Instructor: Hirt, Laurel Elizabe  
Description: Student may contact the instructor or department for information.

ID 3901 Scholars Program Capstone Seminar  
A-F only, 1 credit(s);  
Instructor: Dammer Hess, Laura Ann  
Description: Student may contact the instructor or department for information.

ID 3993 Directed Study  
1-4 credit(s), max credits 8, 8 completions allowed;  
Instructor: Hirt, Laurel Elizabe  
Description: Student may contact the instructor or department for information.

ID 3993 Directed Study  
1-4 credit(s), max credits 8, 8 completions allowed;  
Instructor: Timmins, Paul  
Description: Student may contact the instructor or department for information.

Interior Design  
240 McNeal Hall

IDes 1602 Interior Design Studio II  
A-F only, 4 credit(s);  
Instructor: Zollinger, Stephanie Watson  
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Hadjiyanni, Tasoulla  
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Martin, Caren Samter  
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Guerin, Denise A  
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Zollinger, Stephanie Watson  
Description: Student may contact the instructor or department for information.
IDes 2196 Work Experience in Interior Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 2604 Interior Design Studio IV
A-F only, 4 credit(s);
Instructor: English, Michael
Description: Student may contact the instructor or department for information.

IDes 2604 Interior Design Studio IV
A-F only, 4 credit(s);
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 2613 Lighting Design and Life Safety Issues
A-F only, 4 credit(s);
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 3162 History of Interiors and Furnishings: 1750 to Present
A-F only, 4 credit(s); Meets CLE req of Historical Perspectives
Instructor: Hadjiyanni, Tasoulla
Description: This course explores the evolution in the design and meaning of furniture and domestic interiors in Europe and America between 1750 and the present day. Fundamental to the course's approach is the uncovering of the artistic, historical, social, environmental, economic, political, cultural, religious, and technological forces behind these designs. Armed with an understanding of the world's interconnectedness and the multiplicity of factors that impact the development of furniture and interiors, students are challenged to consider how they can be responsible designers and create designs that respond to current forces and social concerns.
Style: 80% Lecture. presentations
Grading: 60% mid exam, 15% final exam, 10% reports/papers, 15% special projects.
Exam Format: identification of images

IDes 3606 Interior Design Studio VI
A-F only, 4 credit(s);
Instructor: Martin, Caren Samter
Description: Interior Design Studio VI will expand upon the knowledge base achieved in previous studios and lecture courses. The primary focus of the class will be working towards a full-scale office planning and design project. Three projects will be completed; each with a unique client, site, and increasing level of size and complexity. Projects will allow students to experience the design process, with an emphasis on programming and planning, as well as an understanding of open office systems furnishings, creation of a sense of place through development of the concept, and application of wayfinding knowledge. Assignments will focus on human factors, safety and security, meaning of place through concept development and architectural detailing, and an opportunity to build skills through teamwork. In addition, the scope of each project will be increased to allow learning to advance sequentially, moving towards the production of a full set of construction documents. The processes that designers employ define the environments in which people work; whether in a permanent office or a temporary or transitional office, or in a home office. Interior designers shape how work is accomplished, and contribute to human fulfillment that is derived from work. Defining the workplace is a complex endeavor. Both the individuals performing the work, and the work itself is constantly changing. Also, political, economic, and environmental aspects impact the workplace, workplace culture, and in fact the business's very existence. Therefore, the interior designer is a central player in the creation of work, workplace satisfaction, productivity, and performance. The workplace environment must holistically address the needs of the business, the integral work teams, and the individuals themselves. Class time will be focused primarily upon studio work, discussions, critique of student work (by students, the instructor, outside design critics, and code officials), interaction with clients, field trips, and research. Students will also be required to engage with design professionals through professional networking activities outside of class time as an enrichment exercise.
Style: 10% Lecture, 20% Discussion, 15% Student Presentation, 5% Field Trips, 50% Studio. The principal focus of class is studio; all other class time activities support studio efforts.
Grading: Principally, evaluation of studio projects comprise the majority of the grade, supported by outcomes of written reports and/or digital presentations. Professional networking and in-class participation are also part of the student's evaluation.

IDes 4160H Honors Capstone Project
IDes 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 4193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 4193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 4193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 4193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 4193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.
IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 4608 Interior Design Thesis
A-F only, 4 credit(s);
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 4608 Interior Design Thesis
A-F only, 4 credit(s);
Instructor: Soules, Maureen Jeanette
Description: Student may contact the instructor or department for information.

IDes 4616 Sustainable Commercial Interior Design
A-F only, 3 credit(s);
Instructor: Paron-Wildes, Anita Jean
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.
IDes 8222 Plan B Master's Project  
S-N only, 3 credit(s);  
Instructor: Guerin, Denise A  
Description: Student may contact the instructor or department for information.

IDes 8222 Plan B Master's Project  
S-N only, 3 credit(s);  
Instructor: Zollinger, Stephanie Watson  
Description: Student may contact the instructor or department for information.

IDes 8222 Plan B Master's Project  
S-N only, 3 credit(s);  
Instructor: Asojo, Abimbola  
Description: Student may contact the instructor or department for information.

International Business 2-210 Carlson School of Management

IBus 3010 Introduction to Entrepreneurship: An International Perspective  
A-F only, 4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Spruth, Steve  
Description: Student may contact the instructor or department for information.

IBus 3021 Human Resources Management: An International Perspective  
4 credit(s);  
Instructor: Vellella, Rob  
Description: Student may contact the instructor or department for information.

IBus 4010 Management of Technology in the Middle East  
A-F only, 3 credit(s);  
Instructor: Marshak, Marvin L  
Description: Student may contact the instructor or department for information.

IBus 4082W Brand Management  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Lipe, Jay  
Description: Student may contact the instructor or department for information.

IBus 5170 China Seminar: An International Business Challenge (Graduate-1)  
A-F only, 4 credit(s);  
Instructor: Cui, Tony Haitao  
Description: Student may contact the instructor or department for information.

IBus 5171 China Seminar: Understanding Supply Chain Resiliency  
A-F only, 4 credit(s);  
Instructor: Linderman, Kevin Wayne  
Description: Student may contact the instructor or department for information.

IBus 6041 IBUS 6041: Global Strategy and Modes of Entry  
A-F only, 4 credit(s);  
Instructor: Benraouane, Sid A.  
Description: Student may contact the instructor or department for information.

IBus 6400 Carlson MBA Global Discovery  
A-F only, 1-3 credit(s), max credits 3;  
Instructor: Madzar, Svjetlana  
Description: Student may contact the instructor or department for information.
IBus 6400 Carlson MBA Global Discovery
A-F only, 1-3 credit(s), max credits 3;
Instructor: Vaaler, Paul Martin
Description: Student may contact the instructor or department for information.

Interpersonal Relationships Research 104 Child Development

IRel 8360 Seminar: Topics in Interpersonal Relationships Research
1-3 credit(s), max credits 6, 3 completions allowed;
Instructor: Simpson, Jeffry A
Description: Student may contact the instructor or department for information.

Introduced Species and Genotypes

ISG 5020 Risk Analysis Modeling for Introduced Species and Genotypes
S-N only, 1 credit(s);
Instructor: Andow, David
Description: Student may contact the instructor or department for information.

Italian 314 Folwell Hall

Ital 1001 Beginning Italian
5 credit(s); Credit will not be granted if credit has been received for: ITAL 4001;
Instructor: STAFF
Description: Italian 1001 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. By the end of the first semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, and the final exam. Students who pass 1001 with a grade of +C- or higher can then move on to Italian 1002.
Grading: 15% final exam, 65% quizzes, 5% class participation, 15% other evaluation. oral presentations
Exam Format: Fill in the blank; true/false; essay; short answer

Ital 1002 Beginning Italian
5 credit(s); 1001 or instr consent Credit will not be granted if credit has been received for: ITAL 4002;
Instructor: STAFF
Description: Italian 1002 is the second semester of beginning Italian: students must have completed Italian 1001 with a grade of "C-" or better in order to take Italian 1002. Italian 1002 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. By the end of the second semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. Students who pass 1002 with a grade of "C-" or higher can then move on to Italian 1003.
Grading: 15% final exam, 65% quizzes, 5% class participation, 15% other evaluation. oral presentations
Exam Format: Short answer; fill in the blank, true/false

Ital 1003 Intermediate Italian
5 credit(s); 1001-1002 Credit will not be granted if credit has been received for: ITAL 4003;
Instructor: STAFF
Description: Italian 1003 is the third semester course of Italian language and culture. (Students must have completed the equivalent of a year of university level Italian instruction before taking this course.) Students concentrate on mastering elements of grammar and on increasing their active vocabularies. They continue to read, write, speak and listen to current Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. An integral part of this course is reading the text, Pinocchio. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, cultural presentation and the final exam. At the end of the third semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 1004 or to study in Italy.
Grading: 10% final exam, 70% quizzes, 5% class participation, 15% other evaluation. oral exam
Exam Format: essay, short answer, fill-in-blank, true/false

Ital 1004 Intermediate Italian
5 credit(s); 1001, 1002, 1003 Credit will not be granted if credit has been received for: ITAL 4004;
Instructor: STAFF
Description: Italian 1004 is the fourth semester course of Italian language and culture. (Students must have completed the equivalent of one and a half years of university level Italian instruction before taking this course.) Having learned all the basic grammar concepts students now concentrate on mastering these elements and on increasing their active vocabularies. They continue to read, write, speak and listen to Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. At the end of the fourth semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 3015 or to study in Italy.
Grading: 10% final exam, 70% quizzes, 5% class participation, 15% other evaluation. oral exam
Exam Format: essay, short answer, fill-in-blank, true/false, various presentations

Ital 3015 Reading, Conversation, and Composition
4 credit(s);
Instructor: Dradi Bower, Carlotta
Description: Student may contact the instructor or department for information.

Ital 3459W Senior Project
1 credit(s); Meets CLE req of Writing Intensive
Instructor: Ferlito, Susanna Florenc
Description: Student may contact the instructor or department for information.

Ital 3550 Topics in 19th Century Italy
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Ferlito, Susanna Florenc
Description: On Resentment. (taught in Italian) Resentment is considered the most consuming of all the passions, the ?villain? which reduces individuals to a self-consuming obsession with a past injury ? imagined or real. Nietzsche defines it in the Genealogy of Morals as a pathological emotion driving slave mentality. In this course we will examine the political and cultural power of this emotion and its relation to other emotions such as love, anger, disdain and compassion. We will examine resentment as a vice but also as a virtue given its capacity to represent a moral and ethical stance in the face of great even overwhelming injustice. We will be particularly interested in tracing representations of resentment in Italian history and culture from the Renaissance to the present. Our readings will include the most important political thinkers of the Italian renaissance: Macchiavelli (Il prinicpe) and Guicciardini (Osservazioni). We will examine the presence (or absence) of expressions of resentment in the national-patriotic discourses of 19th century (Mazzini, Cavour, Leopardi, Manzoni, Mozzi), our readings will lead us through the 20th century (from the feminist movement to the student uprising of 1968), to current resentments against Italy?s new status as a major importer of immigration and debates in Italy and outside Italy about the nation's anomalous modernity?

Ital 3640 Topics in Italian Studies
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Fitzgerald, M. J
Description: Student may contact the instructor or department for information.

Ital 3640 Topics in Italian Studies
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Ferlito, Susanna Florenc
Description: La dolce vita. (the sweet and good life). This course will introduce us to a theme of great importance in the representation of Italians and Italian life-style: the theme of indolence (ozio?). We will explore this theme of indolence through the medium of Italian film, history, literature and culture as well as examine foreign perspectives on the Italian character and identity (think of the novel/film Under the Tuscan Sun). From the 18th century onwards travelers to Italy have described Italy as a backward country bathed in laziness, sensuality and indolence due to an all too sweet climate and the effeminate ways of Italians. Thus, we will examine how this theme of indolence came about, how it becomes virulent during Italy?s move towards national unity in the 19th century and the struggle to both purge indolence from the modern Italian character as well as the desire to retain ?the sweet life? in the 20th century. We will think about mediteranean culture and what that might mean. We will examine whether a mediteranean ?slowness? might offer us a viable value and alternative to the ever-faster paced and technologically crazed ?modern? life we live in. Our readings/films will include : Pinocchio, Casanova, La Dolce Vita, I vitelloni, Mediterraneo, Under the Tuscan Sun and more. The course lecture/discussion is in English as are all the readings for non-Italian readers. For Italian majors/minors the discussion section will be in Italian and all
exam/work in Italian. No knowledge of Italian is necessary. The course encourages students of Italian language to enroll.

Grading: Midterm/final: 80% presentations: 20%

Ital 3806 Negotiating the Terms: Italian Film and Literature
3 credit(s), max credits 12, 4 completions allowed; Credit will not be granted if credit has been received for: ITAL 5806;
Instructor: Ferlito, Susanna Florenc
Description: La dolce vita. (the sweet and good life). This course will introduce us to a theme of great importance in the representation of Italians and Italian life-style: the theme of indolence (?ozio?). We will explore this theme of indolence through the medium of Italian film, history, literature and culture as well as examine foreign perspectives on the Italian character and identity (think of the novel/film Under the Tuscan Sun). From the 18th century onwards travelers to Italy have described Italy as a backward country bathed in laziness, sensuality and indolence due to an all too sweet climate and the effeminate ways of Italians. Thus, we will examine how this theme of indolence came about, how it becomes virulent during Italy?s move towards national unity in the 19th century and the struggle to both purge indolence from the modern Italian character as well as the desire to retain ?the sweet life? in the 20th century. We will think about mediteranean culture and what that might mean. We will examine whether a mediteranean ?slowness? might offer us a viable value and alternative to the ever-faster paced and technologically crazed ?modern? life we live in. Our readings/films will include: Pinocchio, Casanova, La Dolce Vita, I vitelloni, Mediterraneo, Under the Tuscan Sun and more. The course lecture/discussion is in English as are all the readings for non-italian readers. For Italian majors/minors the discussion section will be in Italian and all exam/work in Italian. No knowledge of Italian is necessary. The course encourages students of Italian language to enroll.
Grading: Midterm/final: 80% presentations: 20%

Ital 4002 Beginning Italian
2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ITAL 1002;
Instructor: Bray, Laura Smolizza
Description: Student may contact the instructor or department for information.

Ital 4003 Intermediate Italian
2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ITAL 1003;
Instructor: Barbieri, Monica
Description: Student may contact the instructor or department for information.

Ital 4004 Intermediate Italian
2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ITAL 1004;
Instructor: Olivero-Agney, Anna B
Description: Student may contact the instructor or department for information.

Ital 4970 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: STAFF
Description: Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

Ital 5337 Nation and Narration: Writings in the 19th Century
4 credit(s), max credits 16, 4 completions allowed;
Instructor: Ferlito, Susanna Florenc
Description: On Resentment. (taught in Italian) Resentment is considered the most consuming of all the passions, the ?villain? which reduces individuals to a self-consuming obsession with a past injury ? imagined or real. Nietzsche defines it in the Genealogy of Morals as a pathological emotion driving slave mentality. In this course we will examine the political and cultural power of this emotion and its relation to other emotions such as love, anger, disdain and compassion. We will examine resentment as a vice but also as a virtue given its capacity to represent a moral and ethical stance in the face of great even overwhelming injustice. We will be particularly interested in tracing representations of resentment in Italian history and culture from the Renaissance to the present. Our readings will include the most important political thinkers of the Italian renaissance: Macchiavelli (Il principe) and Guicciardini (Osservazioni). We will examine the presence (or absence) of expressions of resentment in the national-patriotic discourses of 19th century (Mazzini, Cavour, Leopardi, Manzoni, Mozzi), our readings will lead us through the 20th century (from the feminist movement to the student uprising of 1968), to current resentments against Italy?s new status as a major importer of immigration and debates in Italy and outside Italy about the nation?s ?anomalous modernity?.

Ital 5970 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: STAFF
Description: Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

### Japanese 220 Folwell Hall

**Jpn 1012 Beginning Japanese**
- 6 credit(s); 1011
- Credit will not be granted if credit has been received for: JPN 4002;
- Instructor: Tazawa, Kenichi
- Description: This course is the second of a two-semester sequence of Beginning Japanese. It aims to develop communication skills in Japanese. Therefore, students will continue learning the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (dos and don'ts). The items that will be covered in this semester include but are not limited to: 1. Describing appearance, 2. Reporting, 3. Giving an opinion or advice, 4. Describing a plan, intention, or desire, and 5. Making comparisons. The course will cover Lessons 7 through 12 of Genki (Refer to COURSE MATERIALS below), including both dialogue/grammar and reading/writing. It is expected that, by the end of this semester, students will be able to use the above functions to talk about family and friends, describe health concerns, and so on. Students also will be able to read and write short paragraphs, such as a letter or a report. To facilitate literacy, students will learn 87 kanji or Chinese characters (a total of 145 for JPN1011-1012).

**Jpn 3022 Intermediate Japanese**
- 5 credit(s); 3021 or instr consent
- Credit will not be granted if credit has been received for: JPN 4004;
- Instructor: Emmett, Keiko
- Description: This course is the second of a two-semester sequence of Intermediate Japanese. The course will cover Lessons 18 through 22 of Genki (Refer to COURSE MATERIALS below), both sections of dialogue/grammar and of reading/writing. The course aims to develop the four communication skills (speaking, listening, reading, and writing) on the intermediate level, as well as culture-specific skills (dos and don'ts). The items that will be covered in this term include, but are not limited to: 1. Describing the condition of an occurrence, 2. Speaking respectfully, 3. Explaining what you do not know, 4. Talking about bad experiences or events, and 5. Giving orders. It is expected that, by the end of this semester, students will be able to use the above functions to participate in formal, professional conversation. Students also will read/write short stories, expository writings, and formal letters. 78 kanji characters will be introduced in addition to the 224 characters learned in the previous lessons.

**Jpn 3032 Third-Year Japanese**
- 4 credit(s);
- Instructor: Buchanan, Michiko Todokoro
- Description: This course is the second of a two-semester sequence of third-year Japanese. The course will cover lessons 7-12 of 'An Integrated Approach to Intermediate Japanese - revised edition.' The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

**Jpn 3290 Japanese Language Teaching Tutorial**
- S-N only, 1 credit(s), max credits 2;
- Instructor: Buchanan, Michiko Todokoro
- Description: Student may contact the instructor or department for information.

**Jpn 4002 Beginning Japanese**
- 3 credit(s); 4001, grad student
- Credit will not be granted if credit has been received for: JPN 1012;
- Instructor: Tazawa, Kenichi
- Description: This course is the second of a two-semester sequence of Beginning Japanese. It aims to develop communication skills in Japanese. Therefore, students will continue learning the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (dos and don'ts). The items that will be covered in this semester include but are not limited to: 1. Describing appearance, 2. Reporting, 3. Giving an opinion or advice, 4. Describing a plan, intention, or desire, and 5. Making comparisons. The course will cover Lessons 7 through 12 of Genki (Refer to COURSE MATERIALS below), including both dialogue/grammar and reading/writing. It is expected that, by the end of this semester, students will be able to use the above functions to talk about family and friends, describe health concerns, and so on. Students also will be able to read and write short paragraphs, such as a letter or a report. To facilitate literacy, students will learn 87 kanji or Chinese characters (a total of 145 for JPN1011-1012).
reading/writing. It is expected that, by the end of this semester, students will be able to use the above functions to talk about family and friends, describe health concerns, and so on. Students also will be able to read and write short paragraphs, such as a letter or a report. To facilitate literacy, students will learn 87 kanji or Chinese characters (a total of 145 for JPN1011-1012).

Jpn 4004 Intermediate Japanese
3 credit(s); 4003, grad student
Credit will not be granted if credit has been received for: JPN 3022;
Instructor: Emmett, Keiko
Description: This course is the second of a two-semester sequence of Intermediate Japanese. The course will cover Lessons 18 through 22 of Genki (Refer to COURSE MATERIALS below), both sections of dialogue/grammar and of reading/writing. The course aims to develop the four communication skills (speaking, listening, reading, and writing) on the intermediate level, as well as culture-specific skills (do's and don'ts). The items that will be covered in this term include, but are not limited to: 1. Describing the condition of an occurrence, 2. Speaking respectfully, 3. Explaining what you do not know, 4. Talking about bad experiences or events, and 5. Giving orders. It is expected that, by the end of this semester, students will be able to use the above functions to participate in formal, professional conversation. Students also will read/write short stories, expository writings, and formal letters. 78 kanji characters will be introduced in addition to the 224 characters learned in the previous lessons.

Jpn 4004 Intermediate Japanese
3 credit(s); 4003, grad student
Credit will not be granted if credit has been received for: JPN 3022;
Instructor: Terui, Sachiko
Description: Student may contact the instructor or department for information.

Jpn 4006 Third Year Japanese
3 credit(s); 4005, grad student
Credit will not be granted if credit has been received for: JPN 4005;
Instructor: Buchanan, Michiko Todokoro
Description: This course is the second of a two-semester sequence of third-year Japanese. The course will cover lessons 7-12 of 'An Integrated Approach to Intermediate Japanese - revised edition.' The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

Jpn 4042 Advanced Japanese Conversation and Composition
4 credit(s);
Instructor: Matsumoto, Fumiko
Description: This course aims to improve effective communication skills in speaking, listening, reading and writing in academic settings. Interviews, class presentations, discussions, and role-playing, as well as reading texts, will be employed in class. The course also aims to deepen the understanding of modern Japanese society and culture and to help students to be able to talk about their own society and culture in Japanese. Effective learning strategies will be introduced and implemented to help students become independent learners of Japanese. This course will cover Theme 4 through Theme 6 of 'Image of Japan,' and topics such as "work", "women" and "foreigners" will be dealt with.
Style: 20% Lecture, 70% Discussion, 10% Student Presentation.
Grading: 10% mid exam, 10% final exam, 5% reports/papers, 10% special projects, 15% quizzes, 15% in-class presentation, 10% class participation, 25% other evaluation. Homework (assignments)

Jpn 5040 Readings in Japanese Texts
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Marran, Christine L
Description: In this course, students read various Japanese-language fictional and theoretical texts. In the Spring of 2010, we will read texts particularly related to eco-criticism and environmentalism.
Style: 100% Discussion.
Grading: 100% class participation.

Jpn 5993 Directed Studies in Japanese
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Buchanan, Michiko Todokoro
Description: Student may contact the instructor or department for information.
Jpn 5993 Directed Studies in Japanese
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Isaka,Maki
Description: Student may contact the instructor or department for information.

Jpn 5993 Directed Studies in Japanese
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Marran,Christine L
Description: Student may contact the instructor or department for information.

Jewish Studies Center for Jewish Studies

JwSt 1034 Introduction to Jewish History and Civilization
3 credit(s); credit will not be granted if credit already received for: JwSt 1034/3034/RelA 1034/3034 ReIS 1034/3034 Credit will not be granted if credit has been received for: RELS 3034; Meets CLE req of Historical Perspectives
Instructor: Schroeter,Daniel J
Description: This course surveys the history, culture and religion of Jews from ancient to modern times. We begin with the origins of Jews and Judaism in Ancient Israel, and the development of Jewish cultures in the Diaspora that emerged in the ancient Middle East and Mediterranean world. As Jews adapted to their cultural surroundings in the Middle Ages, dominated by Christianity and Islam, we explore the question: how were Jews, as a small minority often living under adversity, able to maintain a separate religion and distinctive ethnic identity. We examine the diversity of Jewish cultures and religious practices that were influenced by the cultures of the many places where Jews lived, while asking the question: how did Jewish communities differ and what did they share in common? From the 1700s to the beginning of the 21st century, Jewish communities in the Middle East, North Africa, Europe, and the Americas have been shaped by the transformations of the modern world, such as the rise of the modern nation state, economic change, the emergence of secular culture and ideologies, new religious trends, colonialism, population growth, and mass migrations. Among the major themes examined for the modern period are emancipation, assimilation, religious reform, secularization, Zionism, Socialism, the mass migration of Eastern European Jews to the United States, anti-Semitism, the Holocaust, and immigration to the modern state of Israel. How these processes impacted Jewish cultures and identities as well as the new kinds of relations that developed between the majority cultures and the Jewish minority is the focus of this part of the course.
Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

JwSt 3034 Introduction to Jewish History and Civilization
3 credit(s); credit will not be granted if credit already received for: JwSt 1034/3034/RelA 1034/3034 ReIS 1034/3034 Credit will not be granted if credit has been received for: JWST 1034; Meets CLE req of Historical Perspectives
Instructor: Schroeter,Daniel J
Description: This course surveys the history, culture and religion of Jews from ancient to modern times. We begin with the origins of Jews and Judaism in Ancient Israel, and the development of Jewish cultures in the Diaspora that emerged in the ancient Middle East and Mediterranean world. As Jews adapted to their cultural surroundings in the Middle Ages, dominated by Christianity and Islam, we explore the question: how were Jews, as a small minority often living under adversity, able to maintain a separate religion and distinctive ethnic identity. We examine the diversity of Jewish cultures and religious practices that were influenced by the cultures of the many places where Jews lived, while asking the question: how did Jewish communities differ and what did they share in common? From the 1700s to the beginning of the 21st century, Jewish communities in the Middle East, North Africa, Europe, and the Americas have been shaped by the transformations of the modern world, such as the rise of the modern nation state, economic change, the emergence of secular culture and ideologies, new religious trends, colonialism, population growth, and mass migrations. Among the major themes examined for the modern period are emancipation, assimilation, religious reform, secularization, Zionism, Socialism, the mass migration of Eastern European Jews to the United States, anti-Semitism, the Holocaust, and immigration to the modern state of Israel. How these processes impacted Jewish cultures and identities as well as the new kinds of relations that developed between the majority cultures and the Jewish minority is the focus of this part of the course.
Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

JwSt 3204 Dead Sea Scrolls
3 credit(s); Credit will not be granted if credit has been received for: JWST 5204;
Instructor: Brink,Katherine Shannon Dailey
Description: Student may contact the instructor or department for information.

JwSt 3521W History of the Holocaust
3 credit(s); Credit will not be granted if credit has been received for: RELS 3521W; Meets CLE req of Writing Intensive
Instructor: Ashkenazi,Ofer
Description: The term "Holocaust" refers to the deliberate, systematic murder of approximately 6 million Jews, as well as hundreds of
JwSt 3631 Jewish Writers and Rebels in German, Austrian, and American Culture

3 credit(s); Credit will not be granted if credit has been received for: GER 3631;
Instructor: Morris, Leslie C
Description: One of the major questions that the course will ask is if there is such a thing as Jewish writing. Gilles Deleuze and Felix Guattari’s “Kafka: Toward a Minor Literature” will serve as the starting point for the course, for they propose a theory that seeks to explain how minority groups construct stories, novels, and poems within a major language. Therefore, when Jewish writers compose their works, they inevitably challenge majority assumptions in German, Austrian, and American culture. Not only do they undermine Jewish stereotypes embedded in the majority culture, but they also ask: What does it mean to be German, Austrian, and American? Can we define a national character? Is there really such a thing as national character? Jewish writers such as Kafka, Celan, Canetti, Broch, Hilsenrath, Malamud, Böll, Honigmann, Bellow, and Roth have developed remarkable affinities that cut across German, Austrian and American cultures, and it will be the purpose of this course to study these affinities and determine whether there is such a thing as Jewish writing. In addition, the course will deal with the major crises of the twentieth century that have compelled Jewish writers often to assume the role of outsider and rebel. Though this is not a course that deals with the Holocaust per se, it will analyze how anti-Semitism in Europe and America led to the destruction of European Jewry and how Jewish writers have responded to this catastrophe and continue to do so in new works.
Style: 15% Lecture, 85% Discussion.
Grading: 80% reports/papers, 20% class participation.

JwSt 3632W Jewish Women in the United States

3 credit(s); Credit will not be granted if credit has been received for: AMST 3632W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Prell, Riv-Ellen
Description: This class will examine the history of Jewish women in the United States over the past 150 years. Students will learn about how Jewish women changed family life, entered the workplace, built communal structures and participated in the major social movements of this period. The class will look at the diversity of Jewish women’s experiences understanding how their differences will allow us to understand that women can only be studied in relationship to issues such as class and race. In studying women within an American minor group the class will focus on the ways in which both anti-Semitism and changing ideas about Jews and race shaped Jewish women’s experience. We will address four periods in American Jewish history, from the mid nineteenth century to the present, that marked key turning points in defining American Jewish life for woman. They coincide as well with times of dramatic change in American society. Students will read a variety of sources?fiction, historical narratives, autobiography- as well as viewing films and printed sources such as political cartoons. This body of work will allow the class to understand the ways in which Jewish women were viewed by the larger culture, by Jewish men and one another. The class will create the opportunity both to learn about Jewish women, but also to provide the tools to learn to analyze how forms of racism?including anti-semitism— and sexism shape society and groups.
Class Time: Lecture 30% Discussion 30% Films/DVDs 20% In Class Assignments 20% Work Load 50 pages per week; mid term and final; three short papers
Style: 50% Lecture, 10% Film/Video, 40% Discussion.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% attendance. The class is writing intensive and the paper will have a number of steps
Exam Format: essay and short answer

JwSt 3900 Topics: Jewish Studies: Jerusalem: Jews, Christians, and Muslims

A-F only, 3 credit(s), max credits 15, 5 completions allowed;
Instructor: Schroeter, Daniel J
Description: This course examines the contesting views of Jerusalem by the three major religions that consider the city sacred: Judaism, Christianity, and Islam. We examine the ways in which the city was shaped since ancient times by each dominant religion, and how the contest between national groups in the nineteenth and twentieth centuries transformed the city in the modern period. Jerusalem has been considered sacred by millions of people who do not live there but who feel they have much at stake in the control of the city. This has been a major influence in the history of Jerusalem, shaping the daily lives of its residents. Jerusalem is unique because there is no city in the world that has been as contested for such a long period of time. Consequently, writings about Jerusalem offer many different perspectives. Interpretations of its history and the religious meaning of the city are usually controversial. Students will confront many different, contradictory, and often opposing viewpoints of Jerusalem in the writings of scholars, writers, travelers,
residents, and religious and political leaders from ancient to modern times. Yet rather than privileging a particular interpretation over another, students will study how to analyze the evidence, and by so doing, achieve a better understanding of why Jerusalem has both been held sacred and fought over for 3,000 years.

**Style:** 50% Lecture, 30% Discussion, 20% Small Group Activities.

**JwSt 3900 Topics: Jewish Studies: Israeli-Palestinian Conflict in Popular Culture**

* A-F only, 3 credit(s), max credits 15, 5 completions allowed;
* **Instructor:** Ashkenazi, Ofer
* **Description:** This course examines the history of the Israeli-Palestinian conflict from its beginning in the late nineteenth century to the present, emphasizing the ways in which these events were imagined by the people who experienced and remembered them. The discussions will highlight the ways in which documentaries, narratives and collective memories are intertwined in both Jewish and Arab self-perceptions, national ideologies and fears. In analyzing short stories, novels, folk music, and film which developed within the Jewish and the Arab populations in Palestine, the course seeks to reach at a thorough understanding of the origins, meanings and possible future of this ongoing violent conflict. While the starting point addresses two distinct communities, we will rather underscore the diversity and the often transient nature of identities embedded in this conflict.

**JwSt 4001W Final Project, Writing Intensive**

* A-F only, 1 credit(s); Meets CLE req of Writing Intensive
* **Instructor:** STAFF
* **Description:** Student may contact the instructor or department for information.

**JwSt 5204 Dead Sea Scrolls**

* 3 credit(s); Credit will not be granted if credit has been received for: JWST 3204;
* **Instructor:** Brink, Katherine Shannon Dailey
* **Description:** Student may contact the instructor or department for information.

**JwSt 5992 Directed Readings**

* 1-12 credit(s), max credits 12, 1 completion allowed;
* **Instructor:** STAFF
* **Description:** Student may contact the instructor or department for information.

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**Journalism and Mass Communication 111 Murphy Hall**

**Jour 1001 Introduction to Mass Communication**

* A-F only, 3 credit(s); Meets CLE req of Social Sciences
* **Instructor:** Hansen, Kathleen Ann
* **Description:** How are new communication technologies (smart phones, tablets, etc.) changing the way media professionals do their work and audiences receive messages? What do we know about the effects of television and video games on children? Are social media going to kill traditional print media (newspapers, magazines, books)? Do advertising and public relations practitioners perform a useful information function in a democracy? Will we still go to a movie theater to see a film five years from now? What is it like to work in news, advertising or public relations? These questions and many more are explored in this course designed to introduce students to the theory and practice of mass communication in the United States. Students interested in majoring in journalism and mass communication must take this course before entering the major. Students interested in how and why mass communication messages function will leave the course with a deeper understanding of the media environment within which we all operate.
* **Style:** 50% Lecture, 25% Discussion, 25% Small Group Activities.
* **Grading:** 12% mid exam, 12% final exam, 10% reports/papers, 20% quizzes, 12% additional semester exams, 33% class participation.

**Jour 1001 Introduction to Mass Communication**

* A-F only, 3 credit(s); Meets CLE req of Social Sciences
* **Instructor:** Paul, Nora
* **Description:** Student may contact the instructor or department for information.

**Jour 1001 Introduction to Mass Communication**

* A-F only, 3 credit(s); Meets CLE req of Social Sciences
* **Instructor:** Lewis, Seth Corwin
* **Description:** How are new communication technologies (smart phones, tablets, etc.) changing the way media professionals do their work and audiences receive messages? What do we know about the effects of television and video games on children? Are social
Jour 1001H Honors: Introduction to Mass Communication
A-F only, 3 credit(s); Meets CLE req of Social Sciences
Instructor: Hansen, Kathleen Ann
Description: How are new communication technologies (smart phones, tablets, etc.) changing the way media professionals do their work and audiences receive messages? What do we know about the effects of television and video games on children? Are social media going to kill traditional print media (newspapers, magazines, books)? Do advertising and public relations practitioners perform a useful information function in a democracy? Will we still go to a movie theater to see a film five years from now? What is it like to work in news, advertising or public relations? These questions and many more are explored in this course designed to introduce students to the theory and practice of mass communication in the United States. Students interested in majoring in journalism and mass communication must take this course before entering the major. Students interested in how and why mass communication messages function will leave the course with a deeper understanding of the media environment within which we all operate.

Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.
Grading: 15% mid exam, 15% final exam, 29% reports/papers, 8% quizzes, 15% additional semester exams, 17% in-class presentation.
Exam Format: Multiple-choice, matching, and short-answer (short-essay) questions

Jour 3004V Honors: Information for Mass Communication
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hansen, Kathleen Ann
Description: This course introduces the concept of the information strategy as it applies to mass communication. The strategies, techniques and resources discussed will apply to any type of mass communication message production; they will also apply to academic work such as term paper and project production. We are most concerned with the process of information gathering, evaluation and use. A case study format will be used to study this process in depth throughout the semester.

Style: 66% Lecture, 33% Discussion.
Grading: 30% final exam, 30% reports/papers, 10% class participation, 30% problem solving.
Exam Format: multiple choice, true-false

Jour 3004W Information for Mass Communication
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Manning, Meagan A
Description: Student may contact the instructor or department for information.

Jour 3005 Mass Media Effects
A-F only, 3 credit(s); Meets CLE req of Social Sciences
Instructor: Yzer, Marco
Description: Mass media have been alternately feared, bemoaned, used, and dismissed as tools to change beliefs, attitudes, and behavior. Together, we will explore a century’s worth of thinking as to how and when media might have such effects, and whether we might expect that media effects will change as a function of trends in media development. We will approach this topic largely from a
social science perspective, and building on current developments in that area will examine media effects using a multilevel approach. That is, will media effects be different for individuals, families, cultures and other possible groups? The idea is as simple as it is challenging: Media effects are the complex interaction of receivers who give meaning to media messages, the source of those messages, and the circumstances in which receivers engage with media messages.

**Style:** 70% Lecture, 30% Discussion.

**Jour 3006 Visual Communication**

A-F only, 3 credit(s);

Instructor: Schwartz, Dona

**Description:** Journalism 3006 is an introduction to the study of visual media and to the role of images in mass communication and contemporary culture. The central goals of the course are to: provide you with an understanding of the basic visual elements from which images are constructed sharpen your ability to analyze the messages encoded within visual images enhance your ability to articulate your reactions to images both verbally and in writing enhance your understanding of images as social objects, the meanings of which are shaped by the contexts of their construction, use and exhibition provide a strong foundation for professional work and scholarship in visual communication. At the end of the semester you will be looking at visual images differently than you do now: by studying the fundamental elements of images and their social contexts you’ll be able to appreciate their complexity, understand how to discover their meanings, and grasp their significance. If you attend class, look, listen, and respond, your level of visual literacy will be significantly enhanced, and you will be able to become a knowledgeable consumer of visual images.

**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 20% special projects.

**Jour 3101 News Reporting and Writing**

A-F only, 3 credit(s);

[3004W or Concurrent registration is required (or allowed) in 3004W or 3004V], [jour major or approved IDIM major or ICP major or BIS major] Credit will not be granted if credit has been received for: JOUR 3101H;

Instructor: Golden, Gayle Celeste

**Description:** Student may contact the instructor or department for information.

**Jour 3102 Convergence Journalism**

A-F only, 3 credit(s);

Instructor: Benson, Dana Richard

**Description:** Student may contact the instructor or department for information.

**Jour 3102 Convergence Journalism**

A-F only, 3 credit(s);

Instructor: Broeckert, Jerry

**Description:** Student may contact the instructor or department for information.

**Jour 3121 Intermediate News Reporting**

A-F only, 3 credit(s);

Instructor: Ison, Christopher John

**Description:** This is a class tailored to undergraduate journalism majors in the news/editorial sequence. Students will learn how to report on the people, events and institutions that make up the most fundamental news beats in any newsroom. They'll learn by doing - hitting the streets to find news stories at city hall, the police department, the courthouse, etc. They'll need to apply what they learned in Journalism 3101 (Newswriting) and the additional writing skills they learn during the semester in this class. The class will emphasize how to find and use public records for news stories, how to find and interview sources and how to organize information so that stories are interesting and understandable to readers. The instructor will emphasize class discussion to learn about reporting methods, ethics and news judgment. Students will be required to read the newspaper every day and be able to think critically and discuss the news in class. By the end of the semester, students will understand how newsrooms work, and how good reporters produce accurate, high-quality stories for print and broadcast.

**Style:** 40% Lecture, 40% Discussion. TV news viewing, guest speakers, in-class exercises, etc.

**Grading:** 100% reports/papers. Occasional quizzes, as well as attendance and class participation could factor in to grades.
Instructor: DePass, Dee
Description: Student may contact the instructor or department for information.

Jour 3155 Editing for Print and Digital Audiences
A-F only, 3 credit(s);
Instructor: McKenzie, Sarah Lynn
Description: Student may contact the instructor or department for information.

Jour 3173W Magazine Writing
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Froiland, Paul V
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid policies. This course will teach you the concepts and skills of writing for magazines. You will learn how to identify a magazine's niche and how to market stories editors want. Through a series of writing assignments, all of which will be edited and rewritten, you will then learn how to market, develop, and write the most common types of magazine stories. In the end, you will have some experience pitching a story to a publication, giving them the first step into that marketplace.
Style: 100% Web Based.
Grading: -5 writing assignments (72%) -5 analysis assignments (8%) -Story development assignments (20%)
Jour 3321 Basic Media Graphics
A-F only, 3 credit(s);
Instructor: West, Arlene K
Description: Student may contact the instructor or department for information.

Jour 3321 Basic Media Graphics
A-F only, 3 credit(s);
Instructor: Martin, Peter Lynn
Description: This class introduces students to the use of Graphics in digital media, students explore basic digital imaging, how we do it, how we repurpose images and a basic investigation of some issues the new media technology brings to the content of our images. We will start with image creation/acquisition, using digital cameras, scanners, both film and flatbed, using Adobe's Photoshop software to modify the digital images. Assignments include Portrait, font choice, Resume, photo composite and finally, a project that investigates image intent, specifically, how the computer imaging environment affects the student's interpretation of the truth of the image they create. These projects set the tone for undertakings of creative discovery. The class is designed to provide a working knowledge of Adobe Photoshop and basic aspects of both Quark Xpress or Adobe InDesign and Adobe GoLive programs as a basis to begin exploration of the opportunities that new media technology enables.
Style: 25% Lecture, 10% Discussion, 65% Laboratory.
Grading: 100% special projects.

Jour 3321 Basic Media Graphics
A-F only, 3 credit(s);
Instructor: Husom, David Harold
Description: Student may contact the instructor or department for information.

Jour 3321 Basic Media Graphics
A-F only, 3 credit(s);
Instructor: Plesser, Leslie Jeanne
Description: Student may contact the instructor or department for information.

Jour 3451 Electronic News Writing and Reporting
A-F only, 3 credit(s);
Instructor: Benson, Dana Richard
Description: Student may contact the instructor or department for information.

Jour 3551 Economics of New Media
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Sullivan, Dan
Description: Many people have great ideas for new ways to use the Internet or other new communications technologies to create value. The problem is figuring out why anyone would pay for these new offerings or invest in them. Solving this problem depends, in large part, on understanding what is new (and unique) about "new media." This course focuses on organizations attempting to use the Internet and related technologies to create new value or to improve the "efficiency" of their existing operations. Particular attention is paid to why companies such as Google and Yahoo are so successful, and why traditional media organizations are struggling to make money on the Internet. Among the topics to be covered are online news, weblogs, searching, e-commerce, ebay, online games, political action organizations, social networking sites and online distribution of music and videos. Format for the class is a mix of lecture and discussion. There are two required books for the course: Re-thinking the Network Economy and The Search: How Google and Its Rivals Rewrote the Rules of Business and Transformed Our Culture. Assignments include a midterm, a final, and 3-4 short writing assignments.
Style: 60% Lecture, 40% Discussion.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.
Exam Format: mix of short answer and short essay.

Jour 3614 History of Media Communication
A-F only, 3 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Dell'Orto, Giovanna
Description: This course examines the history of media communication through the window of changing media technology, with an
emphasis on the impact of new technologies on society. Beginning with the earliest oral approaches to communication, the class surveys the evolution of print, wired telecommunications, radio, television, computer and the Internet. The course focuses on the way technological innovations—from the printing press to wireless Internet—have changed not only how people share beliefs and information but also what people have communicated through history. The underlying question guiding inquiry through the course?¡¯s survey of diverse historical times is: How have new communication technologies affected society through time? That entails also exploring the philosophical/ethical foundations in society at different times that shaped how new technologies were applied and how mass communication changed accordingly. Finally, how did mass communication and its related social, cultural, and political contexts change over time? Students are expected to develop an understanding of how technological and communication change has affected differently diverse groups in U.S. society and internationally, and to develop an understanding of the ethical implications of new media technologies and their effects on mass communication. The class is in part a study of history and in part the "doing" of history—in addition to attending lectures, participating in small-group discussions, studying the assigned readings and completing two exams, students are required to write a brief research paper.

Jour 3741 People of Color and the Mass Media
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Squires, Catherine R
Description: Student may contact the instructor or department for information.

Jour 3745 Mass Media and Popular Culture
A-F only, 3 credit(s); Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval] Credit will not be granted if credit has been received for: JOUR 3745H; Meets CLE req of Arts/Humanities; Meets CLE req of Diversity and Soc Justice US
Instructor: Williams, Jennifer Lisa
Description: Student may contact the instructor or department for information.

Jour 3771 Mass Media Ethics: Moral Reasoning and Case Studies
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Ison, Christopher John
Description: This course will help you build a foundation for making ethical decisions under the kinds of difficult circumstances that journalists and strategic communication professionals face every day. The instructor won¿t be telling you the right decisions. (Not most of the time, anyway.) You get to decide what constitutes the right decision. Most of our discussion will focus on the process we should use to make good, ethical judgments. That requires all of us to explore, discuss and debate the way we make decisions and the consequences. This will happen in constant class discussion that everyone is expected to join. We¿ll talk about ethical theory and real-life case studies in journalism, advertising and public relations. Some will be historical examples; others will be more recent cases, and some that surface during the semester That means students should be reading the newspapers and other media ¿ every day. It also means that attendance and class participation is required in this course. If you¿re shy about asking questions and contributing comments, that¿s certainly not uncommon. But get over it. It¿s time to break out of your shell. We¿ll hear regularly from guest speakers from the news and strategic communications fields, and we¿ll use the University¿s Vista site as a source for much of our reading.

Jour 3776 Mass Communication Law
A-F only, 3 credit(s);
Instructor: Kirtley, Jane E
Description: Course objective: to allow undergraduates to gain a basic understanding of mass media law by reading and analyzing significant court decisions and statutes affecting legal rights and privileges of journalists. We will survey the development of First Amendment media law, including prior restraints, libel, privacy, reporters' privilege, access to courts and to government information, and government regulation of electronic journalism. Course requires thorough preparation by reading primary source material as well as assigned textbook. Students must submit &quot;briefs&quot; (1-2 pages) of selected cases, prepare a short (5-10 pages) original research paper, write their own opinion in a First Amendment case (4-6 pages), and take two exams. Class participation is strongly encouraged. Format is primarily lecture/socratic dialogue.
Style: 65% Lecture, 35% Discussion.
Grading: 25% mid exam, 35% final exam, 40% reports/papers. Case briefs worth 15% of grade; opinion worth 15%; paper worth 20%. Exceptional class participation can raise grade.
Exam Format: Essay, with some short answer, multiple choice, true/false

Jour 3776H Mass Communication Law
A-F only, 3 credit(s);
Instructor: Kirtley, Jane E
Description: Student may contact the instructor or department for information.
Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Sullivan, Dan
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Pedelty, Mark Holmes
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Dell'Orto, Giovanna
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Schwartz, Dona
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Tims, Albert R
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Hansen, Kathleen Ann
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Golden, Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kirtley, Jane E
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Eighmey, John  
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study  
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;  
Instructor: Huh, Jisu  
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study  
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;  
Instructor: Yzer, Marco  
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study  
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;  
Instructor: Squires, Catherine R  
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study  
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;  
Instructor: Sanders, Amy Kristin  
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study  
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;  
Instructor: Thiel-Stern, Shayla  
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Benson, Dana Richard  
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Ison, Christopher John  
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Therkelsen, David Jon  
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Golden, Gayle Celeste  
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Broeckert, Jerry  
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Johnson, Jennifer M  
Description: Student may contact the instructor or department for information.
Jour 4171 Capstone: Covering the Arts  
A-F only, 3 credit(s);  
Instructor: LeFevre, Camille Lynn  
Description: Student may contact the instructor or department for information.

Jour 4171 Capstone: Covering the Arts  
A-F only, 3 credit(s);  
Instructor: Sullivan, Daniel Joseph  
Description: Student may contact the instructor or department for information.

Jour 4242 Advertising Portfolio Development  
A-F only, 3 credit(s);  
Instructor: Johnson, Jennifer M  
Description: This course introduces students to advertising creative development and conceptual thinking. Students will work in teams that include account planners, copywriters, and art directors. They will develop creative strategy briefs and present ideas based on their strategies. At the end of the term, successful students will be able to apply practical creativity to advertising ideas and will have a basic understanding of how to put a book together to get a job in advertising.  
Style: 30% Lecture, 20% Laboratory. This class is highly interactive. Students must contribute to class creative exercises and assignments during each meeting.  
Grading: A midterm creative review and a final creative review, by advertising professionals, will help determine final grades. Completion of assignments and level of improvement will also weigh heavily on grade. Student participation is critical.

Jour 4259 Cases in Strategic Planning and Thinking  
A-F only, 3 credit(s);  
Instructor: Williams, Jennifer Lisa  
Description: Student may contact the instructor or department for information.

Jour 4259 Cases in Strategic Planning and Thinking  
A-F only, 3 credit(s);  
Instructor: Kaiser, Kent Luther  
Description: Student may contact the instructor or department for information.

Jour 4259 Cases in Strategic Planning and Thinking  
A-F only, 3 credit(s);  
Instructor: Kucharski, Matthew John  
Description: A comprehensive review of current and classic case studies in strategic communications planning and thinking. Covers a wide range of communications disciplines, scenarios and industries.

Jour 4259 Cases in Strategic Planning and Thinking  
A-F only, 3 credit(s);  
Instructor: Reid, Victoria Jane  
Description: Student may contact the instructor or department for information.

Jour 4259 Cases in Strategic Planning and Thinking  
A-F only, 3 credit(s);  
Instructor: Ball, Jennifer  
Description: Student may contact the instructor or department for information.

Jour 4261 Advertising: Media Strategy  
A-F only, 3 credit(s);  
Instructor: Herzog, Earl Alphonse  
Description: Student may contact the instructor or department for information.

Jour 4263 Strategic Communication Campaigns  
A-F only, 4 credit(s);  
Instructor: Strother, Patrick J  
Description: Student may contact the instructor or department for information.
Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Gore, Daniel Asher
Description: Student may contact the instructor or department for information.

Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Weitz, Carol Ruth
Description: An in-depth look at all aspects of strategic campaign development, culminating in the development of a strategically sound communications campaign. Emphasis on "real life" examples of campaigns, their creation and development. All essentials of developing strategic communication campaigns are covered, including advertising strategy and positioning, developing creative, consumer research, planning and setting objectives, media strategies, public relations programs, promotion, and targeting and segmentation. Course involves team work, multi-media presentations and class discussion.

Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Pounds, James E
Description: Student may contact the instructor or department for information.

Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Moorhouse, Bruce Thompson
Description: Student may contact the instructor or department for information.

Jour 4272 Interactive Advertising
A-F only, 3 credit(s);
Instructor: Housholder, Elizabeth Emma
Description: Student may contact the instructor or department for information.

Jour 4274W Advertising in Society
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Wackman, Daniel Bruce
Description: Advertising in Society introduces students to a variety of issues regarding ways in which advertising is linked to society. It examines these issues from several perspectives: social, cultural, economic, legal, and ethical. The course differs from professionally-oriented classes which study advertising from the perspective of a professional attempting to develop effective advertising. As a writing intensive course, Advertising in Society helps students learn how to conduct thorough analyses of issues, develop positions on issues, and present coherent and convincing arguments for positions they have taken. We begin the course with a four week section focusing on one issue involving the relationship between advertising and society. The issue chosen illustrates the complex, multifaceted nature of advertising--society issues. The next six weeks focus on the role of advertising in the economic system and the ways in which advertising is regulated to try to insure fair competition and to protect consumers. The last five weeks focus on social criticisms of advertising and the social responsibilities of advertising practitioners.

Style: 35% Lecture, 65% Discussion.
Grading: 24% mid exam, 24% final exam, 43% reports/papers, 6% special projects, 3% class participation.
Exam Format: multiple choice, short answer, and essay

Jour 4302 Electronic Photojournalism
A-F only, 3 credit(s);
Instructor: Zerby, Mike
Description: Jour 4302 is a basic skills course, designed to teach a journalism student the fundamentals of electronic photojournalism as practiced by newsrooms across many forms of media. The course will: 1) create a foundation for understanding the historical, technical, aesthetic and ethical development of journalistic photography. 2) discuss and practice the principles of communication as embodied in the profession of photojournalism, including how to: a) conceptualize and plan photo shoots, photo stories, and essays. b) research story ideas, develop shooting strategies, gain access to subjects. c) structure and present visual narratives in print and on the internet. d) enable a student to acquire some of the camera and computer skills necessary to practice the craft of electronic photojournalism, including some digital darkroom processing. e) involve students in executing photo assignments and experiencing frequent critiques, thus beginning the creation of a portfolio of journalistic photography suitable for job seeking. The content and direction of this course will not presume great prior knowledge or skills. However, students with experience may proceed to more distant horizons. All photographic assignments will all be done with digital equipment. The primary focus will be on achieving access, capturing content and accomplishing journalistic story telling. The course will refer to other reporting competencies such as:
technology, press responsibility, cultural sensitivity and ethics.

**Style:** 30% Lecture, 20% Discussion, 50% Laboratory.

**Grading:** 10% quizzes, 20% in-class presentation, 10% class participation, 60% problem solving.

**Exam Format:** performance on problem solving IS exam

### Jour 4303 Capstone: Documentary Photojournalism
- **A-F only, 3 credit(s);**
- **Instructor:** Schwartz, Dona
- **Description:** Student may contact the instructor or department for information.

### Jour 4452 Capstone: Electronic Newscast Producing
- **A-F only, 3 credit(s);**
- **Instructor:** Benson, Dana Richard
- **Description:** Student may contact the instructor or department for information.

### Jour 4551 New Media and Culture
- **A-F only, 3 credit(s);**
  - Meets CLE req of Arts/Humanities; meets CLE req of Technology and Society
- **Instructor:** Thiel-Stern, Shayla
- **Description:** A broad upper-level theoretical course about the history, theories and social impact of digital and interactive media on culture. How new media -- including the Internet, mobile devices, and more specific websites, applications and social media -- may change ways we communicate, distribute, and process information in all aspects of our daily lives.
- **Style:** 40% Lecture, 15% Film/Video, 30% Discussion, 10% Guest Speakers, 5% Web Based.
- **Grading:** 30% mid exam, 30% final exam, 20% special projects, 10% quizzes, 5% attendance, 5% class participation. Grading changes per semester, depending on the instructor. The above is simply an example of a typical semester.

### Jour 4721 Mass Media and U.S. Society
- **A-F only, 3 credit(s);**
  - Meets CLE req of Social Sciences
- **Instructor:** Sullivan, Dan
- **Description:** Are the news media doing a good job? How can you tell? Does it matter? Is The Daily Show the best news program on television? Why or why not? Most people seem to have an opinion about all of these questions. Most discussions seem to center on one of four themes: 1) who owns the media and what they care about; 2) media credibility and bias; 3) whether entertainment is replacing or enhancing information; and 4) to what extent is the Internet changing everything about the way the media work. Mass Media and U.S. Society will explore the validity and importance of these themes in terms of what roles can the media play in society, what roles does it play, and how have those roles changed over time. The course will draw on ideas from various social sciences to develop tools for discussing a number of specific issues related to these themes. The class format will be a mix of lecture and discussion. Required reading for the course will center on the one text for the course: The Press. There will be a midterm, a final and 3-4 short writing exercises.
- **Style:** 60% Lecture, 40% Discussion.
- **Grading:** 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.
- **Exam Format:** short answer and short essay

### Jour 4721H Mass Media and U.S. Society
- **A-F only, 3 credit(s);**
- **Instructor:** Sullivan, Dan
- **Description:** Are the news media doing a good job? How can you tell? Does it matter? Is The Daily Show the best news program on television? Why or why not? Most people seem to have an opinion about all of these questions. Most discussions seem to center on one of four themes: 1) who owns the media and what they care about; 2) whether the news media are becoming more or less credible and/or biased; 3) whether entertainment is replacing or enhancing information in news programming; and 4) how much, if at all, is the Internet changing everything about the way the media work. Mass Media and U.S. Society will explore the validity and importance of these themes in terms of what roles can the media play in society, what roles does it play, and how have those roles changed over time. The course will draw on ideas from various social sciences to develop tools for discussing a number of specific issues related to these themes.
- **Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities.

### Jour 4801 Global Communication
- **A-F only, 3 credit(s);**
- **Instructor:** Popkova, Anna A
- **Description:** Student may contact the instructor or department for information.
Jour 4991 Special Topics in Mass Communication: Context: Entrepreneurial Journalism
A-F only, 3 credit(s), max credits 6;
Instructor: El-Hai, Jack
Description: Student may contact the instructor or department for information.

Jour 4991 Special Topics in Mass Communication: Context: Media in the Marketplace
A-F only, 3 credit(s), max credits 6;
Instructor: Moyer, J. Keith
Description: Student may contact the instructor or department for information.

Jour 4992 Capstone: Field Based Practicum
A-F only, 3 credit(s), max credits 6;
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Sullivan, Dan
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Pedelty, Mark Holmes
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Dell'Orto, Giovanna
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Schwartz, Dona
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Tims, Albert R
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Hansen, Kathleen Ann
Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Golden, Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Kirtley, Jane E
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Eighmey, John
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Huh, Jisu
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Yzer, Marco
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Johnson, Jennifer M
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Squires, Catherine R
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Sanders, Amy Kristin
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: LaMarre, Heather Lyn
Description: Student may contact the instructor or department for information.

Jour 5155 Capstone: Database Reporting
A-F only, 3 credit(s);
Instructor: Webster, Mary Jo
Description: Student may contact the instructor or department for information.
Jour 5174 Capstone: Magazine Editing and Production
A-F only, 4 credit(s);
Instructor: Larsen, Elizabeth F
Description: Student may contact the instructor or department for information.

Jour 5251 Psychology of Advertising
A-F only, 3 credit(s);
Instructor: Martin, Jolie Mae
Description: Student may contact the instructor or department for information.

Jour 5251 Psychology of Advertising
A-F only, 3 credit(s);
Instructor: Eighmey, John
Description: This course is concerned with psychological concepts and theories, behavioral science research techniques, and research applications that advance understanding of the development and evaluation of advertising. Theories and concepts focusing on attitude content, structure and change are used to critically analyze advertising. The conceptual focus is primarily on the theory of planned behavior, elaboration likelihood and the role of emotions. With 42 students in the class, the classroom approach is a combination of lecture and discussion about the theories, research findings and their specific application to improve critical thinking about advertising. The course is intended for students who have studied advertising and/or behavioral sciences. WebCT is used extensively.
Style: 50% Lecture, 50% Discussion.
Grading: 20% final exam, 20% reports/papers, 20% special projects, 40% other evaluation. Two mid-term tests (each 20 percent of grade)
Exam Format: Essay

Jour 5541 Mass Communication and Public Health
3 credit(s);
Instructor: Yzer, Marco
Description: This course is designed to provide an overview of theory and research regarding the intersection of information available via mass media outlets and various aspects of public health. In this course we examine the potential impact of media content on public health outcomes both as a product of individual’s everyday interaction with media and as a result of strategic use of media-based efforts to accomplish public health goals. Discussion will emphasize both planned and unplanned effects of mass media in a variety of health-related situations. For SPH and Health Sciences students, this course is intended to complement courses in social and behavioral approaches to community health. This includes the intervention core in Community Health Education and the social and behavioral science perspectives in MPH programs in general. This course is primarily a critical review of theory, research, and applications of mass media in public health but applies to planning principles for developing media-based public health interventions. For students in Journalism and Mass Communication, the course is intended to complement social and behavioral science approaches to public opinion and media effects as well as to provide another perspective on the study of mass media as social institutions. For students in Health Communication, the course also is intended as a basis for courses on health message design and public health campaign evaluation. The learning objectives of this 3-credit course are to advance the student’s familiarity, comprehension, and application of a broad range of mass communication-related facts, concepts, and theories as they apply to public health: 1. The student will recognize the transdisciplinary nature of mass communication and public health, and will identify the critical relationships between theoretical ideas from different disciplines, i.e., communication, public health and psychology. 2. The student will identify the complex interdependence of critical factors in mass communication of public health, i.e., factors related to audience, environment (e.g., competing and reinforcing media efforts), message, and the health issue at hand. 3. The student will be able to analyze the effects of various media content on the public’s beliefs about health issues. 4. The student will be able to write about health communication issues in a compelling manner. This means that the student’s writing carefully builds an argument that integrates theoretical notions about communication and health, and applies them to real life issues. 5. Self-discovery: The student will reflect on herself or himself as a scholar, a producer of media health information, and a consumer of media health messages. How do the approaches discussed in this course relate to your individual interests? What are the implications of the planned and unplanned effects of health media information for how you engage with the media?

Jour 5552 Law of Internet Communications
A-F only, 3 credit(s);
Instructor: Sanders, Amy Kristin
Description: Student may contact the instructor or department for information.

Jour 5601W History of Journalism
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Dell’Orto, Giovanna
Description: This writing-intensive course approaches the history of journalism from both a chronological and a thematic perspective, focusing on the United States but covering major global developments, too. After a survey of the major changes over time in the practice and the institutions of newsgathering and journalism from the colonial era to the present, the course addresses the history and development of some of the most significant, enduring issues in journalism—including the role of professional journalists, the legal protections for press and expression, the changing technological environment, the construction of national and group identity through the media, and the evolving forms of global mass culture. The class is in part a study of history and in part the “doing” of history?research is integral to the curriculum and, among other requirements, students are required to complete a research paper.

Jour 5990 Special Topics in Mass Communication: Professional
A-F only, 3 credit(s), max credits 6;
Instructor: Elliott Jr., Bruce Carleton
Description: This seminar will explore the links between investigative journalism, medicine and bioethics. Students will learn how to write magazine articles, how to investigate medical stories, and how to write query letters to editors. The seminar will examine classic and contemporary works of investigative health journalism, works of literary non-fiction related to medicine, and memoirs by doctors and medical students. It will also examine citizen muckraking, non-profit investigative journalism, the public relations industry, the decline of print journalism and the rise of digital media, and how these developments are shaping the relationship between bioethicists and the press.
Grading: 80% reports/papers, 20% class participation. Students will work on a magazine-style paper involving a medical or bioethics topic, which will count for 60% of the final grade. 20% of the final grade will come from a mock query letter (a "pitch.")

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Sullivan, Dan
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Pedelty, Mark Holmes
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Dell’Orto, Giovanna
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Schwartz, Dona
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Tims, Albert R
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Hansen, Kathleen Ann
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Golden, Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kirtley, Jane E
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Eighmey, John
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Huh, Jisu
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Yzer, Marco
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Squires, Catherine R
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Sanders, Amy Kristin
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.

Jour 8003 The Changing Media Environment
A-F only, 3 credit(s);
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.
Jour 8202 Generation and Selection of Communication Strategies
A-F only, 3 credit(s);
Instructor: Wehrenberg, Steven James
Description: Student may contact the instructor or department for information.

Jour 8205 Cases in Strategic Communication
A-F only, 3 credit(s);
Instructor: Wood, Michelle Leigh Maronn
Description: Student may contact the instructor or department for information.

Jour 8501 Seminar: The Process of Quantitative Mass Communication Research
A-F only, 3 credit(s);
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 8514 Seminar: Mass Communication Theory
A-F only, 3 credit(s);
Instructor: Squires, Catherine R
Description: This course will provide students with a succinct tour of the history of mass communication research and its major strands of theory. Multiple social science and humanities fields have influenced studies of mass communication and theory building in the field. Here, we will focus on four major areas of inquiry that have guided mass communication theory: civility and democracy; persuasion and effects; technological change and globalization; genre and representation. Key readings from the 20th century will anchor the class, followed by exploration of recent research and theorization in these areas from influential journals and books.

Jour 8678 Seminar: Constitutional Law--Theories of Freedom of Expression
A-F only, 3 credit(s); 5777 or instr consent or law student Credit will not be granted if credit has been received for: LAW 6059;
Instructor: Kirtley, Jane E
Description: This course will survey the evolution of First Amendment law as it affects the legal rights and privileges of the print and electronic media. Topics will include prior restraints, libel, privacy, reporters' privilege, access to courts (including free press/fair trial), commercial speech, and obscenity/indecency. The course will examine the statutory and common law rights of access to information, and will consider the constitutional implications of government regulation of media content, including the new media. We will read court opinions as well as seminal scholarly articles on the historical origins and philosophical foundations of freedom of press and speech, and review doctrinal themes.
Style: 5% Lecture, 10% Film/Video, 65% Discussion, 10% Student Presentation, 10% Guest Speakers. This is a seminar, so thorough preparation and enthusiastic participation in discussions is required.
Grading: 20% mid exam, 50% reports/papers, 10% in-class presentation, 20% class participation. Attendance is required. More than one unexcused absence will lower the student's class participation grade. Due dates for assignments are strictly enforced.

Jour 8990 Special Problems in Mass Communications: Social/Digital/Alternative Media Processes/Effects
A-F only, 3-4 credit(s), max credits 12, 4 completions allowed;
Instructor: LaMarre, Heather Lyn
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Sullivan, Dan
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.
Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Pedelty, Mark Holmes  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Dell’Orto, Giovanna  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Schwartz, Dona  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Tims, Albert R  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Wackman, Daniel Bruce  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Hansen, Kathleen Ann  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Golden, Gayle Celeste  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Kirtley, Jane E  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Eighmey, John  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Huh, Jisu  
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Yzer, Marco  
Description: Student may contact the instructor or department for information.
Instructor: Squires, Catherine R  
Description: Student may contact the instructor or department for information.

**Jour 8993 Directed Study**  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Sanders, Amy Kristin  
Description: Student may contact the instructor or department for information.

**Jour 8993 Directed Study**  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Thiel-Stern, Shayla  
Description: Student may contact the instructor or department for information.

**Jour 8993 Directed Study**  
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: LaMarre, Heather Lyn  
Description: Student may contact the instructor or department for information.

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**Kinesiology 220 Cooke Hall**

**Kin 1050 Beginning Military Physical Fitness Training**  
A-F only, 1 credit(s), max credits 4, 4 completions allowed;  
Instructor: Ruedebusch, Mitchell Adam  
Description: The Army's model of physical fitness training is used to address five aspects of fitness in the context of running, weight training, strength exercise, circuit training, and team sport activities. Students are organized into groups of similar fitness levels.

**Kin 1871 Survey of Kinesiology, Recreation, and Sport**  
A-F only, 3 credit(s);  
Instructor: Bhalla PhD, Jennifer Anita  
Description: Professional practice and disciplinary dimensions of kinesiology, recreation, and sport. Subdisciplines, relevant issues, practical applications.

**Kin 3001 Lifetime Health and Wellness**  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
Instructor: Ingraham PhD, Stacy Jean  
Description: This class addresses current health and wellness issues at the individual, local and global levels. The components of wellness involve; physical, social, emotional, intellectual, spiritual, environmental and financial health. The goal of the class is to develop strategies that improve quality of life throughout life expectancy. This is an interactive class through lecture. The target audience for this class is students desiring a healthy and productive life.  
Style: 80% Lecture, 15% Discussion.  
Grading: 14% mid exam, 14% final exam, 29% reports/papers, 3% quizzes, 23% written homework, 10% reflection paper, 7% in-class presentation.  
Exam Format: Multiple choice / T-F

**Kin 3001 Lifetime Health and Wellness**  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
Instructor: Statt, Eric H  
Description: Overview of health and wellness, including physical, emotional, intellectual, spiritual, social, environmental, and financial health. Societal changes and the influences of these changes on the general health and wellness of diverse populations.

**Kin 3001 Lifetime Health and Wellness**  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
Instructor: Wilson, Patrick Benjamin  
Description: Overview of health/wellness. Physical, emotional, intellectual, spiritual, social, environmental, and financial health. Influence of societal changes on general health/wellness of diverse populations.

**Kin 3001 Lifetime Health and Wellness**  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
Instructor: Wilson, Patrick Benjamin  
Description: Overview of health/wellness. Physical, emotional, intellectual, spiritual, social, environmental, and financial health. Influence of societal changes on general health/wellness of diverse populations.

**Kin 3001 Lifetime Health and Wellness**  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
Instructor: Wilson, Patrick Benjamin  
Description: Overview of health/wellness. Physical, emotional, intellectual, spiritual, social, environmental, and financial health. Influence of societal changes on general health/wellness of diverse populations.

**Kin 3027 Human Anatomy for Kinesiology Students**  
A-F only, 3 credit(s);
Instructor: Biltz MD, George R
Description: Introduction to human anatomy. Emphasizes musculoskeletal anatomy germane to athletic training, biomechanics, exercise physiology, motor learning/development.

Kin 3050 Advanced Military Physical Fitness Training
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Ruedebusch, Mitchell Adam
Description: The Army's model of physical fitness training is used to address five aspects of fitness in the context of running, weight training, strength exercise, circuit training, and team sport activities. Students are organized into groups of similar fitness levels.

Kin 3112 Introduction to Biomechanics
A-F only, 4 credit(s);
Instructor: STAFF
Description: Mechanical principles governing human motion. Human bone, muscle, neurophysiology. Measurements of human performance. Clinical/applied sport biomechanics. Lab introduces technology for assessing human motor function, such as electromyography or force sensors.

Kin 3114 Prevention and Care of Athletic Injuries
A-F only, 3 credit(s);
Instructor: Hamilton, Amy

Kin 3126W Sport and Exercise Psychology
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Steele, Reed Henderson
Description: Sport and exercise psychology encompasses the thoughts, feelings, and behaviors of people in physical activity contexts. A foundations approach to theory and research in sport and exercise psychology is adopted in the course. Course Objectives: 1. Introduce you to the field of sport and exercise psychology by providing a broad overview of the major areas of the discipline. 2. Increase your understanding of how psychological factors influence participation and performance in sport and exercise settings. 3. Increase your understanding of how sport and exercise participation influences the psychological factors of the participant. 4. Understand how to examine a topic from a psychological perspective. 5. Develop critical writing and thinking skills by practicing different types of writing, learning to clearly articulate ideas, giving and receiving constructive writing feedback, and integrating research, course material, and practice verbally and on paper.
Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.
Grading: 20% mid exam, 20% final exam, 45% reports/papers, 5% attendance, 5% in-class presentation, 5% class participation.

Kin 3131W History and Philosophy of Sport
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Kipp, Lindsay
Description: Introductory description and interpretation of the historical and philosophical development of physical education and sport from primitive societies to 20th century civilization

Kin 3132 Introduction to Motor Development Across the Lifespan
A-F only, 3 credit(s);
Instructor: STAFF
Description: Developmental aspects of human movement behavior/learning. Life span change of motor skills.

Kin 3135 Introduction to Motor Learning and Control
A-F only, 3 credit(s);
Instructor: Winges, Sara Anne
Description: Main theoretical ideas/research that have advanced motor control/learning over last three decades.

Kin 3135 Introduction to Motor Learning and Control
A-F only, 3 credit(s);
Instructor: Winges, Sara Anne
Description: Student may contact the instructor or department for information.

Kin 3135 Introduction to Motor Learning and Control
Kin 3135 Introduction to Motor Learning and Control
A-F only, 3 credit(s);
Instructor: Wade PhD, Michael G
Description: This course reviews the elements that account for how we coordinate and control the range of human motor skills that represent both our phylogenetic and ontogenetic development. The course reviews both the theoretical ideas and the functional ways in which humans acquire motor skills and the variables that can both enhance and constrain the learning of motor skills. The content includes both lecture and laboratory experiences.

Kin 3136 Mental Skills Training for Sport
A-F only, 3 credit(s);
Instructor: Winges, Jim
Description: Psychological theories/techniques as they apply to sport performance and personal growth of sport participants.

Kin 3143 Organization and Administration of Sport
A-F only, 3 credit(s);
Instructor: STAFF
Description: Principles, policies, and procedures involved in the administration and management of sports programs at the interscholastic and intercollegiate levels.

Kin 3151 Measurement and Evaluation in Kinesiology
A-F only, 3 credit(s);
Instructor: Galvan, Jessica A
Description: Introduction to philosophy of measurement/evaluation in physical education, exercise science, sport, and leisure. Test/assessment selection, construction, evaluation, and administration. Interpretation of scores.

Kin 3168 Soccer Coaching Theory and Skill Development
A-F only, 2 credit(s);
Instructor: Pugh, Gavin Alan
Description: Coaching theory and skill development necessary to coach soccer.

Kin 3173 Football Coaching Theory and Skill Development
A-F only, 2 credit(s);
Instructor: Peterson, Gregory Jon
Description: Coaching theory and skill development necessary to coach football.

Kin 3178 Tennis Coaching Theory and Skill Development
A-F only, 2 credit(s);
Instructor: Sanny, John H
Description: Coaching theory and skill development necessary to coach tennis. This is not a Beginning Tennis course. Students should have a basic understanding and skill level in the sport of tennis, although it is not required. Instruction will center on the student as a prospective coach, and then subsequently how to coach a group of players, and also help an individual player learn to play tennis regardless of their own skill level. Coaching skills to teach players how to play, then how to perform will be emphasized, along with theories on leadership, group development, conflict management etc. To be clear, U of M Students HAVE learned how to play tennis in this course, and our U classes spend as much time on the outdoor courts as weather allows. But the learning takes place largely from the perspective of a coach to a team or individual, hence a "Tennis Coaching Theory & Skill Development" course. Proper tennis court shoes and a tennis racquet are mandatory. Students wearing anything other than proper court shoes will NOT be allowed on the courts at any time. Inst Sanny
Style: 20% Lecture, 80% Laboratory. Before courts are ready for use, we will be in the classroom for lecture and videos about tennis and/or coaching. On-court time will be short lecture, then practicing skills.
Grading: 7% mid exam, 17% final exam, 46% reports/papers, 15% in-class presentation, 15% laboratory evaluation. Attendance is mandatory. 5 points deducted from your total for each absence after one allowed skip. The laboratory 15% is an on-court skills exam. The 15% in-class participation is credit toward attendance.
Exam Format: T/F - Multiple choice - fill in blank
Kin 3327 Teaching Physical Education in the Elementary School  
A-F only, 2 credit(s);  
Instructor: Mooers,Nancy Eileen Ro  
**Description:** This course is designed for the elementary (K-8) classroom teacher. The course is activity based and designed to give the classroom teacher the ability to engage their students in age appropriate, energizing activities. Both the classroom and the gymnasium will be used for instruction and micro-teaching. Physical education classes in the gymnasium will be active while experiencing current curriculum and methodology. Emphasis will focus on the importance of regular and active physical education to the total school curriculum, with the inclusion of the health, social, and emotional benefits for the child. Elements of an effective quality physical education program will be included, such as, knowledge about the growing child, management skills, curriculum, lesson plan design, lesson presentation, communication, and age appropriate activities. Techniques to enhance communication, collaboration and integration between the physical education teacher and the classroom teacher, meeting special needs, and community involvement are also regularly addressed.  
**Style:** 25% Lecture, 15% Discussion. Teacher modeling with student participation and student micro-teaching  
**Grading:** 40% reports/papers, 15% special projects, 20% in-class presentation, 25% class participation.  
**Exam Format:** No exams, performance assessment only

Kin 3327 Teaching Physical Education in the Elementary School  
A-F only, 2 credit(s);  
Instructor: Heisel,Nancy  
**Description:** Overview of the elementary physical education process with focus on a classroom teacher's perspective and needs. Representative experiences include participation, lecture, micro-teaching, final test.

Kin 3385 Human Physiology  
A-F only, 4 credit(s);  
Instructor: Biltz MD,George R  
**Description:** Functional/integrative approach organized by level of description, from molecular genetics to dynamic movement/clinical conditions. Cellular mechanisms for major physiological functions. Exercise, fitness, health, growth.

Kin 3696 Supervised Practical Experience  
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;  
Instructor: Plunkett MA,Elizabeth Anne  
**Description:** On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3696 Supervised Practical Experience  
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;  
Instructor: Vollum,Matt  
**Description:** On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3696 Supervised Practical Experience  
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;  
Instructor: Ingraham PhD,Stacy Jean  
**Description:** On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3696 Supervised Practical Experience  
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;  
Instructor: Maples,Alyssa  
**Description:** On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3696 Supervised Practical Experience  
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;  
Instructor: Bhalla PhD,Jennifer Anita  
**Description:** On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.
Kin 3696 Supervised Practical Experience
  S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Richardson, Tiffany
  Description: On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Biltz MD, George R
  Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Rodgerson PhD, Richard W
  Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Buysse PhD, Jo Ann
  Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Lewis PhD, Beth Ann
  Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Vollum, Matt
  Description: Students work with faculty and graduate students on research or scholarly/creative activities. Students usually assist with faculty scholarship or carry out projects of their own under faculty supervision.

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: LaVoi PhD, Nicole Marie
  Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Ingraham PhD, Stacy Jean
  Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Allison JD, Rayla
  Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Leon MD, Arthur S
  Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
  A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
  Instructor: Wade PhD, Michael G
  Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.
Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Wiese-Bjornstal PhD, Diane M.
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Konczak PhD, Juergen
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Hoffman, Brandi L
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Dengel PhD, Donald Robert
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Stoffregen PhD, Thomas
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Ross PhD, Stephen
Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Bhalla PhD, Jennifer Anita
Description: Students work with faculty and graduate students on research or scholarly/creative activities. Students usually assist with faculty scholarship or carry out projects of their own under faculty supervision.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Weiss PhD, Maureen
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Richardson, Tiffany
Description: Students work with faculty and graduate students on research or scholarly/creative activities. Students usually assist with faculty scholarship or carry out projects of their own under faculty supervision.

Kin 3993H Directed Study in Kinesiology: Honors
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Student selected clinical or research experience.

Kin 4001H Honors Seminar in Kinesiology
A-F only, 3 credit(s), max credits 6;
Instructor: Bhalla PhD, Jennifer Anita
Description: Contemporary issues in kinesiological research. Laboratory rotations, development of UROP project proposal, development of senior thesis topic, advanced study, career opportunities in Kinesiology, special learning opportunities.

Kin 4136 Embodied Cognition
A-F only, 3 credit(s);
Instructor: Stoffregen PhD, Thomas
Description: Introduction to relations between physical behavior and mental activity including cognitive, emotional, and social aspects. Concepts of embodied cognition, their relation to traditional concepts of mind/body. Lifespan development, empirical research.

Kin 4385 Exercise Physiology
A-F only, 4 credit(s);
Instructor: STAFF
Description: Effects of exercise on physiological systems of human body. Energy/nutritional requirements of exercise, exercise prescription, athletic conditioning, ergo-genic aids, exercise in environmental extremes, gender/heritability factors related to adaptation to training

Kin 4520 Current Topics in Kinesiology: Speed, Agility & Reaction: Training Theory & App
3 credit(s), max credits 8;
Instructor: Johnson, Samuel Cory
Description: Student may contact the instructor or department for information.

Kin 4641 Training and Conditioning for Sport
A-F only, 3 credit(s);
Instructor: Rhodes, Greg
Description: Physiology/methodology of training/conditioning athletes. Students construct training/conditioning programs for athletes. Different components that enhance training adaptation.

Kin 4697 Student Coaching and Seminar
S-N only, 3 credit(s);
Instructor: Ingraham PhD, Stacy Jean
Description: Practicum with coinciding seminars.

Kin 4741 Strength and Power Development and Program Design
A-F only, 3 credit(s);
Instructor: Fitzgerald, John S
Description: How to scientifically design resistance training programs and modify them for special populations (athletes, children, seniors, etc.). How exercise prescription design works in applied field.

Kin 4981 Understanding Kinesiology Research
A-F only, 3 credit(s);
Instructor: STAFF
Description: Prepares students to critically analyze research specific to Kinesiology.

Kin 5103 Developmental/Adapted Physical Education
A-F only, 3 credit(s);
Instructor: Healy MA, Kathleen Dalton
Description: Introduction to physical education for students with disabilities, emphasizing conceptual, organizational, and administrative issues. Topics include historical and legal foundations, service components, individualized education plans, professional roles, and assessment of movement skills.

Kin 5111 Sports Facilities
A-F only, 3 credit(s);
Instructor: Turman PhD, James C
**Description:** An overview of sports facilities including the planning, development, design, construction, and management of such facilities with emphasis on major indoor multipurpose facilities for recreational sports, physical education, and intercollegiate athletics on the college campus and an introduction to public/private arenas and stadiums. Other topic areas may include funding and financing, operations management, marketing, advertising, public relations, and risk management.

**Style:** 35% Lecture, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 15% Field Trips, 5% Guest Speakers.

**Grading:** 17% final exam, 35% reports/papers, 25% special projects, 5% quizzes, 13% written homework, 5% attendance. Note: attendance also includes in-class presentation and participation.

**Exam Format:** multiple choice, fill-in, matching, and essay

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**Kin 5115 Event Management in Sport**

A-F only, 3 credit(s);

**Instructor:** Ross PhD, Stephen

**Description:** This seminar style course is designed to introduce and discuss practices and principles of planning, funding, and managing sport events and how this impacts and influences its success. In addition to preparation for the event, legal and safety issues are very important considerations as well. Through discussion seminar discussion, this course will delve into the science of event management and all of its components.

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**Kin 5122 Applied Exercise Physiology**

A-F only, 3 credit(s);

**Instructor:** Burns, Kevin Victor

**Description:** Metabolic, cardiorespiratory and muscular responses to exercise and exercise training; applications of exercise physiology in disease states and for athletic performance; effects of exercise as a treatment for metabolic and cardiovascular diseases, and obesity; controversial issues in exercise physiology.

**Style:** 50% Lecture, 10% Discussion, 25% Student Presentation, 15% Guest Speakers.

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**Kin 5123 Motivational Interventions in Physical Activity**

A-F only, 3 credit(s);

**Instructor:** Lewis PhD, Beth Ann

**Description:** Psychological principles related to physical activity (PA). Delivery of motivational interventions for physical activity. Motivational PA interventions. Two papers, one presentation, two exams.

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**Kin 5126 Sport Psychology**

A-F only, 3 credit(s);

**Instructor:** Weiss PhD, Maureen

**Description:** Theory and research in sport psychology. Focus on the psychological study of human behavior in sport and physical activity settings.

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**Kin 5142 Applied Sport Nutrition for Athletic Performance**

3 credit(s);

**Instructor:** Ingraham PhD, Stacy Jean

**Description:** This course investigates the current trends in athletic performance related to sports nutrition. The course provides an opportunity to evaluate current supplementation in the athletic arena. The student will develop an understanding of evidence based recommendations in sport nutrition.

**Style:** 65% Lecture, 10% Discussion, 10% Small Group Activities, 15% Student Presentation.

**Grading:** 30% final exam, 31% reports/papers, 23% special projects, 5% attendance, 11% in-class presentation.

**Exam Format:** essay

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**Kin 5196 Practicum: Developmental/Adapted Physical Education**

S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;

**Instructor:** Braun MA, Jessica

**Description:** Observation of, participation in physical education instruction for students with disabilities. Current issues in developmental/adapted physical education. Exchange of ideas/problems.

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**Kin 5235 Advanced Biomechanics II: Kinetics**

A-F only, 3 credit(s);

**Instructor:** Nuckley PhD, David J

**Description:** This course examines the forces which create human motion and which are produced within the body as a result of human motion. Using lectures, laboratory experiments, and group discussion we will develop the skills for measuring the kinetics of human motion. Clinical movement assessment as well as exercise, sport, and activities of daily living will be measured and analyzed to
describe the transfer of forces within the body. We will develop two dimensional rigid body dynamics models to describe human kinetics, discuss forward and inverse dynamics solutions, and develop hypotheses to describe whole body and joint kinetics.

**Kin 5371 Sport and Society**
A-F only, 3 credit(s);
Instructor: LaVoit PhD, Nicole Marie
Description: This course examines people and their behaviors within sport contexts from socio-cultural perspectives and how social institutions (e.g., family, church, government) and social constructions (e.g., gender, class, race, sexual identity) intersect with sport to influence behavior. Course Objectives 1. To introduce students to the field of sport sociology by providing a broad overview of the major areas of the discipline. 2. To describe the complex and politicized relationship between sport, culture, and society. 3. To understand how identity is shaped, in part, by the dominant values and norms of a particular society, and how the generally conservative institution of sport attempts to indoctrinate people into the dominant system. 4. To understand how characteristics that are unique to sport can contribute to identity formation that sometimes counter to prevailing societal norms (e.g. athlete privileges, proscribed violence within hockey, culture of misogyny within football locker rooms, etc.) 5. To identify and understand movements towards equality and social justice in an increasingly multicultural and globalized sporting environment. 6. To describe how social problems such as violence, sexism, racism and homophobia in sport relate to larger society. 7. To describe how race, ethnicity, class, gender, sexual orientation, and disability are negotiated within sport. 8. To describe how technology has influenced sport and contemporary notions of the human athletic body. 9. To identify and critique future trends in sport. 10. To develop critical writing and thinking skills.
Style: 50% Lecture, 10% Film/Video, 25% Discussion, 5% Laboratory, 5% Small Group Activities, 5% Guest Speakers.
Grading: 10% final exam, 15% special projects, 5% attendance, 70% reflection paper.

**Kin 5385 Exercise for Disease Prevention and Management**
A-F only, 3 credit(s);
Instructor: Leon MD, Arthur S
Description: Exercise testing and prescription with modifications required because of special considerations associated with aging, gender differences, environmental conditions, and the presence of medical conditions.
Style: 90% Lecture, 5% Discussion, 5% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% reports/papers.

**Kin 5485 Advanced Electrocardiogram Interpretation**
A-F only, 3 credit(s);
Instructor: Nelson, Britney J
Description: Introduction to electrocardiogram. Placement/interpretation, use in clinical exercise testing and exercise prescription. Hands-on experience in electrocardiogram for exercise testing.

**Kin 5601 Sport Management Ethics and Policy**
A-F only, 3 credit(s);
Instructor: STAFF
Description: How to critically analyze ethical concepts that underpin or inform sport policies and evaluate sport policies from a normative point of view. Selected sport policy issues are used to illustrate relevance of ethical considerations in policy development and to explore the ethical implications of sport policy.

**Kin 5641 Scientific Theory and Application of Training and Conditioning in Sport**
A-F only, 3 credit(s);
Instructor: Fitzgerald, John S
Description: Student may contact the instructor or department for information.

**Kin 5696 Practicum in Kinesiology**
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Practical experience in kinesiology under supervision of a University faculty member and an agency supervisor.

**Kin 5801 Legal Aspects of Sport and Recreation**
A-F only, 4 credit(s);
Instructor: Loher JD, Vickie Lynn
Description: Legal issues related to recreation, park, and sport programs/facilities with public/private sectors.
Kin 5804 National Collegiate Athletic Association (NCAA) Compliance
A-F only, 2 credit(s);
Instructor: Smith, Andrea Catherine
Description: Overview of NCAA Governance structure, rules and regulations in intercollegiate athletics. Appropriate for those pursuing a career in college athletics as coach, administrator, athletic trainer, counselor, etc. or for those simply interested in learning NCAA compliance.

Kin 5941 Clinical Movement Neuroscience
A-F only, 3 credit(s);
Instructor: Konczak PhD, Juergen
Description: This course provides an overview of various neural subsystems involved in controlling human/primate motor behavior. The effects of specific brain lesions on overt behavior will serve as a guide to assess the role of each subsystem. The course attempts to bridge basic and applied neuroscience by adapting a systems approach to motor control. It also discusses possibilities for rehabilitation of neurological movement disorders. This seminar is suitable for students in neuroscience, physical therapy, physiology, psychology and human movement science.

Kin 5981 Research Methodology in Kinesiology, Recreation, and Sport
A-F only, 3 credit(s); 3151 or equiv Credit will not be granted if credit has been received for: REC 5981;
Instructor: Kihl PhD, Lisa A
Description: Defines/reviews various types of research in exercise and sport science, physical education, and recreation studies. Qualitative research, field studies, and introspective research strategies as alternatives to traditional scientific paradigm.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Rodgerson PhD, Richard W
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Buyssse PhD, Jo Ann
Description: Readings on Globalization theory, Italian language and culture. This course is offered as a preparation for the May Session Global Sport course in Italy. Only students who are taking the May Session Learning Abroad course may sign up for this readings course.
Style: 20% Lecture, 60% Discussion, 20% Small Group Activities, meeting once a week for 75 minutes

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Lewis PhD, Beth Ann
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Vollum, Matt
Description: Student may contact the instructor or department for information.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: LaVoi PhD, Nicole Marie
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ingraham PhD, Stacy Jean
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD, Rayla
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Leon MD, Arthur S
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Wade PhD, Michael G
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Wiese-Bjornstal PhD, Diane M.
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Konczak PhD, Juergen
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Hoffman, Brandi L
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Dengel PhD, Donald Robert
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Stoffregen PhD, Thomas
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD, Stephen
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Bhalla PhD, Jennifer Anita
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Weiss PhD, Maureen
Description: Independent study under tutorial guidance.
Kin 5995 Research Problems in Applied Kinesiology  
**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**Instructor:** STAFF  
**Description:** Selected topics in physical activity and human performance.

Kin 6597 Clinical Experience II: Physical Education  
**A-F only, 4 credit(s);**  
**Instructor:** Vollum, Matt  
**Description:** Half-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

Kin 6598 Clinical Experience III: Physical Education  
**A-F only, 6 credit(s);**  
**Instructor:** Vollum, Matt  
**Description:** Full-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

Kin 8126 Sports Medicine Psychology  
**A-F only, 3 credit(s);**  
**Instructor:** Wiese-Bjornstal PhD, Diane M.  
**Description:** Advanced seminar course examining multidisciplinary contributors to sports medicine psychology, defined as theory, research and practice in the behavioral and social aspects of injury prevention and injury experiences among physically active populations across the lifespan. Topics follow a chronological injury sequence from promoting holistic health and preventing physical activity injury through risk reduction strategies; to developing effective psychosocial and mental health services and reducing psychological distress among injured populations during rehabilitation; and through addressing the biopsychosocial aspects of return to activity and managing the longitudinal consequences of injury. Multidisciplinary approach of the course relies on literatures in sport & exercise psychology, sports medicine, developmental psychology, public health/epidemiology, prevention science, counseling psychology, clinical psychology, rehabilitation psychology, health psychology, social psychology, sport & exercise sociology, behavioral medicine, measurement, and neuropsychology to support integrated discussion of topics. Focus is on examining theory and research surrounding the specific nature of sport and physical activity injuries, and the psychological and social circumstances surrounding the injury experience for patients and the professionals that work with them. Graduate students from the following types of majors and disciplines will find this course relevant to their studies: kinesiology, prevention science, educational psychology, counseling psychology, clinical psychology, rehabilitation psychology, health psychology, social psychology, sport & exercise sociology, behavioral medicine, measurement, and neuropsychology to support integrated discussion of topics. **Style:** 5% Film/Video, 30% Discussion, 10% Small Group Activities, 30% Student Presentation, 20% Field Trips, 10% Guest Speakers.  
**Grading:** 20% reports/papers, 40% special projects, 20% in-class presentation, 20% class participation.

Kin 8135 Seminar: Motor Control and Learning  
**A-F only, 3 credit(s), max credits 6;**  
**Instructor:** Wade PhD, Michael G  
**Description:** Advanced reading and discussion of research on motor control, motor learning, and human performance.

Kin 8136 Developmental Sport and Exercise Psychology  
**A-F only, 3 credit(s);**  
**Instructor:** Weiss PhD, Maureen  
**Description:** Sport and exercise psychology from a life span developmental perspective. Theoretical perspectives, self-perceptions, social influences, emotional development, motivational processes, self-regulation, development of expertise, moral development, sport injury, and gender and cultural diversity

Kin 8696 Internship: Applied Sport Psychology  
**S-N only, 3-6 credit(s), max credits 6;**  
**Instructor:** Wiese-Bjornstal PhD, Diane M.  
**Description:** Supervised internship; emphasis on educational sport psychology approaches to athletic performance enhancement and psychological adjustment to sport injury.

Kin 8995 Research Problems in Kinesiology  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**Instructor:** Buysse PhD, Jo Ann  
**Description:** Research Problems in Kinesiology
Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Lewis PhD,Beth Ann
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: LaVoil PhD,Nicole Marie
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Ingraham PhD,Stacy Jean
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Allison JD, Rayla
  Description: Individual scholarly research.

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Leon MD, Arthur S
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Wade PhD, Michael G
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Wiese-Bjornstal PhD, Diane M.
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Konczak PhD, Juergen
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Dengel PhD, Donald Robert
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Stoffregen PhD, Thomas
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Ross PhD, Stephen
  Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
  S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
  Instructor: Kihl PhD, Lisa A
**Description:** Research Problems in Kinesiology

**Kin 8995 Research Problems in Kinesiology**
- S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
- Instructor: Bhalla PhD, Jennifer Anita
- Description: Individual scholarly research.

**Korean**

**220 Folwell Hall**

**Kor 1012 Beginning Korean**
- 5 credit(s); 1011 Credit will not be granted if credit has been received for: KOR 4002;
- Instructor: Cho, Hangtae
- Description: Kor 1012 is the second half of the beginning Korean. This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, #319 Nolte Hall, MN English Center.
- Style: lectures, listening lab, speaking assignments
- Grading: short quizzes and final exams, assignments, and class performance
- Exam Format: both written and oral

**Kor 1012 Beginning Korean**
- 5 credit(s); 1011 Credit will not be granted if credit has been received for: KOR 4002;
- Instructor: Yoon, Sang-Seok
- Description: Student may contact the instructor or department for information.

**Kor 1012 Beginning Korean**
- 5 credit(s); 1011 Credit will not be granted if credit has been received for: KOR 4002;
- Instructor: Ryu, Saena
- Description: Kor 1012 is the second half of the beginning Korean. This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, #319 Nolte Hall, MN English Center.
- Style: lectures, listening lab, speaking assignments
- Grading: short quizzes and final exams, assignments, and class performance
- Exam Format: both written and oral

**Kor 1012 Beginning Korean**
- 5 credit(s); 1011 Credit will not be granted if credit has been received for: KOR 4002;
- Instructor: Kim, Sugyung
- Description: Korean 1012/4002 is the second half of the Beginning Korean language course. The course is for students who have already mastered some basic level Korean, e.g., greetings, talking about oneself, school, family, daily life, weekend activities, etc. It is designed for those who intend to build mid-beginning level skills in Korean language. The objective of the course is to equip students with communicative skills in speaking, listening, reading, and writing with more complex and lengthy structures in Korean. The course provides grammatical patterns and vocabulary necessary for basic conversation, listening, reading, and writing at a mid-beginning level in Korean. It also covers useful information concerning culture and day life in Korea for a better understanding of Korean language. Additionally, speaking, reading, writing, and listening skills will all be emphasized, with special attention to oral proficiency.
**Grading:** 30% final exam, 30% quizzes, 30% written homework, 5% attendance, 5% class participation.

**Kor 3022 Intermediate Korean**
- 5 credit(s); 3021
- **Credit will not be granted if credit has been received for:** KOR 4004;
- **Instructor:** Yoon, Sang-Seok
- **Description:** This course intends to provide students with four skills, speaking, reading, writing and listening, of Korean language at intermediate level. Essential expressions and vocabularies will be introduced for students to adjust themselves in Korea if they go study abroad in Korea. Also, cultural aspect of the language will be discussed in the class for better understanding of Korean language and society.

**Kor 3022 Intermediate Korean**
- 5 credit(s); 3021
- **Credit will not be granted if credit has been received for:** KOR 4004;
- **Instructor:** Kim, Sugyung
- **Description:** Student may contact the instructor or department for information.

**Kor 3032 Third Year Korean**
- 4 credit(s);
- **Instructor:** Kim, Sugyung
- **Description:** Student may contact the instructor or department for information.

**Kor 3290 Korean Language Teaching Tutorial**
- **S-N only, 1 credit(s), max credits 2**;
- **Instructor:** Cho, Hangtae
- **Description:** Student may contact the instructor or department for information.

**Kor 3993 Directed Studies**
- 1-3 credit(s), max credits 12, 4 completions allowed;
- **Instructor:** Cho, Hangtae
- **Description:** Student may contact the instructor or department for information.

**Kor 3993 Directed Studies**
- 1-3 credit(s), max credits 12, 4 completions allowed;
- **Instructor:** Workman, Travis James
- **Description:** Student may contact the instructor or department for information.

**Kor 4002 Beginning Korean**
- 3 credit(s); 4001, grad student
- **Credit will not be granted if credit has been received for:** KOR 1012;
- **Instructor:** Cho, Hangtae
- **Description:** Student may contact the instructor or department for information.

**Kor 4002 Beginning Korean**
- 3 credit(s); 4001, grad student
- **Credit will not be granted if credit has been received for:** KOR 1012;
- **Instructor:** Yoon, Sang-Seok
- **Description:** Student may contact the instructor or department for information.

**Kor 4002 Beginning Korean**
- 3 credit(s); 4001, grad student
- **Credit will not be granted if credit has been received for:** KOR 1012;
- **Instructor:** Ryu, Saena
- **Description:** Student may contact the instructor or department for information.

**Kor 4004 Intermediate Korean**
- 3 credit(s); 4003, grad student
- **Credit will not be granted if credit has been received for:** KOR 3022;
- **Instructor:** Yoon, Sang-Seok
- **Description:** This course intends to provide students with four skills, speaking, reading, writing and listening, of Korean language at intermediate level. Essential expressions and vocabularies will be introduced for students to adjust themselves in Korea if they go study abroad in Korea. Also, cultural aspect of the language will be discussed in the class for better understanding of Korean language and society.
Kor 4004 Intermediate Korean
3 credit(s); 4003, grad student
Credit will not be granted if credit has been received for: KOR 3022;
Instructor: Kim, Sugyung
Description: KOR 3022/4004 is the second half of the intermediate Korean language course. The course is designed for students who have completed the first half of the intermediate Korean or have the equivalent proficiency. The goal of the course is to help students to achieve mid-intermediate proficiency in Korean and became more familiar with Korean culture. Students are expected to be engaged in spontaneous conversations on various topics, and to improve their skills for more understanding authentic Korean discourse in various conversational situations and composing essays in Korean. Students will also expand their vocabulary, including conversational & grammatical skills which will lead them to prepare for advanced level. Additionally, speaking, reading, writing, and listening skills will all be emphasized, with special attention to oral proficiency.
Style: 50% Lecture, 40% Small Group Activities, 10% Student Presentation.
Grading: 15% mid exam, 15% final exam, 10% special projects, 15% quizzes, 15% written homework, 5% attendance, 5% class participation, 20% other evaluation. 1. Attendance & Class Participation Attendance and class participation will be taken very seriously in this course. All students are expected to arrive a few minutes prior to class time, attend class regularly, and participate ACTIVELY in all of the class.

Kor 4006 Third Year Korean
3 credit(s);
Instructor: Kim, Sugyung
Description: Student may contact the instructor or department for information.

Kor 4042 Advanced Readings in Modern Korean
4 credit(s);
Instructor: Yoon, Sang-Seok
Description: Student may contact the instructor or department for information.

Kor 5140 Readings in Sino-Korean Texts
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Cho, Hangtae
Description: This course is designed to increase the students' proficiency to advanced-high level in all aspects of modern Korean with a special emphasis on Sino Korean; Sino-Korean vocabulary and characters are necessary for advanced and superior level of knowledge in Korean. Sino-Korean characters are used differently from the same Chinese characters used in contemporary China in terms of pronunciation, meaning, and word formation. This course aims to prepare students for research or employment in a variety of Korea-related fields. Text materials are drawn from authentic sources including modern Korean literature, film, intellectual history, and readings on contemporary issues. Radio and TV broadcasts will also be included in the teaching materials. Texts will be selected, in part, according to student interests. With the instructor's guidance, students will conduct research projects based on specialized readings in their own fields of study. The research projects will be presented both orally and in written form at the end of the semester. This course will be mostly taught in Korean. 3 repeats are allowed.

Laboratory Medicine and Pathology 760 Mayo (MMC 609)

LaMP 4177 Nature of Disease: Pathology for Allied Health Students
3 credit(s);
Instructor: Lebahn, Fran
Description: The course is offered in a classroom setting or in an online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In this course we follow the traditional teaching of pathology currently used for most health science students. We begin with topics in general pathology, then go on to topics on organ-specific pathology. Offered in the classroom and online in spring, online only in summer. At the conclusion of this course, each student should be able to: 1. Define human disease as an alteration of normal structure and function (as learned from anatomy and physiology), e.g. state that pathologic change is represented by abnormal structure and function. The abnormality may be grossly obvious or sub cellular and molecular. 2. Correlate the concepts and underlying general pathology with specific diseases in different organ systems, e.g. inflammatory reactions are similar whether in the heart, lungs, or other organ system. 3. For each of the organ systems delineated, e.g. the cardiovascular system: a. Indicate the common diseases of the system, inherited, infectious, neoplastic, etc. b. Explain the primary features of each disease. 4. Infer the interdependence of anatomic and functional systems, e.g. pituitary and thyroid, heart and lungs, prostate/bladder/kidney and recognize the sequence of events when one part is affected. 5. Interpret common terms used in clinical medicine and pathology and the frequently used suffixes and prefixes, e.g. -itis, -emia, dys-, as in dysplasia, etc.
Style: 100% Guest Speakers. Online with handwritten exams
Grading: There are five required unit exams for this course; they are each worth 20 percent of your grade.
LaMP 4177 Nature of Disease: Pathology for Allied Health Students
3 credit(s);
Instructor: Wilke, Mark Steven
Description: The course is offered in a classroom setting and online in the spring. Offered online only in the summer. The first part of this course covers general pathology; this is followed by organ system pathology. The class meets for 3 lecture hours per week (M-W-F, from 8:00-8:50 AM), earning 3 credits for the semester. The course is divided into five units, each followed by a unit examination. There is no comprehensive final exam. Enrolled students are in allied health programs such as Health and Wellness and Clinical Laboratory Science, as well as the College of Biological Science and the College of Food Science and Nutrition. The course is taught by a variety of lecturers, each covering his/her own area of expertise. Following the course, at the end of each unit of study the student should be able to: 1. Define human disease as an alteration of normal structure and function (as learned from anatomy and physiology), e.g. state that pathologic change is represented by abnormal structure and function. An abnormality may be grossly obvious or sub cellular and molecular. 2. Correlate the concepts and underlying general pathology with specific diseases in different organ systems, e.g. inflammatory reactions are similar whether in the heart, lungs, or other organ system. 3. For each of the organ systems delineated, e.g. the cardiovascular system: a. Indicate the common diseases of the system, inherited, infectious, neoplastic, etc. b. Explain the primary features of each disease. 4. Infer the interdependence of anatomic and functional systems, e.g. pituitary and thyroid, heart and lungs, prostate/bladder/kidney and recognize the sequence of events when one part is affected. 5. Interpret common terms used in clinical medicine and pathology and the frequently used suffixes and prefixes, e.g. -itis, -emia, dys-, as in dysplasia, etc.

TEXTBOOKS and COURSE HANDOUT PACKAGE
The course handout package and all optional textbooks are available in the Coffman Bookstore.
1. Course Handout Package
   Includes course syllabus and lecture outlines.
   Required for classroom section
2. The Nature of Disease/Pathology for the Health Professions, Thomas H. McConnell, Lippincott Williams & Wilkins, 2008.
   You may preview the book and find a good price on the electronic version at this web site:
   http://www.coursesmart.com/9780781753173
   See the table of contents in the course handout package.
   Mosby's Pocket Dictionary of Medicine, Nursing and Allied Health, 6th ed., Mosby, Inc., 2009. This or a similar medical dictionary is recommended.
   This text is recommended for disease descriptions. It is a short textbook of medicine.

Style: 100% Lecture.
Grading: 100% quizzes. Scores from the 5 unit exams are used for the final grade

Land and Atmospheric Science 439 Borlaug Hall

LAAS 5051 Thesis Proposal Writing for Land & Atmospheric Science
A-F only, 2 credit(s);
Instructor: Allan, Deborah L
Description: Student may contact the instructor or department for information.

LAAS 5426 Atmospheric Processes II: Radiation, Composition, and Climate
A-F only, 3 credit(s);
Instructor: Millet, Dylan Baird
Description: Student may contact the instructor or department for information.

LAAS 8128 Land and Atmospheric Science Seminar
S-N only, 1.5 credit(s), max credits 3;
Instructor: Toner, Brandy Marie
Description: The course objectives are to: (1) provide new LAAS students with the skills and experiences required to participate effectively in communication of science as a presenter and audience member; and (2) build a culture of seminar attendance and participation by students. Course philosophy: Conference and seminar presentations are essential professional activities for scientists. Soil, Water, and Climate faculty are committed to providing students with the tools they need to become effective communicators in these settings. The course will be conducted with the perspective that excellent presentations skills can be learned, and that this learning process is best facilitated in a supportive peer-group setting. We will meet weekly on Tuesday: time and location to be announced.

LAAS 8195 Research Problems in Soils
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Lamb, John A
Description: Student may contact the instructor or department for information.
LAAS 8195 Research Problems in Soils
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Nater, Ed
Description: Student may contact the instructor or department for information.

LAAS 8195 Research Problems in Soils
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Snyder, Peter K
Description: Student may contact the instructor or department for information.

LAAS 8550 Teaching Experience
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Allan, Deborah L
Description: Student may contact the instructor or department for information.

Landscape Architecture 144 Rapson Hall

LA 1001 Sustainability by Design
A-F only, 3 credit(s); Meets CLE req of Environment
Instructor: Barness, Michelle Lauren
Description: This course looks at how the Twin Cities region (as an example of many metropolitan areas) can adapt our built environment to deal with climate change, depleted energy resources, decreasing biodiversity, and other environmental impacts, by utilizing natural systems and better design practices. We will explore how cities and places are designed, how the process of design shapes the environmental impacts that result, and the possible adaptation strategies for dealing with negative impacts. Lectures, in-class activities, discussion, and projects will examine key environmental systems (water, energy, food, waste) in relationship to the form of our settlements and urban places, so that we can develop an understanding of how their current design functions culturally and ecologically, and how they might function more sustainably in the future.

LA 1301 Introduction to Landscape Architecture Drawing
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 5301; Meets CLE req of Arts/Humanities
Instructor: Larson, John Alfred
Description: An introductory course that teaches students basic freehand drawing skills; hand drafting techniques, tools and standards; and explores the types of drawings that are typically employed in the Landscape Architecture profession, such as plan, elevation and 3D perspective views. Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises. Progress will be evaluated and guidance offered during classroom critique. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and review of student’s work. Grade: 80% special projects, 20% other evaluation.

LA 1301 Introduction to Landscape Architecture Drawing
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 5301; Meets CLE req of Arts/Humanities
Instructor: Agee, Bradley Steele
Description: Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises and work in your sketch journal. Progress will be evaluated and guidance offered during classroom critique. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and reviews of students work. Weekly assignments will typically be given on Monday to be completed Wednesday depending upon the nature of the assignment.
Grading: 60% special projects, 20% laboratory evaluation, 20% other evaluation. Sketch journal

LA 1401 The Designed Environment
A-F only, 3 credit(s);
Instructor: Agee, Bradley Steele
Description: The course is the designed environment - the intentionally designed places we frequent and inhabit. Efforts will be directed towards learning to "see" design in the everyday world in order to understand the ideas and principles on which the designed environment is built. The course will be looking at how the professions of architecture, landscape architecture and urban design (among others) combine to influence the shape and function of our homes, cities and region. Observe and critique the interaction between human needs/customs with biophysical systems in which we live. Students will be asked to look at designed
spaces for themselves. Lectures and readings will support investigations.

**Grading:** 30% mid exam, 30% final exam, 40% laboratory evaluation.

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**LA 2302 Computer-Aided Representation for Environmental Design**

3 credit(s);

**Instructor:** Krause, Karl William

**Description:** Student may contact the instructor or department for information.

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**LA 3002 Informants of Creating Landscape Space**

A-F only, 3 credit(s);

**Instructor:** Favour, Joseph Richard

**Description:** Student may contact the instructor or department for information.

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**LA 3004 Regional Landscape Planning**

3 credit(s);

**Instructor:** Pitt, David George

**Description:** Student may contact the instructor or department for information.

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**LA 3204 Holistic Landscape Ecology and Bioregional Practice**

A-F only, 3 credit(s);

**Instructor:** Musacchio, Laura R

**Description:** This course will help you to develop greater insights into bioregional practice and how it responds to the landscape ecology of great bioregions. The goal for this course will be learning more about the scientific and cultural basis for bioregional design and landscape sustainability. A prerequisite for this course is EEB 3001 Ecology and Society.

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**LA 3501 Environmental Design and Its Biological and Physical Context**

A-F only, 3 credit(s); Meets CLE req of Environment

**Instructor:** Roos, Stephan John

**Description:** Student may contact the instructor or department for information.

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**LA 3501 Environmental Design and Its Biological and Physical Context**

A-F only, 3 credit(s); Meets CLE req of Environment

**Instructor:** Pitt, David George

**Description:** Student may contact the instructor or department for information.

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**LA 3514 Making the Mississippi**

A-F only, 3 credit(s); Credit will not be granted if credit already received for: LA 1202 Credit will not be granted if credit has been received for: LA 5514; Meets CLE req of Civic Life and Ethics

**Instructor:** Nunnally, Patrick

**Description:** Environmental parameters affecting growth/development of metropolitan areas. Students assess these parameters and prepare a multi-functional land use plan for a defined locale.

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**LA 4002 Implementation of Sustainable Landscape Design and Planning Practices**

3 credit(s);

**Instructor:** Tucker, Matthew J

**Description:** Student may contact the instructor or department for information.

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**LA 4096 Internship in Landscape Design and Planning**

S-N only, 1 credit(s);

**Instructor:** Agee, Bradley Steele

**Description:** Student may contact the instructor or department for information.

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**LA 5004 Regional Landscape Planning**

3 credit(s);

**Instructor:** Pitt, David George

**Description:** Student may contact the instructor or department for information.

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**LA 5004 Regional Landscape Planning**
LA 5203 Ecological Dimensions of Space Making
A-F only, 6 credit(s);
Instructor: Koepke,John Albert
Description: A design studio experience that draws on ecological, cultural, and aesthetic influences to help students explore the development of design ideas that are responsive to ecological issues and human experience.

LA 5204 Metropolitan Landscape Ecology
3 credit(s);
Instructor: Musacchio,Laura R
Description: Our goal for the semester will be to develop your understanding about the theories and principles of holistic landscape ecology, and how this knowledge can help you understand more about people, nature, and environmental stewardship in metropolitan landscapes. In this class, metropolitan landscapes include not only urban and suburban areas but also the rural areas that provide natural resources for people, like food, water, energy, and recreation. During the semester, we will explore these questions about the relationship among people, nature, and landscape sustainability: (1) How has the relationship between humans and nature evolved in relation to non-local phenomenon like globalization, urbanization, and industrialization? (2) How are ecosystem dynamics in cities and metropolitan regions different from other ecosystems? (3) What is a sustainable landscape, and does it look different and function differently than conventional landscapes? (4) When considering the potential impacts of climate change, is it realistic to restore an urban ecosystem or agroecosystem to a historic reference ecosystem or an analog? (5) How can we increase ecological and place literacy of people through education so that they are more likely to accept and adopt alternative landscape patterns and practices? (6) Can alternative landscapes, like brownfields, greenways, green walls, green roofs, vertical farms, carbon farms, biofuel farms, and community gardens, help to recouple people's contact with nature by reinterpreting human-nature systems? During the semester, we will answer these questions using the lens of holistic landscape ecology and examine why it is a useful framework for organizing theories, concepts, and ideas about human-nature relationships in metropolitan regions. This approach will help you to understand more about the ecology of place, such as how people's actions influence the distribution and abundance of organisms in landscapes as well as the people's actions affect ecological flows across landscapes (e.g., water, air, animals, pollutants, and climate). It will help you understand why the appearance and beauty of a landscape matters in environmental stewardship, and why the ecology of landscape intervention influences broad and fine scale spatial patterns and human experiences. In addition, holistic landscape ecology complements important trends like sustainability science, ecological urbanism, and landscape urbanism, and we investigate and discuss these connections during the course.

LA 5372 Computer Methods II
S-N only, 1 credit(s);Arch/LA 5371, LA grad or instr consent Credit will not be granted if credit has been received for: ARCH 5372;
Instructor: Vanagaite,Egle
Description: Student may contact the instructor or department for information.

LA 5374 Representation for Landscape Architectural Construction
3 credit(s);
Instructor: deBritto,Vincent P
Description: Student may contact the instructor or department for information.

LA 5375 Advanced Rendering in Landscape Architecture
3 credit(s);
Instructor: Vanagaite,Egle
Description: Student may contact the instructor or department for information.

LA 5400 Topics in Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Haggans,Michael
Description: Student may contact the instructor or department for information.

LA 5402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Krinke,Rebecca Jean
Description: Student may contact the instructor or department for information.
LA 5403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.

LA 5404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 5404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Koepke, John Albert
Description: Student may contact the instructor or department for information.

LA 5404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Nunnally, Patrick
Description: Student may contact the instructor or department for information.

LA 5404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 5404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Neckar, Lance M
Description: Student may contact the instructor or department for information.

LA 5405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Martin, Roger B
Description: Research, planning, and/or design project. Topics may include energy efficient design, ecological dimension of design, historic preservation, downtown revitalization, agricultural land use, computerized land use planning, transportation and infrastructure housing.

LA 5405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Nunnally, Patrick
Description: Student may contact the instructor or department for information.
LA 5405 Interdisciplinary Studies in Landscape Architecture  
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;  
Instructor: Pitt, David George  
Description: Research, planning, and/or design projects. Topics vary.

LA 5405 Interdisciplinary Studies in Landscape Architecture  
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;  
Instructor: Neckar, Lance M  
Description: Research, planning, and/or design projects. Topics vary.

LA 5405 Interdisciplinary Studies in Landscape Architecture  
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;  
Instructor: Sykes, Robert D  
Description: Research, planning, and/or design projects. Topics vary.

LA 5405 Interdisciplinary Studies in Landscape Architecture  
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;  
Instructor: Miller, Kristine Frances  
Description: Student may contact the instructor or department for information.

LA 5405 Interdisciplinary Studies in Landscape Architecture  
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;  
Instructor: Musacchio, Laura R  
Description: Student may contact the instructor or department for information.

LA 5514 Making the Mississippi  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 3514;  
Instructor: Nunnally, Patrick  
Description: Environmental parameters affecting growth/development of metropolitan areas. Students assess these parameters and prepare a multi-functional land use plan for a defined locale.

LA 8202 Design of Planned Developments  
2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Sykes, Robert D  
Description: This course is a survey of law and real estate finance as practical tools for improving physical design for landscape architects, architects, urban planners and urban designers. Learn the basics of zoning and planning law, historical concepts of land and land ownership, special development districts, tax increment financing, community associations, cooperatives, restrictive covenants (deed restrictions) as design tools. Urban designers can easily apply them as part of design to help get projects approved by government, get them financed (and thus built), imbue them with lasting aesthetic integrity, and make them more appealing to clients and users over the long run. You will read and discuss landmark law cases, learn about land tenure and historical approaches to land value and management, develop two financial proformas for development projects, learn how to buy land, and learn how these tools can make designs work from both the public and private points of view. Meets for first seven weeks of semester and last two weeks (four week break).

LA 8205 Urban Form Options: Landscape Architecture Studio  
6-8 credit(s), max credits 8, 1 completion allowed;  
Instructor: Miller, Kristine Frances  
Description: Urban landscape design issues, theories, and problems explored via formal/spatial inquiry in studio and readings and discussion in seminar. Urban systems, gathering spaces, ecology, infrastructure, recreation, and public space.

LA 8302 Professional Practice  
A-F only, 3 credit(s);  
Instructor: Murphy Jr, Richard T  
Description: Student may contact the instructor or department for information.

LA 8400 Topics in Landscape Architecture  
1-3 credit(s), max credits 12, 12 completions allowed;  
Instructor: Krinke, Rebecca Jean
LA 8400 Topics in Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Koepke, John Albert
Description: Student may contact the instructor or department for information.

LA 8400 Topics in Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Galatowitsch, Susan M
Description: Student may contact the instructor or department for information.

LA 8400 Topics in Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Siebenaler-Ransom, Anthony J
Description: Discover ‘why’ and ‘who’ you are as a designer. This class will investigate personal, historical and cultural influences that have shaped your design sensibilities, as well as look at the ways perception and culture developed ‘place’ historically. We will also look at contemporary concerns for designers: i.e. design and professional ethics, the challenge of historic preservation, or when and how to be a voice of dissent. The class will rely on readings, in-class discussion, and writings to explore these topics. The exploration of shared realities of personal experiences will aid you in tapping your own design disposition, and naturally presents a great opportunity to explore potential capstone ideas.
Style: 20% Lecture, 5% Film/Video, 50% Discussion, 15% Student Presentation, 5% Field Trips, 5% Guest Speakers.

LA 8400 Topics in Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 8400 Topics in Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Neckar, Lance M
Description: Student may contact the instructor or department for information.

LA 8400 Topics in Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.

LA 8400 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Martin, Roger B
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Koepke, John Albert
Description: Student may contact the instructor or department for information.
LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Galatowitsch,Susan M
   Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Pitt,David George
   Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Neckar,Lance M
   Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Sykes,Robert D
   Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Miller,Kristine Frances
   Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Musacchio,Laura R
   Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Martin,Roger B
   Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Krinke,Rebecca Jean
   Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Koepke,John Albert
   Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Galatowitsch,Susan M
   Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Pitt,David George
   Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Neckar,Lance M
LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Miller, Kristine Frances
Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Musacchio, Laura R
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Martin, Roger B
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Koepke, John Albert
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Galatowitsch, Susan M
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Neckar, Lance M
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.
LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Musacchio, Laura R
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Martin, Roger B
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Koepke, John Albert
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Neckar, Lance M
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Baudler, Rachel E
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Miller, Kristine Frances
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Martin, Roger B
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Koepke, John Albert
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Galatowitsch, Susan M
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Neckar, Lance M
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Miller, Kristine Frances
Description: Student may contact the instructor or department for information.

LA 8405 Interdisciplinary Studies in Landscape Architecture
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Musacchio, Laura R
Description: Student may contact the instructor or department for information.

LA 8555 Advanced Landscape Planning and Design
A-F only, 6 credit(s);
Instructor: Favour, Joseph Richard
Description: The studio course requires that students pursue an independent course of inquiry into a variety of contemporary issues in the discipline of Landscape Architecture. In this course students will develop and manage a comprehensive research-based design project within the context of an academic semester; apply research methodologies to develop a context for critical inquiry; apply the knowledge gained from the critical inquiry to an issue and/or landscape; develop integrated design solutions that reflect an understanding of the theoretical (social, political or technological) and technical (land use planning, site design, topographic control, hydrological, landform or planted design) components necessary for the design of multi-functional landscapes; develop comprehensive documentation of the project.

LA 8575 The Art and Ecology of Landscape Detail
3 credit(s);
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 8741 Metropolitan Design Workshop and Optional Seminar
A-F only, 3-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Barton, James Edward
Description: Student may contact the instructor or department for information.
**Language, Teaching, and Technology** 110 Jones Hall

**LgTT 5101 Applications of Technology in Language Teaching**
3 credit(s); Credit will not be granted if credit has been received for: LGTT 5110;
Instructor: Soneson, Dan
Description: Student may contact the instructor or department for information.

**Latin** 245 Nicholson Hall

**Lat 1002 Beginning Latin II**
5 credit(s);
Instructor: STAFF
Description: Latin, the language of the ancient Romans, has served as a means of communication for well over two thousand years. It is not only the chief language of one of the world's major civilizations, but also an international language for centuries after Rome's fall, the ancestor of the Romance languages, and an important influence on English. The aim of Beginning Latin is to prepare you to read unadapted Latin texts by providing a solid grounding in grammar and vocabulary along with oral and written practice. With this foundation you will be able to read a wide range of ancient, medieval, and Renaissance authors. In addition, Latin 1002 will help strengthen your grasp of English grammar and vocabulary. The prerequisite for this course is completion of Latin 1001 with a grade of C- or higher (or S) or instructor consent.
Style: 50% Lecture, 50% Discussion.
Exam Format: translation, grammar

**Lat 3004 Intermediate Latin Poetry: Vergil**
4 credit(s); Grade of at least [C- or S] in [3003 or 3113] or dept consent credit will not be granted if credit already received for: Lat 3300, Lat 3114 Credit will not be granted if credit has been received for: LAT 5004;
Instructor: STAFF
Description: Selections from Vergil's Aeneid for students who have had at least three semesters of Latin; introduction to Latin meter. Prerequisite: completion of Latin 3003 with a grade of C- or higher (or S) or instructor consent.
Style: 40% Lecture, 30% Discussion. Recitation.
Exam Format: Short answer and essay

**Lat 5004 Intermediate Latin Poetry for Graduate Students**
3 credit(s); [5003 or equiv], grad student or dept consent Credit will not be granted if credit has been received for: LAT 3004;
Instructor: Cole, Spencer E
Description: Student may contact the instructor or department for information.

**Lat 5200 Advanced Reading in Later Latin**
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Nicholson, Oliver
Description: The Venerable Bede (674-735 A.D.) is one of the most engaging story-tellers ever to have written in the Latin language. His History of early Anglo-Saxon England is also the principal source of written information about the British Isles between the time the Romans left (in 410) and the Viking raids started in the late 8th century. It also reflects the character of an unusually wise student of human nature. Anyone who has done 4 semesters of college Latin (or equivalent - e.g. 4 years of High School) is welcome in this course. Everyone will write a brief paper on something to do with Bede or his age, but the main emphasis will be on reading and understanding the text in Latin.
Exam Format: Exams will be translation and 'gobbets' - passages of text set for comment - explanation in class. The papers will be brief and on topics chosen by students but agreed with the instructor.

**Lat 5705 Introduction to the Historical-Comparative Grammar of Greek and Latin**
3 credit(s); Two yrs college [Greek or Latin] or instr consent Credit will not be granted if credit has been received for: GRK 5705;
Instructor: Sheets, George A
Description: The subject matter of this course embraces three general topics: (1) how the Greek and Latin languages are related to each other and to other "dialects" of the Indo-European language family; (2) the distinctive characteristics, structures, and evolutionary histories of Greek and Latin as separate languages that have evolved from a common parent; and (3) the principles of historical-comparative linguistics that make it possible to reconstruct and understand how languages in general change over time.
Style: 80% Lecture, 20% Discussion.
Grading: 25% final exam, 15% reports/papers, 10% class participation, 50% problem solving.
Exam Format: short essays based on problems

Lat 5800 Sight Reading for Graduate Students
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Nicholson, Oliver
Description: Student may contact the instructor or department for information.

Lat 8300 Readings in Latin Texts: Representing the Emperor
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Nappa, Christopher
Description: What does it mean to portray the most powerful man in the world in writing or art? This class will focus on literary (and occasionally visual) depictions of the emperors of Rome and their families. Our goal will not be so much to master the "sources" for these emperors' lives and reigns but to understand what was at stake in portraying the emperor in a particular way. We will read a number of texts that show emperors in flattering, unflattering, and sometimes just puzzling ways. Readings will be drawn from Suetonius, Tacitus, Seneca, Juvenal, Martial, Pliny and others. We'll be selective in our emperors, concentrating on Augustus, Claudius, Nero, Domitian, Hadrian, the most notorious of the persecutors of Christians, and finally Constantine.
Style: 40% Lecture, 40% Discussion, 20% Student Presentation.

Latin American Studies 214 Social Sciences Tower

LAS 3402W Modern Latin America 1825 to Present
4 credit(s); Credit will not be granted if credit has been received for: HIST 3402W; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course surveys developments in Latin America from the Enlightenment and Age of Independence to the rise of bureaucratic authoritarianism (ca. 1750-present). The course will focus on the rise of the nation-state, art, culture, and diplomatic relations within Hispanic America. Themes will include race, class, gender, sexuality, and space.
Grading: 20% final exam, 50% reports/papers, 10% class participation, 20% other evaluation. Informal writing assignments.
Exam Format: Essay

Law School 285 Mondale Hall

Law 6003 Legal Research and Writing & Statutory Interpretations
P-F only, 1-3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6004 Property
A-F only, 4 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6009 Criminal Law
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6010 Perspectives: 1L
A-F only, 3 credit(s);
Instructor: Ni Aolain, Fionnuala
Description: Student may contact the instructor or department for information.

Law 6011 International Law: 1L
A-F only, 3 credit(s);
Instructor: Wippman, David
Description: Student may contact the instructor or department for information.
Law 6012 Corporations: 1L
A-F only, 3 credit(s);
Instructor: Adams, Edward Scott
Description: Student may contact the instructor or department for information.

Law 6013 Practice and Professionalism: 1L
P-F only, 3 credit(s);
Instructor: Cox, Prentiss
Description: Student may contact the instructor or department for information.

Law 6013 Practice and Professionalism: 1L
P-F only, 3 credit(s);
Instructor: Thomas, Laura M
Description: Student may contact the instructor or department for information.

Law 6013 Practice and Professionalism: 1L
P-F only, 3 credit(s);
Instructor: Landsman, Maury S
Description: Student may contact the instructor or department for information.

Law 6013 Practice and Professionalism: 1L
P-F only, 3 credit(s);
Instructor: McGeveran, William
Description: Student may contact the instructor or department for information.

Law 6013 Practice and Professionalism: 1L
P-F only, 3 credit(s);
Instructor: Cook, Nancy L.
Description: Student may contact the instructor or department for information.

Law 6014 Constitutional Law II
A-F only, 3 credit(s);
Instructor: Carpenter II, Dale Allen
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6014 Constitutional Law II
A-F only, 3 credit(s);
Instructor: Hasday, Jill E
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6015 Civil Procedure II
A-F only, 3 credit(s);
Instructor: Erbsen, Allan H
Description: This course builds on Civil Procedure I both by examining some of Civil Procedure I’s topics in more depth and by examining additional facets of civil litigation. Topics may include personal jurisdiction, subject matter jurisdiction, venue, preliminary injunctions and temporary restraining orders, the /Erie/ doctrine, appeals, class actions, and complex litigation.

Law 6017 Humphrey Law Course
P-F only, 2-3 credit(s), max credits 6;
Instructor: Arimond JD, Lucy
Description: Student may contact the instructor or department for information.

Law 6019 Sem: Leadership and the Law - LL.M.
Law 6021 Seminar: LL.M. Legal Research and Writing
A-F only, 2 credit(s);
Instructor: Massaglia, Victor C
Description: Student may contact the instructor or department for information.

Law 6025 Wrongful Convictions
A-F only, 2 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6028 LL.M. Judicial Observation
P-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: STAFF
Description: Students work with a judge and observe how our court systems work in the United States

Law 6031 Smart Growth
A-F only, 3 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6034 Sem: Topics in American Legal History
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6036 Reproductive Rights
A-F only, 3 credit(s);
Instructor: STAFF
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6040 Perspectives on the Law
A-F only, 3 credit(s);
Instructor: Ni Aolain, Fionnuala
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6041 Investment Management Law
A-F only, 2 credit(s);
Instructor: Royal, David Scott
Description: http://www.law.umn.edu/current/courseguide.html

Law 6051 Business Associations/Corporations I
A-F only, 4 credit(s);
Instructor: STAFF
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6052 Sales
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6055 Advanced Corporate Law
A-F only, 3 credit(s);
Instructor: STAFF
Law 6057 Judicial Externship  
P-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6059 Seminar: Constitutional Law, Theories of Freedom of Expression  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: JOUR 8678;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Law 6100 Taxation I  
A-F only, 3-4 credit(s);  
Instructor: STAFF  
Description:

Law 6102 Mergers and Acquisitions  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Hill, Claire  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6110 Constitutional Torts  
A-F only, 3 credit(s);  
Instructor: Goodwin, Michele Bratcher  
Description: Student may contact the instructor or department for information.

Law 6112 Accounting and Finance for Lawyers  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description:

Law 6114 Partnership Taxation  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6116 Pretrial Skills: Lawyering Process  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6118 CL: Criminal Defense Appeals  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6120 Federal and State Courts  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6126 Water Law  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description:
Law 6151 Estate Planning
  A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6201 Land Use Planning
  A-F only, 3 credit(s);
  Instructor: Burkhart, Ann M
  Description:

Law 6211 Federal Securities Regulations
  A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6214 Insurance
  A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6217 Securities Litigation
  A-F only, 2 credit(s);
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6218 Criminal Procedure
  A-F only, 3 credit(s);
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6219 Evidence
  A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6224 Patents
  A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: STAFF
  Description:

Law 6225 Winning Patent Litigation
  A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6244 Employee Benefits
  A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6245 Interviewing, Counseling, and Negotiating
  A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6247 Depositions
  A-F only, 2 credit(s);
  Instructor: STAFF
Law 6403 Environmental Law Capstone: Brownfields Redevelopment and Litigation
A-F only, 5 credit(s);
Instructor: Petersen, Sarah Jane
Description: http://www.law.umn.edu/current/courseguide.html

Law 6403 Environmental Law Capstone: Brownfields Redevelopment and Litigation
A-F only, 5 credit(s);
Instructor: Klass, Alexandra B.
Description: http://www.law.umn.edu/current/courseguide.html

Law 6404 Health Law Compliance Capstone
A-F only, 4-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Hall JD, Ralph F.
Description: http://www.law.umn.edu/current/courseguide.html

Law 6405 Labor and Employment Law Capstone
A-F only, 4-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Cooper, Laura J
Description: http://www.law.umn.edu/current/courseguide.html

Law 6600 Professional Responsibility
A-F only, 2-3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6601 International Business Transactions
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6605 Health Law
A-F only, 3 credit(s);
Instructor: STAFF
Description:

Law 6606 Administrative Law
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6609 International Intellectual Property
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6610 Unfair Competition
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6615 Jurisprudence
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course will be a general survey course of American legal movements and conceptions of the law. The course will examine foundational legal questions: What is law, why are we obligated to follow laws, and when if ever, are we not? What is the Rule of Law? When if ever can we condemn a law as unjust and, if so, must we obey it? We will also examine how different legal
movements have attempted to answer these questions from the beginnings of "legal science" and formalism; to the Legal Realists and the responses to them; to the more recent movement to unite law with moral philosophy; to Critical Legal Studies; and responses to the Critical Studies movement. We will compare and contrast these movements with basic conceptions of the law-positivism and natural rights.

Law 6618 Trial Practice
A-F only, 3 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6621 Civil Rights
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6625 Disability Law
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6627 International Tax
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6628 Advanced Trial Practice
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6629 Judicial Process and Administration
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6631 Employment Discrimination
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6644 Law and Economics
A-F only, 3 credit(s), max credits 6;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6645 Feminist Legal Theory
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6702 Seminar: Legal History Workshop
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Blumenthal, Susanna Lynn
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6800 Seminar: International Contracts
A-F only, 3 credit(s);
Instructor: STAFF
Law 6803 Seminar: Health Insurance & Health Care Reform  
A-F only, 2 credit(s);  
Instructor: Schwarcz, Daniel  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6808 Seminar: Street Law  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6817 Seminar: Practical Estate Planning  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6818 Seminar: White Collar Crimes  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6822 Seminar: Legislative Process  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6823 Seminar: Investment Banking, Private Equity, and Hedge Funds  
A-F only, 2 credit(s);  
Instructor: Nguyen, Dennis Luan Thuc  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6824 Seminar: Genetics: Law and Ethics  
A-F only, 2 credit(s);  
Instructor: Van Ness, Brian George  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6827 Seminar: Women's International Human Rights  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6837 Seminar: Contract Drafting  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6840 Seminar: Antitrust  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: This seminar is intended to focus upon a series of major issues of current importance. During the first half of the semester, the seminar will take up a separate issue every one or two weeks. The issues will include (not necessarily in the following order): 1. Antitrust analysis in the Chicago and post-Chicago schools 2. The antitrust law of the European Community examined from the perspective of a U.S. antitrust lawyer 3. Trading issues and their relation to antitrust law 4. Antitrust and the health care industry 5. Antitrust laws and the issues of intellectual property protection 6. The interface between antitrust law and labor law 7. The state-action doctrine, municipalities, and the antitrust laws.

Law 6841 Presidential Powers
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: This Seminar analyzes the constitutional scope of presidential authority, particularly when it conflicts with prerogatives of the legislative and judicial branches. Topics include war powers; homeland security; intelligence gathering; control of foreign policy; impeachment; presidential elections and succession; presidential appointments, removals, and status of ?independent? federal agencies; executive privilege and immunities; checks and balances and separation of powers theory

Law 6842 Seminar: Advanced Criminal Procedure
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6843 Seminar: Structured Finance
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6844 Seminar: Real Estate Transactions
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6851 Seminar: Advanced Legal Research
A-F only, 2 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6853 Seminar: Biotechnology and the Law
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6860 Seminar: Advanced Topics in Labor and Employment Law
A-F only, 2 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6862 Seminar: Sexual Orientation
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6865 Seminar: Law and Economics Workshop
A-F only, 2 credit(s);
Instructor: STAFF
Description: This seminar/workshop brings in leading scholars in one designated field to present papers. Each week, a scholar presents her paper; students are required to write short (1-3 page) critiques and discussion questions for each paper, and participate in the class discussions. In 2006, the field was Behavioral Law and Economics. In 2007, the field will be Corporate Governance.

Law 6867 Seminar: International and Foreign Legal Research
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6872 Immigration Law
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html
Law 6876 Seminar: Digital Evidence  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6885 Seminar: Current Issues in Environmental Law  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6888 Seminar: Learning the Law by Avoiding it in the Process  
P-F only, 1 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6889 Laws of Wars  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Law 6890 Seminar: China Law  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Nelson, Debra R  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6890 Seminar: China Law  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Wang, Chang  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6891 Seminar: Tax Policy  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6895 Seminar: Offenses and Defenses  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Duff, Antony  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6904 Equal Justice  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6906 Seminar: Public Law Workshop  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6919 Seminar: Health Care Fraud and Abuse  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6949 Sem: Biotechnology & Patent Law  
A-F only, 2 credit(s);
Law 6949 Sem: Biotechnology & Patent Law
A-F only, 2 credit(s);
Instructor: Nelson, Debra R
Description: http://www.law.umn.edu/current/courseguide.html

Law 7000 CL: Civil Practice
A-F only, 1-7 credit(s), max credits 7;
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 7001 CL: Civil Practice Director
A-F only, 1-4 credit(s), max credits 4;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 7010 Clinic: Innocence
A-F only, 2-3 credit(s), max credits 6;
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 7012 CL: Environmental Sustainability Energy Policy
A-F only, 3-7 credit(s), max credits 7, 1 completion allowed;
Instructor: Cox, Prentiss
Description: See http://www.law.umn.edu/current/courseguide.html

Law 7015 Clinic: Worker Rights
A-F only, 2-4 credit(s), max credits 8;
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 7016 CL: Workers Rights Directors
A-F only, 2 credit(s), max credits 4;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 7020 CL: Special Education Law
A-F only, 2-3 credit(s), max credits 6;
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 7021 CL: Special Education Director
A-F only, 2-3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 7030 CL: Consumer Protection
A-F only, 3-4 credit(s), max credits 8;
Instructor: STAFF
Description: Consumer Protection Clinic began in the Fall 2006 semester. Clinic students represent individuals who are victims of marketplace fraud or who have disputes regarding consumer credit, debt collection, predatory lending, or similar matters. The clinic recently received appointment as a Special Assistant Attorney General and engages in public consumer protection enforcement actions on assignment from the Minnesota Attorney General’s Office. The clinic also partners with local law firms, non-profit organizations, and state agencies to bring broader enforcement actions, draft legislation, or assist with other advocacy projects in the area of consumer protection. The clinic is a year-long course open to second-year and third-year students, beginning in the fall semester each year. The first-semester students receive four credits (including three credits for the classroom component). The second-semester students
receive three credits. Some cases will be handled by the student individually, while more complex cases will be handled by teams of students. Consumer protection matters are filed in all forums, with an emphasis on federal court cases. Students are likely to be involved in drafting complaints, discovery, motion practice, and negotiations.

**Law 7031 CL: Consumer Protection Directors**
- A-F only, 2-3 credit(s), max credits 6;
- Instructor: STAFF
- Description: Student may contact the instructor or department for information.

**Law 7041 CI:Mediation Directors**
- A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
- Instructor: Zamoff, Mitchell Eliot
- Description: Student may contact the instructor or department for information.

**Law 7092 CL: Bankruptcy Clinic**
- A-F only, 1-4 credit(s), max credits 4;
- Instructor: STAFF
- Description: See http://www.law.umn.edu/current/courseguide.html

**Law 7093 CL: Bankruptcy Clinic Director**
- A-F only, 1-4 credit(s), max credits 4;
- Instructor: STAFF
- Description: http://www.law.umn.edu/current/courseguide.html

**Law 7098 CL: Indian Child Welfare Act**
- A-F only, 1-7 credit(s), max credits 14;
- Instructor: STAFF
- Description: See http://www.law.umn.edu/current/courseguide.html

**Law 7099 CL: Indian Child Welfare Clinic Director**
- A-F only, 1-4 credit(s), max credits 4;
- Instructor: STAFF
- Description: Student may contact the instructor or department for information.

**Law 7246 CL: Housing**
- A-F only, 3 credit(s);
- Instructor: STAFF
- Description: Student may contact the instructor or department for information.

**Law 7247 CL: Housing Clinic Director**
- A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
- Instructor: STAFF
- Description: Student may contact the instructor or department for information.

**Law 7400 Clinic: Human Rights Litigation and International Legal Advocacy**
- A-F only, 3-7 credit(s), max credits 14;
- Instructor: Green, Jennifer Mary
- Description: See http://www.law.umn.edu/current/courseguide.html

**Law 7401 Clinic: Human Rights Litigation and International Legal Advocacy Directors**
- A-F only, 1-6 credit(s), max credits 12;
- Instructor: Green, Jennifer Mary
- Description: http://www.law.umn.edu/current/courseguide.html

**Law 7500 CL: Misdemeanor Defense**
- A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
- Instructor: STAFF
- Description: http://www.law.umn.edu/current/courseguide.html
Law 7550 CL: Misdemeanor Prosecution  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 7551 CL: Misdemeanor Prosecution and Defense  
A-F only, 3-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Simon, Steve Mark  
Description: http://www.law.umn.edu/current/courseguide.html

Law 7572 Clinic: Federal Defense  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 7609 Independent Research--Field Placement Project  
P-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Cooper, Laura J  
Description: Student may contact the instructor or department for information.

Law 7675 CL: Child Advocacy  
A-F only, 1-7 credit(s), max credits 7;  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 7676 CL: Child Advocacy Director  
A-F only, 1-4 credit(s), max credits 4;  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 7842 CL: Immigration and Human Rights  
A-F only, 2-7 credit(s), max credits 14;  
Instructor: STAFF  
Description: The Immigration Law Clinic handles immigration law matters, primarily applications for political asylum, withholding of removal, and Article 3 claims under the Convention Against Torture. Students will interview clients, research country conditions, write legal memoranda on asylum issues, and prepare and present claims to the Immigration and Naturalization Service, the Immigration Court, and the Board of Immigration Appeals under the student practice rule. Each student will handle up to two asylum cases. Students can choose from cases presented affirmatively to the Immigration and Naturalization Service and those presented defensively before the Immigration Court. Students appearing before the Court will handle case and client preparation and courtroom appearances. It is preferred that students have prior experience in or exposure to asylum law or other aspects of immigration law, but neither is required. Enrollment is generally limited to six students. Interested students should write a brief statement of interest and/or experience. Students will be notified if they have been selected for the Immigration Law Clinic shortly after finals end. Students who participate in the Immigration Law Clinic will add the clinic through the drop/add process in the Fall.

Law 7843 CL: Immigration Clinic Director  
A-F only, 1-4 credit(s), max credits 4;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Law 7850 CL: Public Interest Law  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Law 7860 CL: Multi-Profession Business Law  
A-F only, 2-4 credit(s), max credits 8;  
Instructor: STAFF
Law 7950 CL: Tax Clinic
A-F only, 2-4 credit(s), max credits 4;
Instructor: STAFF
Description: The Tax Clinic, first offered in 1981, is composed of two components. First, the clinic provides an opportunity for law students to represent low income taxpayers who have a controversy with the IRS. Representation can occur at audit, in the Appeals Office, in the collection process, before the U.S. Tax Court or, on occasion, before the U.S. District Court or 8th Circuit. In addition representation may also extend to controversies with the MN Department of Revenue. Clinic students do not prepare tax returns. The clinic receives client referrals from the IRS and Tax Court in addition to those that come from community organizations (such as free tax assistance sites). Students in the clinic are also asked to participate in community education and outreach, since approximately one-third of our clients speak English as a second language. A clinic seminar meets weekly for both semesters. The seminar provides training in lawyering skills, such as interviewing, counseling, negotiation, and professional responsibility. In addition, guest speakers at the seminar from the IRS, the Minnesota Department of Revenue, and practicing bar provide useful information about the practice of tax law. Students must have taken (or be concurrently enrolled in) Federal Tax Procedure. Tax I is encouraged as well. Each year three students are selected to serve as directors in the clinic during their third year. Each summer the Tax Clinic hires three students to work full-time in the clinic. If you are interested in serving as a director during your third year for academic credit or a summer job for pay, preference is given to students enrolled in the Tax Clinic (i.e., enroll in your second year to be eligible).

Law 7951 CL: Tax Clinic Director
A-F only, 1-4 credit(s), max credits 4;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Learning and Academic Skills 104 Eddy Hall

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Tourek MA,Sam
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Park,Nicole Lee
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Punti,Gemma
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Dade,Shari N.
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Sumner,Adam
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Kim,Ryoka
Description: Student may contact the instructor or department for information.

LASk 1101 Academic Refresher
S-N only, 1 credit(s);
Instructor: Slattery, William Scott
Description: Falling behind? Always playing `catch-up'? Received an academic alert? Stressed about how to make the grades you need? Sometimes academic progress doesn't go as planned and students struggle. LASk 1101 [Academic Refresher] is a Mid-Semester (Term B) course designed to assist students over the final 7 weeks of the semester who are experiencing concerns about their academic progress. Through individualized planning and course assignments, students work with academic success consultants to develop & put into action a personal plan for success. Course focus is mainly on reaching academic goals for the current semester, however, students also learn skills and strategies to build ongoing success.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities.
Grading: 35% special projects, 15% written homework, 25% attendance, 25% class participation.

LASk 1102 Academic Success
S-N only, 2 credit(s), max credits 4;
Instructor: Tourek MA, Sam
Description: Student may contact the instructor or department for information.

LASk 1102 Academic Success
S-N only, 2 credit(s), max credits 4;
Instructor: Punti, Gemma
Description: Student may contact the instructor or department for information.

LASk 1102 Academic Success
S-N only, 2 credit(s), max credits 4;
Instructor: Sumner, Adam
Description: Student may contact the instructor or department for information.

Liberal Studies 20 Ruttan Hall

LS 5100 LS Seminar Topics: Ethical and Legal Issues in Arts Policy and Law
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Corley, Kathleen
Description: <b>Ethical and Legal Issues in Arts Policy and Law</b> Leadership calls on an individual to be able to stand with confidence on moral and legal grounds in the day to day operations and conduct of a business. By combining theory and practice, this course will explore the basis for human conduct and the source of moral and ethical behavior; examine standards, rules and laws that legislate conduct; and distinguish those situations when seeking legal guidance/advice is the only responsible option. Arts and cultural management issues arising from intellectual, real and personnel property rights; employment; earned-income ventures; and the myriad of issues that come with contributed income - conflict of interest, self-inurnment, and exemption from federal and state income tax - will also be on the agenda.

LS 5100 LS Seminar Topics: Human Potential
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Dikel, William Robert
Description: <b>Human Potential</b> What does it mean to produce new knowledge and build understanding in an increasingly complex world? Numerous factors contribute to how we create meaning and engage the process of interpreting and guiding our lives, consciously and unconsciously, in individual and societal contexts. Educational historian Lawrence Cremin describes this phenomenon as the 'ecology of learning.' Constructing and manifesting meaning in our lives is a complex process that engages a rigorously interdisciplinary curiosity. The ability to innovate, generate new meanings, tolerate ambiguity, demonstrate authenticity and personal courage are important outcomes of actively engaging the process of meaning making. Understanding this process is central to participating in an increasingly dynamic social environment where novel forms of knowledge construction are rapidly emerging and desperately needed. Explore contexts in which meaning emerges, illuminate this discovery process, and assist participants to become aware of the conscious and unconscious determinants that create the fabric of meaning. Employ an interdisciplinary approach that integrates such diverse topics as sensory perception, infant patterning, neural programming, limbic system resonance, family values, and the influence of place, religion, propaganda, fine art, social control, cultural influences, and unconscious biases to explore this ecology of learning. Learn to "step out" of your every day habitual patterns of interpreting life's events and learn methods of consciously participating in the process of creating meaning.

LS 5100 LS Seminar Topics: Sustainability, Farming, and the Future of Food
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Zita, Jacquelyn N
Description: <b>Sustainability, Farming, and the Future of Food</b> - Explore the question of planetary sustainability from the starting
point of global climate crisis and environmental justice to organic farming and the future of food. From an exploration of the global environmental crisis and the relationship between agriculture and environment, we will bring this home to a real plot of Earth in an organic eco-farming project at the Women's Environmental Institute in Chisago County. This hands-on project will emerge from our study of various strategies for sustaining life on earth, broadly inclusive of human and nonhuman life, informed by new ways of knowing and new ways of growing in companionship with the Earth and with other species. The class will meet on campus, utilize electronic media and Moodle, and meet on two Saturdays for farm travel tours and work crew sessions. Please consult current syllabus for field trip Saturday dates.

**LS 5100 LS Seminar Topics: Design Thinking for Innovation**
A-F only, 3 credit(s), max credits 24, 24 completions allowed;  
**Instructor:** Singh,Virajita  
**Description:** Design Thinking for Innovation - We are in a time of profound societal change between old ways of thinking and doing and new ways that are still emerging. Innovation and new tools and process are needed to help make the change. Design thinking is a tool/process of great promise for this transition. Using the techniques that designers have used for ages, it is now possible for anyone who is willing to engage in creative thinking and action to participate in designing new ways of being and doing. This seminar is designed to introduce you to the emerging field of design thinking and how it is inspiring creativity and innovation at a local and national level. We will use immersion in writing, design and creativity exercises in class, individually and in groups, as a means of understanding the design thinking process in action. No prior design experience is required. Bringing insights and challenges from your particular disciplines to class discussions and activities is encouraged.

**LS 5100 LS Seminar Topics: Finding Your Guide in Interdisciplinary Studies**
A-F only, 2 credit(s), max credits 24, 24 completions allowed;  
**Instructor:** Daniel,Stephen Lewis  
**Description:** Hermes: Finding Your Guide in Interdisciplinary Studies - The snakes on the staff of Hermes could symbolize the intertwining of fields that makes the Master of Liberal Studies program relevant in an age of global communication. The interdisciplinary student will find common ground between or among disciplines, each with its own subject matter, specialized language, and basic theories. Hermes, as messenger of the gods, gives his name to hermeneutics (the theory and practice of interpretation), an important method for crossing disciplinary boundaries. This seminar will cover a number of interdisciplinary methods, including history of ideas, phenomenology, structuralism, deconstruction, Freudian analysis, myth criticism, semiotics, multiculturalism, gender studies, and communication theory. Students will discuss examples of these methods as presented in course readings. They will also write papers or do creative projects utilizing methods or approaches they have chosen to suit their personal interdisciplinary interests.

**LS 5100 LS Seminar Topics: Leading Innovation in 21st Century Minnesota**
A-F only, 3 credit(s), max credits 24, 24 completions allowed;  
**Instructor:** Harkins,Arthur M  
**Description:** Leading Innovation in 21st Century Minnesota - The "state" of Minnesota is subject to multiple definitions and interpretations. For example, is Minneapolis merely an urban version of Lake Wobegon? Is "Main Street" a convincing portrait of "Minnesota nice"? Are the Twin Cities an "Omaha with professional sports," or do they surpass it as one of the world's major centers of creativity? What are the strengths, weaknesses, opportunities and threats facing Minnesota's alternative futures as a "state of innovation"? How are these futures influenced by national and global trends and potentials? What are the roles of social, cultural, and psychological "framers" in asking and answering these questions? How can Minnesota continue to develop a state of sustainable innovation? Of innovation leadership? This seminar explores and examines Minnesota's alternative futures as vital contexts for sustainable innovation. Join the seminar and meet Minnesota course guests who directly engage this topic. Conduct interviews about your field or interest with innovators by phone, email, or in person. Construct your own Minnesota Innovation Stories. Determine how your classmates' responses to innovation stories can be helpful to you. Create new and improved ways of "talking Minnesotan" about Minnesota as a present and future "state of innovation"! Learn how to frame focused and broad-gauge perspectives on Minnesota innovations that have already occurred or can occur in the near future. Learn and apply practical simulation techniques, including how each applies to Minnesota innovation topics, structure and process of the seminar.

**LS 5100 LS Seminar Topics: Sustainability and Sustainable Enterprise**
A-F only, 2 credit(s), max credits 24, 24 completions allowed;  
**Instructor:** Smith,Tim  
**Description:** Sustainability and Sustainable Enterprise - Protecting and improving our future well-being will require wiser and less destructive uses of natural assets and major changes to the way we make and implement decisions. Now, more than ever, new opportunities are emerging for innovative technologies, strategies and policy that embrace a sustainable approach to living and working on the planet new models that address systematic and long-term challenges to environmental and social quality. Consider the global trend of sustainable development and its implications for business and governance. Attention will be given to systems-based approaches to whole enterprise sustainability and new trends in private governance, organizational strategy formation, sustainability reporting and behavioral transformation. Focus on the development of critical understanding of the principles of sustainability indicators.
for business and society, and, how organizations can maximize benefits associated with the demand for sustainable development.

**LS 5950 Special Topics: Drawing on Your Systemic Soul: System Thinking**
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Jordan, Nicholas Royal

*Description:* Drawing On Your Systemic Soul: Practical Techniques for Systems Thinking - Discover how to, literally, 'draw upon' your capacity for holistic and systems thinking. Learn and practice a set of graphic diagramming and modeling tools and skills, including 'rich pictures', system maps, influence diagrams, and sign graphs. These simple methods can help individuals and groups draw upon our innate capacities to think holistically; they are especially helpful for thinking strategically about how to manage complex situations. Expand your understanding of your own thinking and learning approaches; for example, how do you think, act, and learn when faced with a complex problem situation? You will apply these techniques to situations of immediate interest to us as individuals, and practice using them in groups. This class will meet on March 10 with a paper due 3 to 4 weeks later.

**LS 5950 Special Topics: Personal Renewal for Work and Change**
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Lloyd, Roseann

*Description:* Personal Renewal for Work and Change - Explore ways to slow down and really see the world around us. One premise of these exercises is that fresh observation of the world can lead us out of our own obsessions and burdens. Another premise is that taking pleasure in the world can lead us to renewal for work and change. Beginning with a discussion about slowing down to see, we'll then proceed with exercises in and out of the classroom: writing practice, sitting and looking (in contrast to sitting with eyes closed in traditional meditation), and the golden ribbon exercise (from John Caddy and Joe Paddock's work with ecology) as many writers refer to their writing as a meditative practice; then transition to "freewriting" as described by Natalie Goldberg, and creating longer poems from internal images inspired by Nazim Hiket "Things I Didn't Know I Loved."

**LS 5993 Directed Studies**
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Wagner-Henry, Sherry Lynn

*Description:* Student may contact the instructor or department for information.

**LS 8001 Introduction to Interdisciplinary Inquiry**
A-F only, 3 credit(s);
Instructor: Gonzalez, Anita

*Description:* Required introductory seminar for admitted MLS students. Emphasizes what individual students need to know or be able to do to successfully complete his or her individually crafted interdisciplinary program, including critical thinking, clear writing, and interdisciplinary research.

**LS 8002 Final Project for Graduate Liberal Studies**
A-F only, 3 credit(s);
Instructor: Gustafson, Donna Mae J

*Description:* Required seminar for admitted MLS students. Students synthesize and complete their final project.

**LS 8100 Advanced Interdisciplinary Inquiry**
A-F only, 1-3 credit(s), max credits 5;
Instructor: Gustafson, Donna Mae J

*Description:* Provides readings and discussion designed to assist in the shaping and focusing of the final project in a workshop format. While time is spent discussing the specific project each student is designing, attention will also be focused on key ideas of various disciplines and influential thinkers. Emphasis will be placed on developing critical and interdisciplinary themes for the final project. Students, in consultation with the instructor and/or advisor (if one has been chosen), should calculate the number of credits (1-3) to take in relation to the amount of work they need to do to prepare for the final project seminar.

**Linguistics S205 Elliott Hall**

**Ling 1701 Language and Society**
4 credit(s);
Instructor: STAFF

*Description:* When you talk, you give out clues about who you are and where you come from. Sociolinguists have found that patterns of language use are affected by age, gender, socioeconomic status, ethnicity, and other aspects of people and situations. This course reflects on the relationship between language and such social variables. We will also examine multilingual situations such contact
between speakers of different languages, and their implications for language loss and language change. Implications of sociolinguistic findings for educators will also be discussed.

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 40% reflection paper.

**Ling 1701 Language and Society**

4 credit(s);  
**Instructor:** Olsen, Caroledith  
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The course introduces you to the ways in which sociolinguists study language and what we know about linguistic behavior across languages and cultures. Understanding the relationship between language and society offers a window into human behavior that can enhance almost any endeavor, from teaching, to traveling, to falling in love. At the conclusion of this course, you should be able to: -- identify the features of language that vary with context, and how they vary; --identify the social dimensions that affect language choices; --understand how social and linguistic variables interact and result in particular ways of speaking; --distinguish how these variables and their consequences are instantiated in a variety of cultures; and --evaluate sociolinguistic data and discussion.

**Style:** Online with handwritten exams  
**Grading:** 25% mid exam, 25% final exam, 15% reports/papers, 35% written homework.

**Ling 3001 Introduction to Linguistics**

4 credit(s); Credit will not be granted if credit has been received for: LING 3001H; Meets CLE req of Social Sciences  
**Instructor:** STAFF  
**Description:** This course is a general introduction to the various subfields of linguistics, the discipline devoted to the nature of human language, its basis in cognition, and its role in human affairs. The main emphasis in the course will be on the structural components of language: syntax (phrase and sentence structure), morphology (word structure), phonology (sound structure), and semantics/pragmatics (meaning). Students will learn about how human languages can differ from one another and how they are alike; they will also learn basic techniques for describing and analyzing linguistic data through working on examples taken from various languages of the world. An understanding of structural components of language will also serve as the basis for an introduction to subfields of linguistics concerned with how languages change over time (historical linguistics, the nature and cause of regional and social variation and diversity within a given language (sociolinguistics), how languages are learned by children and by adults learning a second language (language acquisition), and the biological basis of language in the brain (neurolinguistics). The course will be conducted through lectures and discussions. Course requirements include regular assignments, a midterm and a final. Target audience is anyone with an interest in the nature of human language.

**Style:** 80% Lecture, 20% Discussion.  
**Grading:** 30% mid exam, 35% final exam, 35% problem solving.  
**Exam Format:** Short answer

**Ling 3052V Honors: Thesis**

A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
**Instructor:** STAFF  
**Description:** A continuation of Ling 3051H, with emphasis on writing final version of thesis. Audience: CLA Honors Linguistics majors.

**Style:** independent research, writing  
**Grading:** 100% reports/papers.

**Ling 3601 Historical Linguistics**

3 credit(s); 3001 or instr consent Credit will not be granted if credit has been received for: LING 5601;  
**Instructor:** STAFF  
**Description:** Languages change. How they do, why they do, and what we can learn form studying these changes are the central topics of this course. There will be weekly reading and assignments from the text, R.L. Trask's Historical Linguistics. By the end of the course you will not only know major tendencies of phonological, semantic, lexical, morphological, and syntactic change and some explanations for them, you will also understand some of the specifics of the history of English back to Proto-Indo-European.

**Style:** 50% Lecture, 30% Discussion. small group work and student presentations  
**Grading:** 20% mid exam, 40% final exam, 15% quizzes, 5% in-class presentation, 5% class participation, 15% problem solving.

**Ling 4002 Linguistic Analysis**

3 credit(s);  
**Instructor:** Kac, Michael B  
**Description:** This is a postintroductory course in problem-solving techniques for morphology, syntax and phonology. The problems are drawn from a variety of languages and language families; the emphasis is on identifying and describing significant generalizations in
the linguistic data rather than on theoretical issues.

**Style:** 70% Lecture. Small-group problem-solving work in class.

**Grading:** 33% final exam, 66% other evaluation. assignments

**Exam Format:** problems comparable to the ones given on assignments

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**Ling 4201 Syntax I**

3 credit(s);

**Instructor:** Schueler, David

**Description:** This course is an introduction to the structure of sentences. We will consider how words are organized into phrases and sentences. We will explore how languages may differ in the way words are put together to form sentences and how they are the same. We will consider what the similarities and differences reveal about the human mind. The course will be conducted through lectures and discussions. Course requirements include regular assignments, a mid-term and a final. Target audience is undergraduate students in linguistics and related disciplines.

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**Ling 4302W Phonology I**

3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Lubowicz, Anna

**Description:** How sounds are organized/patterned in human languages. Foundation in phonological theory/problem-solving for advanced work in phonology and other fields in linguistics. Analyzing data, presenting written solutions.

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**Ling 4901W Major Project Seminar**

S-N only, 3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** This class will provide support for the completion of the senior project /Honors Thesis in Linguistics, by analyzing the structure and organization of linguistics papers and providing a forum for discussion of developmental and stylistic aspects of the writing process. Students must come to the first class with a project, preferably a previously written course paper that they would like to expand and revise. In case the project does not involve the expansion of a previously written course paper, students are expected to have with them a 6-8 page proposal, outlining the issue(s), previous studies, and the project plan. Target audience: Junior and Senior Linguistics majors.

**Style:** 50% Discussion, 30% Small Group Activities, 20% Student Presentation. Independent research and writing.

**Grading:** 50% reports/papers. 50% class activities

**Exam Format:** None

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**Ling 5201 Syntactic Theory I**

3 credit(s);

**Instructor:** Soh, Hooi Ling

**Description:** This course is an introduction to syntax: the study of how words are organized into phrases and sentences. The objective is to introduce students to basic concepts and issues in current syntactic theory within the Principles and Parameters approach. We will focus on our knowledge of the structure of phrases and sentences, how such knowledge is represented, and what it reveals about the nature of human language. The course will be conducted through lectures and discussions. Course requirements include regular problem sets, a paper proposal, a final course paper and an in-class presentation of the paper. Target audience is graduate students in linguistics and related disciplines as well as undergraduate Honors students.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 30% mid exam, 40% final exam, 30% problem solving.

**Exam Format:** short answer

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**Ling 5205 Semantics**

3 credit(s);

**Instructor:** Reese, Brian Jon

**Description:** An introduction to the study of the meaning of linguistic expressions (words, phrases and sentences). Core semantic notions such as entailment, equivalence, truth conditions, and compositionality are introduced, in addition to basic lexical semantic concepts. Logical languages are explored? e.g., propositions, sentence connectives, negation, predicates and arguments, and quantification? as possible models for meaning in natural language, and extensions are introduced to account for a broader range of quantificational and nominal expressions. Time permitting, we turn to the verbal domain and the interpretation of tense and aspect.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 25% mid exam, 25% final exam, 45% written homework, 5% attendance.

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**Ling 5302 Phonological Theory I**

3 credit(s);
Ling 5801 Historical Linguistics
3 credit(s); 3001 or 3011H or 5001 Credit will not be granted if credit has been received for: LING 3601;
Instructor: Schueler, David
Description: In this course, we study the phenomenon of language change. Languages change in all of the dimensions by which languages differ in general: sound structure, morphological compositions, syntactic structure, lexical meaning, and others. We learn the patterns which language change tends to exhibit, and what the similarities and differences among related languages (languages which descend from a common ancestor) can tell us about how languages have changed since the distant past. Students will compete weekly assignments analyzing language change data, and complete a midterm exam and a final research paper.

Ling 5462 Field Research in Spoken Language
3 credit(s); 3001 or 3001H or 5001 Credit will not be granted if credit has been received for: COMM 5462;
Instructor: Szatrowski, Polly Ellen
Description: In this course we will investigate language in its "natural habitat," everyday talk, and investigate how participants use talk, gaze, gesture, body orientation and back channel utterances ("Uh huh," "Yeah," etc.) to make sense of one another conduct in real-life social interaction. We will investigate how co-participants use these resources to give attention, indicate listenership, and coordinate turn changes. We will also examine how speakers use prosody (changes in pitch and voice quality), laughter, gesture, body posture and timing to involve their listeners, complement/supplement their verbal messages, achieve co-tellership, negotiate opinions, and embody performances of emotion/ assessment. The course will include hands-on practice in transcription of verbal and nonverbal behavior (hand, head, eye, facial expression and body movement) using computer software to analyze intonation and pause, and frame-by-frame video analysis. We will also practice identifying and characterizing gestures (iconic, metaphoric, deictic, and beat) and analyze their role in introducing referents, information presentation, topic structuring, repair, word searches, etc. Our data will come from conversations in a variety of languages, including English, Japanese, Ilokano, and German.
Style: 40% Lecture, 30% Discussion.
Grading: 30% written homework, 30% class participation, 40% other evaluation. Major paper, abstract, presentation; 30% Written homework and data collection
Exam Format: No exams

Ling 5900 Topics in Linguistics: Language and Food
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Szatrowski, Polly Ellen
Description: Topics in Linguistics/Anthropology (Language and Food) Polly Szatrowski What could be more central to our lives than...
language and food? We learn language (together with gesture) and the tastes (textures, smells, visual features, and sounds) we associate with food early in our lives, and both form an important part of our identities. In this course, we will address the following questions: 1) How do we organize our language and bodies around food, i.e., how do we use them to get to and from the table, and to proceed in a meal (e.g., at a sushi restaurant)? 2) How do we use language to taste, identify and assess food, and how do these fine distinctions and discrimination define us as people and relate to our identity? 3) How do we talk about our experience of food and tell stories about food? 4) What metaphors do we have for food and how does language relate to gender in the context of food? 5) How is language used to socialize children around food? We will explore the relation between language and food by analyzing actual conversations among people eating a variety of foods, using a variety of languages, including English, Japanese, Chinese, Lao, Kri, Eegima, Wolof, Italian, Persian, German, Danish, and French. The class will be most rewarding for students who like to cook/eat, talk about food, and educate their palate. Prerequisite: LING 3001 or 3011 or 5001 OR permission of the instructor.

Style: 40% Lecture, 30% Discussion.
Grading: 40% reports/papers, 30% written homework, 30% class participation.

Ling 5900 Topics in Linguistics: Language and Gender
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Sheldon PhD,Amy
Description: This course will critically examine whether and how language and communicative practices construct and represent normative and non-normative sexualities and genders. Possible topics: gender socialization through language; genderlects; gender as binarity or multiplicity; gender as linguistic stylization; language issues in LGBT communities; sexist and nonsexist language; language reform; conversational and rhetorical practices that create dominance, subordination, silencing and resistance. Language contexts include, but are not limited to: everyday conversational interactions that create personal relationships, personal narratives, talk in public spaces (e.g., radio/TV/print media, classrooms, workplaces, online language), etc. Students will observe their own and others' everyday speech and will work with found or recorded examples. Term projects can be started early and developed with guidance across the semester. The focus is on English but comparisons across languages are welcome. Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu
Style: 20% Lecture, 25% Discussion, 30% Small Group Activities, 20% Student Presentation, 5% Demonstration.
Grading: 50% reports/papers, 20% written homework, 10% attendance, 10% in-class presentation, 10% class participation. No exams.
Exam Format: n.a.

Ling 5900 Topics in Linguistics: Language and Social Identity
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Junghare,Indira Y
Description: The language we use forms an important part of our identity. The course will explore the role of language in constructing diverse identities: gender, national, ethnic, and religious. Throughout the world, and particularly in Western society, there are now strong pressures for social and racial integration. Some sociolinguistic studies have shown that greater intergroup contact can actually reinforce social distinctions and ethnic stereotypes. The course will examine conversational mechanisms, discourse conventions, sociocultural factors, and tensions between personal and collective identities and politics of multilingualism. The course will be of importance to linguists, anthropologists, psychologists and others interested in cross-cultural communication.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities.
Grading: 20% weekly assignments; 20% first exam; 20% second exam; 40% Research Paper (includes research proposal, abstract, in-class presentation, final paper).

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Reese,Brian Jon
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Szatrowski,Polly Ellen
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Gundel,Jeanette K
Description: Student may contact the instructor or department for information.
Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Stenson,Nancy J
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Soh,Hooi Ling
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Schueler,David
Description: Student may contact the instructor or department for information.

Ling 8005 Research Paper Workshop
S-N only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Gundel,Jeanette K
Description: Student may contact the instructor or department for information.

Ling 8106 Field Methods in Linguistics II
4 credit(s), max credits 8;
Instructor: Stenson,Nancy J
Description: This course continues LING 8105 from fall 2011. We will review and briefly follow up on the work done by class members the previous semester, record, transcribe, and analyze text materials and build further elicitations on questions that arise from the analysis. We will also review grammars and other published research on Malagasy. Perhaps a few meetings with other speakers as guests will give us an opportunity for dialect comparison.

Ling 8888W Thesis Credit Dissertation Seminar
No Grade, 1-3 credit(s), max credits 24, 24 completions allowed;
Instructor: Gundel,Jeanette K
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Reese,Brian Jon
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Gundel,Jeanette K
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Stenson,Nancy J
Description: Student may contact the instructor or department for information.

Management
3-353 Carlson School of Management

Mgmt 1001 Contemporary Management
A-F only, 3 credit(s);
Instructor: Li,Min
Description: Student may contact the instructor or department for information.

Mgmt 1001H Honors: Contemporary Management
A-F only, 3 credit(s);
Instructor: Zellmer-Bruhn,Mary Elizabeth
Mgmt 3001 Fundamentals of Management
A-F only, 3 credit(s);
Instructor: Fine, Alan Raymond
Description: Student may contact the instructor or department for information.

Mgmt 3001 Fundamentals of Management
A-F only, 3 credit(s);
Instructor: Fox, Isaac J
Description: Student may contact the instructor or department for information.

Mgmt 3001 Fundamentals of Management
A-F only, 3 credit(s);
Instructor: Vandaie, Ramin
Description: Student may contact the instructor or department for information.

Mgmt 3001 Fundamentals of Management
A-F only, 3 credit(s);
Instructor: Kaiser, David
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. This course is designed for students who intend to work in a business environment. You will begin by learning the basic concepts and terminology of management. As you progress through the course materials, you will begin to understand the components of a manager's job as he or she analyzes and chooses options to benefit the organization. By the time you complete this course, you will begin to understand how the components of a manager's job come together in effective leadership and communication to manage people.
Style: 100% Web Based.
Grading: 14% mid exam, 28% final exam, 8% quizzes. -9 group discussions (18%) -1 individual writing assignment (17%) -1 group project (15%)
Exam Format: Online exams

Mgmt 3001 Fundamentals of Management
A-F only, 3 credit(s);
Instructor: Honore, Florence E M
Description: Student may contact the instructor or department for information.

Mgmt 3004 Business Strategy
A-F only, 3 credit(s); CSOM, soph or jr Credit will not be granted if credit has been received for: MGMT 4004W;
Instructor: Benner, Mary Jo
Description: Business strategy. How business firms set and pursue their goals. Key categories of strategic issues and concepts/frameworks managers use to analyze and address those issues. Attention to specific firms and situations.

Mgmt 3004 Business Strategy
A-F only, 3 credit(s); CSOM, soph or jr Credit will not be granted if credit has been received for: MGMT 4004W;
Instructor: Cohen, Anne Noelle
Description: Student may contact the instructor or department for information.

Mgmt 3004 Business Strategy
A-F only, 3 credit(s); CSOM, soph or jr Credit will not be granted if credit has been received for: MGMT 4004W;
Instructor: Forbes, Daniel P
Description: Student may contact the instructor or department for information.

Mgmt 3010 Introduction to Entrepreneurship
A-F only, 4 credit(s);
Instructor: STAFF
Description: This course provides an overview to students regarding the role of entrepreneurship in our economy and to the process of new venture creation. The course is intended to broadly introduce the set of skills known to have an impact on entrepreneurial success. The students are introduced to various forms of entrepreneurial pursuits including independent start-ups, venturing within
established organizations, franchising, and acquiring existing businesses. The course is delivered through formal lecture, guest speakers, group work and a variety of experiential exercises. Key learning objectives: (1) Provide exposure to the role of entrepreneurs in society and potential career paths, (2) Develop individual self-assessment of entrepreneurial interests and capabilities, (3) Examine the new venture creation process and key challenges of launching and growing new businesses, (4) Understand what skills are needed to become an entrepreneur, and (5) Begin to develop the foundational skills required to successfully embark on an entrepreneurial career, such as problem-solving under uncertainty, decision-making with incomplete information, opportunity identification, communication, innovation processes, sales, negotiations, recruitment and staffing, and leadership.

Mgmt 3033V Honors: Business Communication
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Littlefield,Holly A
Description: This section of Mgmt 3033 Business Communication will focus on important business communications concepts like audience analysis, persuasion, correspondence, discussion, presentations, and visual aids. The course will begin by covering these basics. Then you will apply these basics while working in small teams to complete a project for a local non-profit, small community business, or service organization. You will have some choice as to what project you would like to select. You will meet a few times with representatives from that organization, but this is not traditional volunteering. Instead you will be completing a project for the organization the way that an outside consulting team might. Some examples of projects might include creating a marketing plan for the organization, designing a website, surveying clientele to provide customer service recommendations, creating a database, writing brochures, fliers, or other literature, developing a plan to recruit volunteers or new employees. Benefits of taking this section include working with non-profits and small businesses, doing real-life projects, creating documents and projects that will actually be used and can be shown to perspective employers, taking part in community activities, working with diverse groups of people, and becoming aware of community issues and concerns. There is one, outside of class, required lab session for this course.
Style: 20% Lecture, 80% Discussion.
Grading: 10% mid exam, 15% reports/papers, 50% special projects, 15% in-class presentation, 10% class participation.
Exam Format: essay

Mgmt 3033W Business Communication
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Mgmt 3033W Business Communication
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Littlefield,Holly A
Description: Mgmt 3033--Business Communications fosters students' communication and analytical skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. The course combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. It gives students opportunities to develop critical thinking and applied communications skills using a variety of real world speaking and writing assignments. Students give multiple presentations both individually and in teams; they take part in a case study competition; and they also create a variety of business documents including emails, memos, reports, letters, and PowerPoint decks. This course should help students to: --Communicate credibly and deliver written and spoken messages that are adapted to the specific needs of the audience and situation; --Understand differences in message design; --Employ the persuasive strategies most effective in writing and speaking situations; --Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; --Demonstrate effective nonverbal communication skills; --Critically judge information and information sources; --Build sound arguments, using data and logic, when delivering a persuasive message; --Use technology to increase the effectiveness of communication. There is one, outside of class, required lab session for this course.
Style: 20% Lecture, 80% Discussion.
Grading: 10% mid exam, 40% reports/papers, 5% quizzes, 30% in-class presentation, 15% class participation.

Mgmt 3033W Business Communication
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Syverson MA,JoAnn
Description: BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and
situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 10% mid exam, 40% reports/papers, 40% in-class presentation, 10% class participation.

**Mgmt 3040 Understanding the International Environment of Firms: International Business**
- A-F only, 2 credit(s);
- Instructor: Fox, Isaac J
- **Description:** Student may contact the instructor or department for information.

**Mgmt 3040 Understanding the International Environment of Firms: International Business**
- A-F only, 2 credit(s);
- Instructor: Singh, Gurneeta Vasudeva
- **Description:** Student may contact the instructor or department for information.

**Mgmt 3602 Topics: Environmental Regulations**
- A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 3602;
- Instructor: Adams, Georjean L
- **Description:** Students will lean the basic principles and evolution of US environmental regulatory development and implementation. The course will explore the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. Students will gain insight into the ethical, scientific, political and economic issues corporations need to deal with in achieving successful environmental management.

**Mgmt 3900 International Business Communication**
- A-F only, 3 credit(s); Meets CLE req of Global Perspectives
- Instructor: Littlefield, Holly A
- **Description:** The goal of this course is to help students understand the impact of culture and communication on business interactions around the world. This discussion-based course should help you 1) Understand the dynamics of business communication in a culturally diverse world. 2) Understand the major processes, theories, and concepts of international business communication. 3) Recognize the influence of cultural factors on international business communication. 4) Minimize ethnocentrism and maximize mutual respect for other cultures. 5) Develop a mind-set that is conducive to communicating effectively in the culturally diverse world of international business. 6) Develop strategies and techniques that facilitate effective communication in the global world of business. Cultural studies and cross-cultural communication is a complex, multidisciplinary field. The course focuses on business culture and cross-cultural communication in a business context rather than on general country or regional cultural issues.
- **Style:** 20% Lecture, 60% Discussion, 15% Small Group Activities, 5% Student Presentation.
- **Grading:** 20% final exam, 30% reports/papers, 5% quizzes, 25% in-class presentation, 20% class participation.

**Mgmt 4000 Issues in Nonprofit Management**
- A-F only, 4 credit(s);
- Instructor: Spruth, Steve
- **Description:** Student may contact the instructor or department for information.

**Mgmt 4008 Entrepreneurial Management**
- A-F only, 4 credit(s);
- Instructor: Forbes, Daniel P
- **Description:** This course focuses on focuses on the management of new ventures after the point of founding. It explores how business models change from start-up through maturity, as well as key challenges at each stage of growth. Issues include managing within constraints, developing alliances, mobilizing human and financial resources and revising the business plan over time in response to new information.

**Mgmt 4040 Negotiation Strategies**
- A-F only, 4 credit(s);
- Instructor: Benraouane, Sid A.
- **Description:** Student may contact the instructor or department for information.
Mgmt 4050 Management of Innovation and Change
A-F only, 2 credit(s);
Instructor: Spruth, Steve
Description: MGMT 4050: Management of Innovation and Change This course focuses on the process of creating innovative new businesses or entrepreneurial ventures. Special attention is paid to understanding the sequence of events that typically unfold among individuals, groups, organizations, and industries as innovations develop from concept through implementation, and what paths along this journey are likely to lead to success and failure. The course is based on concepts and findings from the Minnesota Innovation Research Program and other research studies. Special emphasis is given to understanding the development of organizational learning, leadership, external relationships, infrastructure and implementation during the innovation journey. This course also provides training in diagnostic methods for analyzing cases or problems, arguing proposals, evaluating conceptual models, and implementing solutions. Students get opportunities to apply course topics and methods by diagnosing a case of innovation or entrepreneurial of their own choosing. By learning these concepts and methods students can increase their odds of successfully maneuvering organizational innovation and change journeys.
Style: 20% Lecture, 30% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Guest Speakers, 10% Web Based.
Grading: 50% special projects, 25% in-class presentation, 25% class participation.

Mgmt 4170W New Business Feasibility and Planning
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Beil, Frank J
Description: This course takes students through the process of new business opportunity identification and development. Students will identify and assess new business opportunities, by conducting feasibility analyses, and will further develop a new business idea through the creation of a formal business plan. The course involves a significant amount of outside work, as students are required to gather information about the feasibility of a particular business idea not only through the acquisition of secondary data but also by contacting potential customers, suppliers and other sources of primary data relevant to their business idea. The course also involves writing skills development, as it pertains to the production of a business plan, as students are required to produce a feasibility analysis documents as well as several drafts and a final version of a formal business plan.

Mgmt 4172 Entrepreneurship in Action II
A-F only, 4 credit(s);
Instructor: Stavig, John
Description: This course requires students to conceive, launch, and operate a real business. Students gain hands-on experience with all functional aspects including strategy, sales, marketing, finance, accounting, operations, human resources, supply chain and information technology. The course runs for two semesters, typically during a student's senior year. In the fall, students identify a business opportunity, develop the concept, determine the resources required, and acquire the resources to launch the business. In the spring, the students implement the business plan, manage the business, and determine the exit strategy. NOTE: Application and 2-semester participation required.

Mgmt 5019 Business, Natural Environment, and Global Economy
A-F only, 2 credit(s); MBA student Credit will not be granted if credit has been received for: ESPM 5019;
Instructor: Marcus, Alfred A
Description: This course addresses business strategies that affect the natural environment. Few disagree that the natural environment affects corporate management, that it potentially alters profit and loss statements. While many see it as a threat, others believe it presents business with an opportunity. This course addresses the following questions: ? How can environmental challenges be transformed from threats to opportunities? ? How can business produce ?win-win? outcomes that are good for both business and the environment? ? When and under what conditions can the impacts of ?greening? be positive for the firm and for society? The purpose of the course is to provide hands-on experience in trying to achieve win-win environmental solutions. Based on experience gained in this course you should be better prepared to align the social benefits of sustainability with the practical business needs of profitable growth.
Style: 20% Discussion, 20% Small Group Activities, 20% Student Presentation, 40% Guest Speakers. There will be many guest speakers
Grading: 35% final exam, 10% reports/papers, 35% special projects, 20% class participation. Your team will be evaluated for work done on 2 in-class exercises.
Exam Format: multiple choice

Mgmt 6004 Negotiation Strategies
A-F only, 2 credit(s);
Instructor: Hydrie, Yelena
Description: Student may contact the instructor or department for information.
Mgmt 6004 Negotiation Strategies
A-F only, 2 credit(s);
Instructor: Li, Min
Description: Student may contact the instructor or department for information.

Mgmt 6031 Industry Analysis and Competitive Strategy
A-F only, 4 credit(s);
Instructor: Fox, Isaac J
Description: Student may contact the instructor or department for information.

Mgmt 6032 Strategic Alliances
A-F only, 2 credit(s);
Instructor: Madzar, Svjetlana
Description: Student may contact the instructor or department for information.

Mgmt 6033 Managing the Strategy Process
A-F only, 2 credit(s);
Instructor: Fox, Isaac J
Description: Student may contact the instructor or department for information.

Mgmt 6034 Strategic Leadership
A-F only, 2 credit(s);
Instructor: Pavone, Carla
Description: Student may contact the instructor or department for information.

Mgmt 6040 International Strategy and Organization
A-F only, 2 credit(s);
Instructor: Madzar, Svjetlana
Description: Student may contact the instructor or department for information.

Mgmt 6050 Management of Innovation and Change
A-F only, 2 credit(s);
Instructor: Spruth, Steve
Description: Student may contact the instructor or department for information.

Mgmt 6084 Management of Groups
A-F only, 2 credit(s);
Instructor: Madzar, Svjetlana
Description: Student may contact the instructor or department for information.

Mgmt 6305 The International Environment of Business
A-F only, 4 credit(s);
Instructor: Singh, Gumeeta Vasudeva
Description: Student may contact the instructor or department for information.

Mgmt 6402 Integrative Leadership: From Theory to Practice
A-F only, 3 credit(s); MBA student Credit will not be granted if credit has been received for: PA 5105;
Instructor: Quast, Louis Neumann
Description: This is an interdisciplinary, 3-credit seminar led by co-instructors from multiple schools of the university. Students will: a) learn to recognize and diagnose integrative leadership challenges and opportunities; b) build their own capacities to practice integrative leadership through group work in individualized peer-to-peer coaching in diverse teams and through being exposed to a range of boundary work practices; and c) gain better knowledge of the leadership contexts within their own profession and in other sectors. We emphasize contexts for integrative leadership at five basic levels: within individuals, within and across groups, within and across organizations, within and across sectors, and at the societal scale. Learning occurs through reading foundational materials, personal leadership coaching, engaging extensively with examples from guest speakers and case materials, developing a group capstone project on integrative leadership, and iteratively coproducing an understanding of what integrative leadership is.
Requirements: - that the student be in the MBA or EMBA program OR - that the student be a master's student in the Humphrey who has taken PA 5011 or PA 5941 or obtains instr consent [this rule is in place for registration for the PA section of the course, PA 5105]
Mgmt 8101 Theory Building and Research Design
4 credit(s);
Instructor: Van de Ven, Andrew Henry
Description: Course Overview This course focuses on problem formulation, conceptual modeling, theory building, and research design. It is geared for the doctoral student in the social and behavioral sciences—especially those wanting to become proficient in conducting research on managerial and organizational problems. MGMT 8101 is a core methods course for Ph.D. students in the Strategic Management and Organizations doctoral program, and by courtesy for Ph.D. students in other social science disciplines. Course Goals The outcome-based education objective of this course is that you develop a good research proposal, as would be necessary to undertake a research project or a dissertation. Four key activities are emphasized in conducting a study: problem formulation, theory building, research design, and problem solving. Each class session examines one of these four activities, and begins with an introduction to the substantive and methodological issues involved in performing each research activity. This introduction is supplemented with a few key readings. Working knowledge of the subject matter is gained by developing a research proposal on a problem or issue of the student's choosing. The instructor and peer students review and provide feedback on ways to improve research proposals. You will be asked to revise your proposal several times until it is judged to be of sound conceptual quality and operational clarity. After the outcome-based learning objective is achieved in this course, it is expected you will actually implement your research proposal either as a research project or as an initial draft of your dissertation. Prerequisites Upon entering the course we expect you to have a research question, problem, or topic in mind that you will use to develop a research proposal during the course. As one student stated, "I would have made far more progress in this course and felt much better had I come in with a fairly well defined problem to examine." You need a research problem/question in order to get on with the tasks of learning and practicing skills of theory building and research design in one semester. This research problem does NOT have to be your dissertation. In fact it is better to select a less important and less-challenging problem on which you can practice your research skills. During the first class, you will be asked to introduce yourself to others by describing the research question, problem, or topic in mind that you will use to develop a research proposal during the course. We also assume that you have taken a graduate-level course in statistics, since there is no intent to cover the analysis of variance or regression techniques that are related to theory building and research design.

Mgmt 8404 Topics in Strategy I
A-F only, 2-4 credit(s), max credits 8;
Instructor: Zahra, Shaker A.
Description: Student may contact the instructor or department for information.

Mgmt 8405 Topics in Strategy II: Research in Entrepreneurship
A-F only, 2-4 credit(s), max credits 8;
Instructor: Zahra, Shaker A.
Description: Student may contact the instructor or department for information.

Management of Technology 510 WBOB

MOT 4001 Leadership, Professionalism and Business Basics for Engineers
A-F only, 2 credit(s);
Instructor: Surprenant, Tess Marie
Description: Student may contact the instructor or department for information.

MOT 4010 Management of Science and Technology in the Middle East, Global Seminar
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Marshak, Marvin L
Description: Student may contact the instructor or department for information.

MOT 5001 Leadership and Management Development for Research Scientists
A-F only, 2 credit(s);
Instructor: Surprenant, Tess Marie
Description: Student may contact the instructor or department for information.

MOT 8111 Marketing Management for Technology-based Organizations
A-F only, 2 credit(s);
Instructor: Soni, Tarun
MOT 8113 Operations Management for Competitive Advantage
A-F only, 2 credit(s);
Instructor: Linderman, Kevin Wayne
Description: Student may contact the instructor or department for information.

MOT 8122 Financial Management for Technology-based Organizations
A-F only, 2 credit(s);
Instructor: Rao, Dileep R
Description: Objectives: This course is designed to teach the basics of Finance; how finance managers add value to the firm; and its application to a technology product or venture. This course is designed to prepare managers to effectively participate in the general managerial decision-making process from a financial standpoint. Format: Class sessions will involve discussion of cases, exercises, and lectures. The written assignment includes one case. One exam and one team project are also included. Competence in this course will be gained through: 1. Reading the assigned material in the text. 2. Completing the assigned problems and cases. 3. Class lectures and oral presentations.

MOT 8213 Macroenvironment of Technology
A-F only, 2 credit(s);
Instructor: Marcus, Alfred A
Description: Student may contact the instructor or department for information.

MOT 8214 Technology Foresight and Forecasting
A-F only, 2 credit(s);
Instructor: Farmer II, Kenneth Rudolph
Description: Student may contact the instructor or department for information.

MOT 8221 Project and Knowledge Management
A-F only, 2 credit(s);
Instructor: Smith, Karl Aldrich
Description: Student may contact the instructor or department for information.

MOT 8231 Managing Information Resources in Technology-based Organizations
A-F only, 1 credit(s);
Instructor: Riggins, Frederick J
Description: Student may contact the instructor or department for information.

MOT 8232 Managing Technological Innovation
A-F only, 2 credit(s);
Instructor: Carlson, Lockwood
Description: Student may contact the instructor or department for information.

MOT 8234 Capstone Project
A-F only, 0.5-2 credit(s), max credits 2;
Instructor: Polla, Dennis L
Description: Student may contact the instructor or department for information.

MOT 8940 Managing Intellectual Property
S-N only, 0.5-1.5 credit(s), max credits 1.5, 1 completion allowed;
Instructor: Pletcher, Wayne A
Description: Student may contact the instructor or department for information.

MOT 8950 International Management of Technology Project
A-F only, 1.5 credit(s);
Instructor: Polla, Dennis L
Description: Student may contact the instructor or department for information.

Managerial Communications  4-300 Carlson School of Management
MCom 5500 Strategic Managerial Communication (Comprehensive Course)
  A-F only, 4 credit(s), max credits 8;
  Instructor: Syverson MA, JoAnn
  Description: Student may contact the instructor or department for information.

MCom 5530 Strategies and Skills for Managerial Presentations
  A-F only, 2 credit(s);
  Instructor: Graham, Lisa Lee
  Description: Student may contact the instructor or department for information.

**Manufacturing Technology**  
20 Ruttan Hall

MT 3001 Manufacturing in a Global Economy
  A-F only, 3 credit(s);
  Instructor: King, William Tyler
  Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In today's changing global economy, high-performing manufacturing operations must function at the intersection of three important dimensions: Leadership, Product Quality, and Innovation. This course breaks down each dimension in detail and explains how all three are interrelated and necessary to achieve sustainable profitability.
  Style: 100% Web Based.
  Grading: -1 group charter (2%) -3 group exercises (14%) -15 discussion activities (7%) -6 individual papers (29%) -1 final paper (48%)

MT 3111 Elements of Microelectronic Manufacturing
  A-F only, 3 credit(s);
  Instructor: Campbell, Stephen A
  Description: Develop basic familiarity with all of the common micro fabrication processes and understand how these processes are applied to CMOS manufacturing.

MT 3112 Elements of Micro and Nano Manufacturing Laboratory
  A-F only, 1 credit(s);
  Instructor: Cibuzar, Gregory Thomas
  Description: Lab covers the basic process steps to make top-down micro and nano scaled structures. Specific topics include oxidation, photolithography, electron beam lithography, chemical vapor deposition, etching, rapid thermal annealing, wet chemical etching, and plasma etching, and plasma etching. Students will also build a test chip containing a variety of micro mechanical structure as part of the lab. The final lab will involve an evaluation of the operation of these structures (11 four-hour labs)

MT 3121 Thin Films Deposition
  A-F only, 3 credit(s);
  Instructor: Tran, Nang
  Description: This course will give students the opportunity to know and work with thin film metals and oxides. Exposure to photolithography and methods of deposition the HV and UHV range including vacuum evaporation, sputtering methods and chemical vapor deposition. (Prereq. MECT 2293)

MT 3131 Introduction to Materials Characterization
  A-F only, 4 credit(s);
  Instructor: Haugstad, Greg David
  Description: Introduction to four basic types of characterization methods: electron beam microscopy, optical microscopy and FTIR, proximal probe techniques, and x-ray/ion beam scattering. A review of the underlying principles will be presented for each technique and the information that can be reliably obtained from each will be discussed.

MT 3141 Principles and Applications of Bionanotechnology
  A-F only, 4 credit(s);
  Instructor: Zhao, Xueyan
  Description: Intro to protein, lipid and nucleic biochemistry. Biomolecule design, production using recombinant DNA technology & use in nanodevices and nano-materials. Applications of biological molecules in bionanotechnology: effects of Brownian motion; biomolecular surfaces forces; biomolecule structure alterations due to molecular interaction; self-assembly.
**MT 3142 Nanoparticle Technology and Engineering Laboratory**  
A-F only, 1 credit(s);  
Instructor: Oh, Sang-Hyun  
*Description:* Overview of the challenges and available tools for measuring the properties of nanoaerosols. Topics include optical particle counters, condensation particle counters, differential mobility analysis, electrosprays, atomizers, and single particle mass spectrometers.

**MT 4001 Manufacturing Cost Accounting, Analysis, and Control**  
A-F only, 3 credit(s);  
Instructor: Vickman, Thomas M  
*Description:* This fully online course is offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. You will look at your career from a new perspective, and increase your contribution to the bottom line, whatever your role. Accounting is the language of business, and finance is not very far behind. Learn to talk the talk and make effective financial contributions. You will learn a variety of basic scenarios using accounting and finance models and the knowledge and tools for applying them to a particular business sector: retail, manufacturing, government, hospitality, non-profit, medical, construction. Some examples: An IT department head in a medium-size business prepares department budgets and justifies capital expenditures. A language specialist in the U.S. home office of an international company justifies program budgets and ongoing expenditures. A consulting psychologist must know how the numbers come together and what they mean: How much should we bill an hour? What is the minimum number of hours we must bill to break even? How do we project our cash needs? You will learn how to *Distinguish between various management cost terms and concepts. *Identify and understand quality costs and quality programs. *Analyze costing activities to help improve an organization’s work flow. *Understand how fixed and variable costs behave. *Calculate the effects on profitability of changes in selling prices, costs, sales mix, and volume. *Prepare various types of budgets. *Calculate standard cost variances and determine what they mean. *Apply decision techniques to determine whether to retain or discontinue a product; make, lease, or buy a part; accept or refuse an order; and expand, shut down, or eliminate a facility or product line. *Apply the concept of the time value of money to determine present and future value.  
*Style:* 100% Web Based.  
*Grading:* 30% special projects, 10% quizzes. self-introduction and test submission (2%), 9 online discussions (18%), 10 problem sets (40%).

**MT 4011 Design of Manufacturing Systems and Simulation**  
A-F only, 3 credit(s);  
Instructor: Boone, Michael Dennis  
*Description:* This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Design and analysis of different types of manufacturing systems such as flow lines, assembly systems, cellular manufacturing, flexible manufacturing, and automated systems; control issues in manufacturing systems such as facility layout, scheduling, batch sizing, group technology, and bottleneck management. A variety of modeling and analysis tools are used, including computer simulation and operations. Lab as part of course.  
*Style:* 100% Web Based.  
*Grading:* -group paper (8%) -6 group projects (32%) -13 online discussions (13%) -self-introduction (1%) -6 individual exercises (12%) -final paper (20%) -14 module evaluations (14%)

**MT 4012 Manufacturing Processes and Technology**  
A-F only, 3 credit(s);  
Instructor: Edmonson, Dave  
*Description:* This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course is designed for the manufacturing process engineer or operations manager. It is divided into four units: Introduction; Fundamental Technologies, in which you will learn about the fabrication of engineering materials and about their physical properties; Process Description, in which you will practice how to design, analyze, and control a multi-step manufacturing process; and Manufacturing Systems Implementation, in which you will learn about process troubleshooting and control techniques as well as continuous improvement, scale-up, and transfer. In this course you will learn how to dissect a manufacturing process into its component steps down to the raw fabrication steps of the included materials and components. You will practice how to study and control each step and how to combine the steps into a coherent and compatible production line. Methods follow the ISO9001 Standard and specifically address major elements of Section 4 ? Quality Management System, Section 7 ? Product Realization, and Section 8 ? Measurement Analysis and Improvement. Course requirements: * 3 individual papers (8%) * 5 individual exercises and essays (15.5%) * 9 quizzes (22.5%) * 8 project-related assignments (46%) * 4 group exercises and discussions (8%)  
*Style:* 100% Web Based.  
*Grading:* 15% quizzes. -self-introduction: 1% -4 group exercises and discussions: 11% -6 individual exercises: 24% -9 project-related assignments: 49%
MT 4045 Regulated Industry Compliance
A-F only, 3 credit(s);
Instructor: McKeen, Mac
Description: Globalization has intensified the need for compliance with government regulations within manufacturing organizations. In this course, you will learn worldwide regulations and standards related to the design and manufacture of medical devices, one of the most rigorously regulated industries, under the auspices of compliant quality systems and facilities required to achieve product approvals that drive the strategic growth of the business. Course goals: 1. Understanding regulatory processes and their applications in the manufacturing technology industry. These processes include but are not limited to: * Verification and validation of mfg processes * Standards and classifications of FDA, ISO, etc. * OSHA/HAZMAT/Environmental * Risk Management and PFMEA . 2. Identification and analysis of the differing compliance agencies and their purposes. This would include inspections, internal and external audits, recalls, and the governing bodies (national and international) associated with compliance. 3. Interpretation and explanation of the ethical ramifications and dilemmas associated with regulatory requirements and compliance. Coursework includes a project involving the creation of a "mock medical device" and using that as the basis for applying the various course modules to a real world case study for analysis and discussion.

MT 4501 Global Manufacturing Enterprise
A-F only, 3 credit(s);
Instructor: King, William Tyler
Description: Capstone project. Develop a part or product from the requirement definition through prototype fabrication. Including: definition of product requirements, development of product and tooling design, analysis, definition of fabrication process, development of quality assurance plan, fabrication of prototype, inspection and testing.

Marketing 3-150 Carlson School of Management

Mktg 3001 Principles of Marketing
A-F only, 3 credit(s);
Instructor: Nelson, Elaine W
Description: Student may contact the instructor or department for information.

Mktg 3001 Principles of Marketing
A-F only, 3 credit(s);
Instructor: Upton, Kevin John
Description:

Mktg 3001 Principles of Marketing
A-F only, 3 credit(s);
Instructor: Mackenzie, Lydia May
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. After taking this course, you'll never look at marketing--whether in the form of advertising, retailing, or personal selling--in quite the same way. You will be introduced to terms, concepts, and skills needed for analyzing marketing problems. The course will help you explore those factors in an outside organization that affect its product, pricing, promotion, and distribution decisions. We will analyze, describe, and discuss cases from actual organizations. At the conclusion of this course, you should be able to: --apply key marketing terms and concepts; --understand and apply the marketing process; --describe how marketing affects our lives; --develop basic analytical skills used in making marketing-related decisions; --discuss marketing strategy alternatives; and --integrate all marketing elements into a written proposal for a marketing plan.
Style: Online
Grading: - Group marketing plan (20%) - Online exercises and quizzes (10%) - Case study discussions (20%) - Exams (33%) - Comprehensive marketing plan (17%)
Exam Format: Online exams

Mktg 3001 Principles of Marketing
A-F only, 3 credit(s);
Instructor: Mueller, Wayne G
Description: The student will learn the basic marketing concepts that drive corporate marketing strategy and will apply them through use classroom discussion, team presentations, guest speakers and video discussion techniques. Key Twin Cities Marketing Executives will make guest appearances throughout the semester to share their career experiences, techniques and ideas for marketing success in a challenging global corporate world. Students will learn, present and apply marketing principles and their ideas in front of the class. Being able to present and apply ideas are a key ingredient to your future success in business. This is a "no penalty zone" for the student to learn and try their individually learned marketing techniques to establish their own style of applying marketing principles.
Many of the reading materials and weekly chapter readings will be supplemented with lecture/discussion sessions from the instructor's experiences in the current business world. The goal is to make the text relevant to current business conditions. Reading the weekly chapters and completing quizzes will be critical for the on-going progress of the student and meeting of course objectives. Therefore, balancing depth and breadth of the chapter readings will be important an important objective to ensuring the course provides real world relevance.

**Style:** 30% Lecture, 70% Discussion.

**Grading:** 30% mid exam, 15% final exam, 30% quizzes, 15% in-class presentation, 10% class participation.

**Exam Format:** Multiple Choice

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**Mktg 3001 Principles of Marketing**

A-F only, 3 credit(s);
Instructor: Goodyear, Steve
Description: Student may contact the instructor or department for information.

**Mktg 3001 Principles of Marketing**

A-F only, 3 credit(s);
Instructor: Jordan, Michael Stephen
Description:
- **Style:** 20% Lecture, 30% Discussion, 25% Small Group Activities, 25% Web Based.
- **Grading:** 5% special projects, 70% quizzes, 15% written homework, 10% class participation.
- **Exam Format:** Multiple choice and true/false

**Mktg 3001 Principles of Marketing**

A-F only, 3 credit(s);
Instructor: Rahinel, Ryan
Description:

**Mktg 3001 Principles of Marketing**

A-F only, 3 credit(s);
Instructor: Lipe, Jay
Description: Please click on the link and watch the video for a more detailed course description...

**Mktg 3010 Marketing Research**

A-F only, 4 credit(s);
Instructor: Van Etten, Julia A.
Description: Student may contact the instructor or department for information.

**Mktg 3010 Marketing Research**

A-F only, 4 credit(s);
Instructor: Werner, Seth E
Description: Student may contact the instructor or department for information.

**Mktg 3040 Buyer Behavior**

A-F only, 4 credit(s);
Instructor: Van Etten, Julia A.
Description: Student may contact the instructor or department for information.

**Mktg 3040 Buyer Behavior**

A-F only, 4 credit(s);
Instructor: Meyers-Levy, Joan
Description: Student may contact the instructor or department for information.

**Mktg 4030 Sales Management**

A-F only, 4 credit(s);
Instructor: Mueller, Wayne G
Description: Student may contact the instructor or department for information.

**Mktg 4050 Integrated Marketing Communications**
Mktg 4060 Marketing Channels
A-F only, 4 credit(s);
Instructor: Nelson, Noelle Marie
Description: Student may contact the instructor or department for information.

Mktg 4080W Marketing Strategy
A-F only, 4 credit(s)
Instructor: Belich PhD, Thomas James
Description: Student may contact the instructor or department for information.

Mktg 4080W Marketing Strategy
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Goodyear, Steve
Description: Student may contact the instructor or department for information.

Mktg 4080W Marketing Strategy
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Redden, Joseph P
Description: This course focuses on how a firm manages its resources and capabilities to maximize customer value and firm profit. Students will learn about several key concepts that form the basis for marketing strategy, as well as the frameworks and tools useful in developing a successful marketing strategy. The topics discussed will include the benefits of being market oriented; the principles of segmentation, targeting, and positioning; product life cycle dynamics; the structural analysis of industries and markets; and the basis of a sustainable competitive advantage. The course will be taught largely using the case method to allow students to step into the shoes of decision-makers in real organizations. The cases are designed to improve the student's ability to analyze a firm's situation, summarize the critical issues, and justify a particular course of action. Additionally, several short homework assignments have been designed to illustrate specific marketing concepts to the students. The target audience for this course is upper-class undergraduate marketing majors.
Style: 40% Lecture, 60% Discussion. 6 short homework assignments (should require less than an hour each)
Grading: 25% mid exam, 30% reports/papers, 5% quizzes, 25% class participation, 15% problem solving.
Exam Format: short answer

Mktg 6051 Marketing Research
A-F only, 4 credit(s);
Instructor: Bruce, Robert Burnap
Description: Student may contact the instructor or department for information.

Mktg 6055 Buyer Behavior
A-F only, 4 credit(s);
Instructor: Vohs, Kathleen Diane
Description: Student may contact the instructor or department for information.

Mktg 6073 Technology Marketing
A-F only, 4 credit(s);
Instructor: Murray, John A
Description: Student may contact the instructor or department for information.

Mktg 6075 Pricing Strategy
A-F only, 4 credit(s);
Instructor: Rao, Akshay R
Description: Student may contact the instructor or department for information.

Mktg 6075 Pricing Strategy
A-F only, 4 credit(s);
Instructor: Werner, Seth E
Description: Student may contact the instructor or department for information.

Mktg 6082 Brand Management
A-F only, 4 credit(s);
Instructor: John, Deborah Roedder
Description: Student may contact the instructor or department for information.

Mktg 6082 Brand Management
A-F only, 4 credit(s);
Instructor: Lipe, Jay
Description: Student may contact the instructor or department for information.

Mktg 6088 Strategic Marketing
A-F only, 2 credit(s);
Instructor: Mueller, Wayne G
Description: Student may contact the instructor or department for information.

Mktg 6101 Independent Study
A-F only, 1-4 credit(s), max credits 8;
Instructor: Murray, John A
Description: Student may contact the instructor or department for information.

Mktg 8809 Consumer Behavior Research Methods
A-F only, 2 credit(s);
Instructor: John, Deborah Roedder
Description: Student may contact the instructor or department for information.

Mktg 8810 Consumer Behavior Special Topics
A-F only, 2 credit(s);
Instructor: Vohs, Kathleen Diane
Description: Student may contact the instructor or department for information.

Mktg 8851 Seminar: Marketing Management and Strategy I
2 credit(s);
Instructor: Bergen, Mark Edward
Description: Student may contact the instructor or department for information.

Mktg 8852 Marketing Management & Strategy II
2 credit(s);
Instructor: Torelli, Carlos
Description: Student may contact the instructor or department for information.

Master of Business Administration 2-210 Carlson School of Management

MBA 6030 Financial Accounting
A-F only, 3 credit(s);
Instructor: Duke, Gordon Leon
Description: This course introduces the topic of financial accounting for U.S. organizations. The purpose of financial accounting is to provide information to owners of the firm and other interested parties to serve as the basis for making decisions about that firm. The student who successfully completes this class will be able to read, analyze and understand U.S. financial statements that are prepared both under the general rules of U.S. accounting (US GAAP) and under the international accounting rules (IFRS).
Style: 80% Lecture, 20% Discussion.
Grading: see website https://netfiles.umn.edu/users/gduke2/www
Exam Format: see website https://netfiles.umn.edu/users/gduke2/www

MBA 6035 Managerial Accounting
A-F only, 3 credit(s);
Instructor: Duke, Gordon Leon
Description: Student may contact the instructor or department for information.

MBA 6110 Management and Organizational Behavior
A-F only, 2 credit(s); MBA student
Credit will not be granted if credit has been received for: MGMT 6110;
Instructor: Hydne, Yelena
MBA 6110 Management and Organizational Behavior
A-F only, 2 credit(s); MBA student
Credit will not be granted if credit has been received for: MGMT 6110;
Instructor: Leroy, Sophie
Description: Student may contact the instructor or department for information.

MBA 6120 Data Analysis and Statistics for Managers
A-F only, 3 credit(s);
Instructor: Papp, Oliver
Description: Student may contact the instructor or department for information.

MBA 6120 Data Analysis and Statistics for Managers
A-F only, 3 credit(s);
Instructor: Huchendorf, Steven Craig
Description: Student may contact the instructor or department for information.

MBA 6140 Managerial Economics
A-F only, 2 credit(s);
Instructor: Waldfogel, Joel
Description: Student may contact the instructor or department for information.

MBA 6210 Marketing Management
A-F only, 3 credit(s);
Instructor: Hansen, Robert A
Description: Student may contact the instructor or department for information.

MBA 6220 Operations Management
A-F only, 3 credit(s);
Instructor: McConnell, Brian W
Description: Student may contact the instructor or department for information.

MBA 6220 Operations Management
A-F only, 3 credit(s);
Instructor: Sinha, Kingshuk Kanti
Description: Student may contact the instructor or department for information.

MBA 6220 Operations Management
A-F only, 3 credit(s);
Instructor: Martens, Scott L
Description: Student may contact the instructor or department for information.

MBA 6230 Financial Management
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

MBA 6235 Managerial Accounting
A-F only, 2 credit(s), max credits 3, 1 completion allowed;
Instructor: Caliendo, Charles Michael
Description: Student may contact the instructor or department for information.

MBA 6240 Information Technology Management
A-F only, 2 credit(s);
Instructor: Ray, Gautam
Description: Student may contact the instructor or department for information.
MBA 6300 Strategic Management
   A-F only, 3 credit(s);
   Instructor: STAFF
   Description: Student may contact the instructor or department for information.

MBA 6315 The Ethical Environment of Business
   A-F only, 2 credit(s);
   Instructor: Maitland, Ian
   Description: Student may contact the instructor or department for information.

MBA 6315 The Ethical Environment of Business
   A-F only, 2 credit(s);
   Instructor: Marcus, Alfred A
   Description: Student may contact the instructor or department for information.

MBA 6315 The Ethical Environment of Business
   A-F only, 2 credit(s);
   Instructor: Young, Stephen
   Description: Student may contact the instructor or department for information.

MBA 6501 Carlson Funds Enterprise: Growth
   2-4 credit(s), max credits 12, 3 completions allowed;
   Instructor: STAFF
   Description: Student may contact the instructor or department for information.

MBA 6502 Carlson Funds Enterprise: Fixed Income
   2-4 credit(s), max credits 12, 3 completions allowed;
   Instructor: STAFF
   Description: Student may contact the instructor or department for information.

MBA 6503 Carlson Ventures Enterprise
   OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed;
   Instructor: Nord, Tobin Lawrence
   Description: Student may contact the instructor or department for information.

MBA 6504 Carlson Consulting Enterprise
   OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed;
   Instructor: Miller, Philip Jordan
   Description: Student may contact the instructor or department for information.

MBA 6505 Carlson Brand Enterprise
   OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed;
   Instructor: Hopkins, David K
   Description: Student may contact the instructor or department for information.

Master of Business Taxation 3-110 Carlson School of Management

MBT 5150 Current Financial Accounting Issues
   A-F only, 2 credit(s);
   Instructor: Naples, Tammy
   Description: Student may contact the instructor or department for information.

MBT 5220 Tax Research, Communication, and Practice
   A-F only, 4 credit(s);
   Instructor: Gutterman, Paul Gerard
   Description: This is an ambitious, demanding fundamental masters-level course on tax research and IRS practice and procedure. Objectives include: (i) obtaining an overview and understanding of tax research resources, (ii) learning how to use such resources to conduct effective tax research; (iii) learning how to analyze what you find by knowing what different authorities mean in themselves
and in relation to each other; (iv) learning the technical materials of Subtitle F of the Code (such as penalties, statute of limitations, interest, etc.); (v) learning how to interpret and resolve conflicting authority; (vi) learning how the IRS audits and the IRS Appeals process including the most effective ways to deal with the IRS; and (vii) learn how to communicate your tax research results. In conjunction with the last objective we do nine different research exercises, including research memos and a protest letter. We also do two editing exercises, including an edit of a fellow student's memo.

**Style:** 75% Lecture, 5% Discussion, 20% Small Group Activities.

**Grading:** 52% reports/papers, 30% special projects, 18% quizzes.

**Exam Format:** There are 3 in-class multiple-choice quizzes that cover the material on IRS Practice and Procedure.

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**MBT 5230 Corporate Taxation I**

- **A-F only, 2 credit(s);**
- **Instructor:** Sellner, Mark A
- **Description:** This course covers the federal income taxation of corporations and shareholders. Topics include organization of a corporation; establishment of its capital structure; determination of its tax liability; dividends and other nonliquidating distributions; stock redemptions and liquidations.

**MBT 5323 Mergers and Acquisitions I**

- **A-F only, 2 credit(s);**
- **Instructor:** Sellner, Mark A
- **Description:** This course covers the different types of acquisitions, dispositions, tax-free reorganizations, and spin-offs involving C and S corporations. Topics include the tax consequences to the corporations and shareholders involved. The use of Section 338 elections, limitations on acquired net operating losses and credits, the use of covenants not to compete and consulting agreements, deferred payment terms, and the treatment of transaction costs also are covered.

**MBT 5340 Taxation of Partners and Partnerships**

- **A-F only, 2 credit(s);**
- **Instructor:** Gutterman, Paul Gerard
- **Description:** Student may contact the instructor or department for information.

**MBT 5346 FAS 109 Computations and Analysis**

- **A-F only, 2 credit(s);**
- **Instructor:** Frank, Nicholas
- **Description:** Student may contact the instructor or department for information.

**MBT 5350 Wealth Transfer I (Estates and Gifts)**

- **A-F only, 2 credit(s);**
- **Instructor:** Skonnord, Eric Jenal
- **Description:** This course covers fundamental estate planning techniques utilizing a case study method. Topics include a review of non-tax concepts, tax planning tools, estate tax planning strategies, and business succession planning.

**MBT 5360 State and Local Taxation**

- **A-F only, 2 credit(s);**
- **Instructor:** Busacker, Dale Herman
- **Description:** This course covers state imposition of corporate income, sales, and use taxes. Topics include tax problems of businesses with multistate operations such as nexus, unitary business, apportionment factors, nonbusiness income, and taxable transactions.

**MBT 5363 Compensation and Benefits**

- **A-F only, 2 credit(s);**
- **Instructor:** Clark, Keith H
- **Description:** This course covers executive compensation offered by companies (from small to large). Topics include an in-depth look at case studies to review the benefits and costs of benefit plans, focusing on retaining senior managers and executives; hiring senior managers and executives; compensation and benefit strategies.

**MBT 5381 Tax Aspects of International Business II**

- **A-F only, 2 credit(s);**
- **Instructor:** Lee, Patrick Timothy
- **Description:** Student may contact the instructor or department for information.
MBT 5420 Current Topics in Taxation
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Sellner, Mark A
Description: Tax research/compliance, other tasks. Students submit summary paper. Primarily used for international students who need 1 credit for internship to fulfill visa requirement.

MBT 5500 Business, Government, and Economic Tax Policy
A-F only, 2 credit(s);
Instructor: Naples, Tammy
Description: Student may contact the instructor or department for information.

Master of Development Practice

MDP 5002 Research Methods for Sustainable Livelihoods
A-F only, 2 credit(s);
Instructor: Peercy PhD, Chavanne Lenise
Description: Student may contact the instructor or department for information.

MDP 5003 Field Study Pre-Departure Seminar
OPT No Aud, 1 credit(s);
Instructor: Johnstone, Christopher J
Description: Student may contact the instructor or department for information.

MDP 5100 International Field Seminar
A-F only, 1 credit(s);
Instructor: Johnstone, Christopher J
Description: Student may contact the instructor or department for information.

MDP 5200 Capstone Workshop in Development Practice
A-F only, 3 credit(s);
Instructor: Vavrus, Frances
Description: Student may contact the instructor or department for information.

Materials Science  151 Amundson Hall

MatS 2001 Introduction to the Science of Engineering Materials
A-F only, 3 credit(s);
Instructor: Gerberich, William W
Description: Introduction to structure-property relationships of engineering materials. Atomic structure and bonding; crystal structures; imperfections in solids; strength of materials and strengthening mechanisms; phase transformations; heat treatment and control of microstructures; materials selection and design. Integrates properties of metals, ceramics, polymers, and composites. Laboratory experiments deal with material strength, creep, and fatigue of engineering alloys, and heat treatment of steel and aluminum. Style: 60% Lecture, 10% Discussion, 20% Laboratory. Problem solving Grading: 30% mid exam, 25% final exam, 10% quizzes, 25% laboratory evaluation, 10% problem solving. Exam Format: Problems and fill-in-the-blanks

MatS 2002 Introduction to the Science of Engineering Materials Laboratory
A-F only, 1 credit(s);
Instructor: Schott, Jeffrey H.
Description: Student may contact the instructor or department for information.

MatS 3011 Introduction to Materials Science and Engineering
3 credit(s);
Instructor: Mkhoyan, Andre
Description: Student may contact the instructor or department for information.

MatS 3041 Industrial Assignment I
MatS 3041. Industrial Assignment I. (2 cr, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester's work assignment.

Style: On-the-job training
Grading: 100% reports/papers.

MatS 3851W Materials Properties Lab
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Schott, Jeffrey H.
Description: Student may contact the instructor or department for information.

MatS 4002 Mass Transport and Kinetics
A-F only, 4 credit(s);
Instructor: Shores, David A
Description: This course is intended for 3rd year Materials Science undergraduates and science graduate students. The course content is focused on the mechanisms of mass transport in solids, esp. solid state diffusion in metals, sense conductors and ceramics, and on kinetic of processes occurring in solids, esp. rates of transportations in ceramics and metals, and rates of gas-solid chemical reactions. Source materials are chapters in several books and paper from scientific journals.
Style: 75% Lecture, 25% Discussion.
Grading: 30% mid exam, 45% quizzes, 25% problem solving.
Exam Format: Problem solving.

MatS 4041 Industrial Assignment II
A-F only, 2 credit(s); 3041, completion of required courses in MatS program through fall sem of 4th yr, GPA of at least 2.80, registration in co-op program Credit will not be granted if credit has been received for: CHEN 4041;
Instructor: STAFF
Description: MatS 4041. Industrial Assignment II (2 cr, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/yr 4) Second industrial work assignment in MatS co-op program. Application of Materials Science principles to the solution of engineering design problems in an industrial work environment. Evaluation based on formal written report emphasizing design issues derived from work assignment.
Style: On-the-job training
Grading: 100% reports/papers.

MatS 4214 Polymers
A-F only, 3 credit(s);
Instructor: Lodge, Timothy P
Description: Student may contact the instructor or department for information.

MatS 4223W Polymer Laboratory
2 credit(s); 4214 or CHEM 4214 or CHEM 4221 or MATS 4214 or instr consent Credit will not be granted if credit has been received for: CHEM 4223W; Meets CLE req of Writing Intensive
Instructor: Taton, T. Andrew
Description: Student may contact the instructor or department for information.

MatS 4301W Materials Processing
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Francis, Lorraine F
Description: Student may contact the instructor or department for information.

MatS 4400 Senior Design Project

A-F only, 2 credit(s); MatS upper div, completion of required courses in MatS program through fall sem of 3rd yr, GPA of at least 2.80, regis in co-op program Credit will not be granted if credit has been received for: CHEN 3041;
Instructor: STAFF
Description: MatS 3041. Industrial Assignment I. (2 cr, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall sem of 3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester's work assignment.
Style: On-the-job training
Grading: 100% reports/papers.
MatS 4402 Senior Design Thesis II

A-F only, 2 credit(s); 4401
Credit will not be granted if credit has been received for: MATS 4400;
Instructor: Macosko, Chris
Description: Student may contact the instructor or department for information.

MatS 4591 Independent Study in Materials Science

OPT No Aud, 1-3 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Library, theoretical, laboratory, or design studies of scientific or engineering topics in materials science for an individual student. Course content and credits by arrangement with faculty supervisor. Design credits available if arranged with supervisor. May be used for Upper Division Honors Program experience if arranged with advisor and Honors advisor.

MatS 4593 Directed Study in Materials Science

A-F only, 1-4 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.

MatS 4594 Directed Research in Materials Science

OPT No Aud, 1-3 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

MatS 5531 Electrochemical Engineering

3 credit(s); MatS 3011 or instr consent, upper div CSE or grad
Credit will not be granted if credit has been received for: CHEN 5531;
Instructor: Smyrl, William H
Description: Student may contact the instructor or department for information.

MatS 8003 Electronic Properties

A-F only, 3 credit(s);
Instructor: Leighton, Chris
Description: Student may contact the instructor or department for information.

MatS 8004 Mechanical Properties

A-F only, 3 credit(s);
Instructor: Cococcioni, Matteo
Description: Student may contact the instructor or department for information.

MatS 8211 Physical Chemistry of Polymers

4 credit(s); Undergrad physical chem or instr consent
Credit will not be granted if credit has been received for: CHEM 8211;
Instructor: Morse, David Clark
Description: Student may contact the instructor or department for information.

MatS 8993 Directed Study

1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Frisbie, C Daniel
Description: Student may contact the instructor or department for information.

MatS 8994 Directed Research

1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Frisbie, C Daniel
Description: Student may contact the instructor or department for information.
Math 1001 Excursions in Mathematics
3 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Knoche, Randolph Lee Granheim
Description: Student may contact the instructor or department for information.

Math 1031 College Algebra and Probability
3 credit(s); 3 yrs high school math or satisfactory score on placement exam or grade of at least C- in [PSTL 731 or PSTL 732]
Credit will not be granted if credit has been received for: 1051, 1151, 1155
Credit will not be granted if credit has been received for: MATH 1051; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas, composition, inverses of functions; transformations of graphs; linear, quadratic models; polynomials; exponentials; logarithms; counting; probability. Audience: Business majors wanting to take Math 1142 and elementary education majors wanting to take Math 3113. Also works as prerequisite for Math 1151. Satisfies the CLE Mathematical Thinking requirement.

Math 1031 College Algebra and Probability
3 credit(s); 3 yrs high school math or satisfactory score on placement exam or grade of at least C- in [PSTL 731 or PSTL 732]
Credit will not be granted if credit has been received for: 1051, 1151, 1155
Credit will not be granted if credit has been received for: MATH 1051; Meets CLE req of Mathematical Thinking
Instructor: Kinney, Donald Patrick
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Math 1031 is a course in algebra and analytic geometry beyond the usual coverage found in a three-year high school mathematics program. This course is equivalent to Math 1051, Precalculus I (3 credits). This course covers topics on solving equations and inequalities, and explores straight lines and functions in general. The functions discussed include exponential and logarithmic functions. You will learn to analyze certain functions and draw their graphs. The course will also teach you how to solve systems of equations and the use of certain sequences of numbers. You will also learn counting techniques and basic probability concepts.
Style: Online with hand-written exams
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: Supervised, in-person exams

Math 1038 College Algebra and Probability Submodule
A-F only, 1 credit(s);
Instructor: STAFF
Description: Intended for students who have already had the equivalent of Math 1051 and need the Probability and Counting component of Math 1031. Students take the first part of Math 1031, and their grade is based on their performance up to the first midterm exam. Contact the department to get a permission number into this class. Students will register to Math 1038 but attend a section of Math 1031. Students should choose a section of Math 1031 they wish to attend before contacting the department.

Math 1051 Precalculus I
3 credit(s); 3 yrs of high school math or satisfactory score on placement test or grade of at least C- in [PSTL 731 or PSTL 732]
Credit will not be granted if credit has been received for: 1031, 1151, 1155
Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: This course assumes that students have a good working knowledge of high school algebra, at least through Algebra II. The course begins with a very brief review of high school algebra. Students needing a more extensive review should register for PsTL 0731 or PsTL 0732 Intermediate Algebra. Topics include linear, quadratic, polynomial, and rational equations and inequalities; graphs of equations, including lines, circles, parabolas, polynomial, rational, exponential, and logarithmic functions; compositions and inverses of functions; transformations of graphs; linear and quadratic models; linear, absolute value, polynomial, rational, exponential, and logarithmic functions, with applications. This course is for students who wish to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination is equivalent to Math 1155 Intensive Precalculus and satisfies the prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038 essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.
Style: 75% Lecture, 25% Discussion.
Grading: 45% mid exam, 35% final exam, 20% problem solving.
Exam Format: Solve problems such as "Graph f(x) = (x^3 - 1)/(x^2 - 9)"
Math 1051 Precalculus I
3 credit(s); 3 yrs of high school math or satisfactory score on placement test or grade of at least C-in [PSTL 731 or PSTL 732]
Credit will not be granted if credit has been received for: 1031, 1151, 1155 Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking
Instructor: Kinney, Donald Patrick
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This is a course in algebra and analytic geometry beyond the usual coverage found in a three-year high school mathematics program. This course is equivalent to Math 1031, College Algebra and Probability. It is a prerequisite for Math 1151, Precalculus II. This course covers topics on solving equations and inequalities, and explores polynomials, rational expressions, exponents, and radicals. The course will also teach you how to solve systems of equations and the use of certain sequences of numbers. You will also learn counting techniques.
Style: This is a printed, correspondence section.
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: Supervised, in-person exams

Math 1111 College Algebra, Trigonometry, and Precalculus
A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Huq, Aminul
Description: Student may contact the instructor or department for information.

Math 1111 College Algebra, Trigonometry, and Precalculus
A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Wei, Wei
Description: Student may contact the instructor or department for information.

Math 1142 Short Calculus
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: A one-semester tour of differential and integral calculus in one variable, and differential calculus in two variables. Does not involve any trigonometry. Emphasis on formulas and their interpretation and use in applications. Audience: Business, architecture, and agricultural science majors, and students who want some exposure to calculus. Does not serve as a prerequisite to any higher math course, but does satisfy the CLE Mathematical Thinking requirement.
Style: This is a printed correspondence section.
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: Supervised, in-person (not online) exams

Math 1151 Precalculus II
3 credit(s); Satisfactory score on placement exam or grade of at least C-in [1031 or 1051] credit will not be granted if credit has been received for: Math 1155 Credit will not be granted if credit has been received for: MATH 1155; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; conic sections; solutions of linear systems by substitution and elimination; systems of nonlinear equations and systems of inequalities; arithmetic sequences and geometric series. Audience: Students from Math 1051 or Math 1031 and those that need a little refresher course before going on to calculus, often because of the trig. Satisfies the prerequisite for Math 1271 or Math 1371 and also satisfies the CLE Mathematical Thinking requirement.
Math 1151 Precalculus II
3 credit(s); Satisfactory score on placement exam or grade of at least C- in [1031 or 1051] credit will not be granted if credit received for: Math 1155 Credit will not be granted if credit has been received for: MATH 1155; Meets CLE req of Mathematical Thinking
Instructor: Kinney, Donald Patrick
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This is a course in algebra, analytic geometry, and trigonometry beyond the usual coverage found in a four-year high school mathematics program. In many places in the course, concepts are developed that will feed into calculus. Depending on your needs, this course can serve as a terminal course in mathematics or as a precursor to higher mathematics. It is designed to prepare students for the full calculus sequence.
Style: This is a printed, correspondence section.
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: Supervised, in-person exams

Math 1155 Intensive Precalculus
5 credit(s); 3 yrs high school math or satisfactory score on placement exam or grade of at least C- in [PSTL 731 or PSTL 732] Credit will not be granted if credit has been received for: Math 1031, 1051, 1151 Credit will not be granted if credit has been received for: MATH 1151; Meets CLE req of Mathematical Thinking
Instructor: Ruffa, Gregory James
Description: Student may contact the instructor or department for information.

Math 1171 Calculus, Modeling, and Data I
A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Wei, Wei
Description: Student may contact the instructor or department for information.

Math 1271 Calculus I
4 credit(s); 4 yrs high school math including trig or satisfactory score on placement test or grade of at least C- in [1151 or 1155] Credit will not be granted if credit has been received for: MATH 1371; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: Tangent lines; limits and continuity; differentiation: definition, basic rules, chain rule, rules for trig, exp and log functions; implicit differentiation; rates of change, max-min, related rates problems; 2nd derivative test; curve sketching; linear approximation and differentials; L'Hospital's rule; integration: definition, antidifferentiation, area; simple substitution; volumes of solids by cross sections and shells; work; average value of a function. Audience: The beginning of the standard course for students outside of IT. Also taken by IT students who need to start calculus in the middle of year. Students desiring only one semester of calculus should take Math 1142.
Style: Printed correspondence course
Grading: 20% mid exam, 40% final exam, 20% written homework, 20% additional semester exams.

Math 1272 Calculus II
4 credit(s); [1271 or equiv] with grade of at least C-Credit will not be granted if credit has been received for: MATH 1372; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: Techniques of integration, including integration by parts, simple trig substitutions, partial fractions. Basic numerical integration; improper integrals; arc length; area of surface of revolution. Separable differential equations, Euler's method, exponential growth and decay. Parametric curves and polar coordinates. Review of conic sections. Sequences and series, comparison and ratio tests, Taylor series and polynomials. Vectors in three dimensions, dot product, cross product, lines, planes, cylinders, quadric surfaces; cylindrical and spherical coordinates. Audience: Part of the standard calculus course for students outside of IT.
Math 1272 Calculus II
4 credit(s); [1271 or equiv] with grade of at least C-Credit will not be granted if credit has been received for: MATH 1372;
Instructor: Hewitt, Harlan A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study techniques of integration and more applications of integrations. In addition, you will explore the parametric equations of curves and use this system to study more applications of integrals. You will also continue to study polar coordinates. And, you will study some sequences and series. The last major topic of this course is coordinate geometry in three dimensions, which is an introduction to the study of multivariable calculus.
Style: This is a printed, correspondence section.
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: Supervised, in-person exams

Math 1372 CSE Calculus II
4 credit(s); Grade of at least C- in [1371 or equiv], CSE or pre-Bioprod/Biosys Engr Credit will not be granted if credit has been received for: MATH 1272;
Instructor: Miracle, Chester L
Description: Student may contact the instructor or department for information.

Math 1372 CSE Calculus II
4 credit(s); Grade of at least C- in [1371 or equiv], CSE or pre-Bioprod/Biosys Engr Credit will not be granted if credit has been received for: MATH 1272;
Instructor: Bilyk, Dmytro
Description: Student may contact the instructor or department for information.

Math 1572H Honors Calculus II
A-F only, 4 credit(s); 1571H, honors student, permission of University Honors Program Credit will not be granted if credit has been received for: MATH 1272;
Instructor: Prikry, Karel L
Description: Student may contact the instructor or department for information.

Math 2171 Calculus, Modeling, and Data II
A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Dunbar, Robert Lee
Description: Student may contact the instructor or department for information.

Math 2243 Linear Algebra and Differential Equations
4 credit(s); [1272 or 1282 or 1372 or 1572] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2373;
Instructor: STAFF
Description: Overview: The course is divided into two somewhat related parts. Linear algebra: matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, dependence, Wronskian, dimension, eigenvalues, eigenvectors, diagonalization. ODE: Separable and first-order linear equations with applications, 2nd order linear equations with constant coefficients, method of undetermined coefficients, simple harmonic motion, 2x2 and 3x3 systems of linear ODE's with constant coefficients, solution by eigenvalue/eigenvectors, nonhomogenous linear systems; phase plane analysis of 2x2 nonlinear systems near equilibria. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2243 Linear Algebra and Differential Equations
4 credit(s); [1272 or 1282 or 1372 or 1572] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2373;
Instructor: Hewitt, Harlan A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study the concepts of linear algebra and differential equations. You'll start by examining first-order differential equations and their applications. Then you will study linear algebra with some applications. The last major topic you will study is higher order equations and their application to physics. Before you begin studying the topics of this course, you'll probably find it helpful to review the calculus of one variable.
Style: This is a printed correspondence section.
Grading: 40% mid exam, 40% final exam, 20% written homework. If you take this course S/N, you must earn at least 70% to receive a
Math 2263 Multivariable Calculus
4 credit(s);[1272 or 1372 or 1572] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2374; Instructor: STAFF
Description: Overview: Multivariable calculus: Curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2263 Multivariable Calculus
4 credit(s);[1272 or 1372 or 1572] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2374; Instructor: Hewitt, Harlan A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study the concepts of multivariable calculus, an extension of differential and integral calculus. You will start by examining partial derivatives and their application to maxima, minima, rate problems, and approximations. Then you will study double and triple integrals and their applications to volume and mass. The last major topic you will study is vector analysis and its application to the work done by a force, flux, and other physical quantities.
Style: This is a printed correspondence section.
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: Supervised, in-person exams.

Math 2283 Sequences, Series, and Foundations
3 credit(s);[Concurrent registration is required (or allowed) in 2243 or Concurrent registration is required (or allowed) in 2263 or Concurrent registration is required (or allowed) in 2373 or Concurrent registration is required (or allowed) in 2374] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 3283W; Instructor: Walsh, Jim
Description: Student may contact the instructor or department for information.

Math 2373 CSE Linear Algebra and Differential Equations
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bio Prod/Biosys EngrCredit will not be granted if credit has been received for: MATH 2243; Instructor: Miracle, Chester L
Description: Student may contact the instructor or department for information.

Math 2373 CSE Linear Algebra and Differential Equations
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bio Prod/Biosys EngrCredit will not be granted if credit has been received for: MATH 2243; Instructor: Wu, Chenyan
Description: Student may contact the instructor or department for information.

Math 2373 CSE Linear Algebra and Differential Equations
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bio Prod/Biosys EngrCredit will not be granted if credit has been received for: MATH 2243; Instructor: Kim, Jang Soo
Description: Student may contact the instructor or department for information.

Math 2374 CSE Multivariable Calculus and Vector Analysis
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bioprod/Biosys EngrCredit will not be granted if credit has been received for: MATH 2263; Instructor: Lawson, Tyler
Description: Student may contact the instructor or department for information.

Math 2574H Honors Calculus IV
A-F only, 4 credit(s);2573H, honors student and permission of University Honors ProgramCredit will not be granted if credit
Math 3283W Sequences, Series, and Foundations: Writing Intensive
4 credit(s); Concurrent registration is required (or allowed) in 2243 or Concurrent registration is required (or allowed) in 2263 or Concurrent registration is required (or allowed) in 2373 or Concurrent registration is required (or allowed) in 2374 w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2283; Meets CLE req of Writing Intensive
Instructor: Anderson,Greg William
Description: Student may contact the instructor or department for information.

Math 3593H Honors Mathematics II
A-F only, 5 credit(s);
Instructor: Spim,Daniel
Description: Student may contact the instructor or department for information.

Math 4065 Theory of Interest
A-F only, 4 credit(s);
Instructor: Schwartzbauer,Thomas
Description: Student may contact the instructor or department for information.

Math 4065 Theory of Interest
A-F only, 4 credit(s);
Instructor: Christensen,Melanie Rae
Description: Student may contact the instructor or department for information.

Math 4065 Theory of Interest
A-F only, 4 credit(s);
Instructor: Richins,Breanne Larsen
Description: Student may contact the instructor or department for information.

Math 4067W Actuarial Mathematics in Practice
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Ashkenazi,Rina
Description: Student may contact the instructor or department for information.

Math 4152 Elementary Mathematical Logic
3 credit(s); one soph math course or instr consent
Credit will not be granted if credit has been received for: MATH 5165;
Instructor: Messing,William
Description: Student may contact the instructor or department for information.

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Sell,George R
Description: (Tentative description) This is the basic course in linear algebra, with applications. Topics include: linear trans-formations, matrix calculus, solutions of systems of linear equations, null space, range, rank-nullity theorem, orthogonality, orthogonal projections, fundamental theorem of linear algebra, SDU decompositions, bilinear forms, groups of linear operators. Selected Applications, for example: Gram-Schmidt process, Least-squares approximations, computer graphics and perspective.
Style: 100% Lecture.
Exam Format: problem solving

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Conn,Jack Frederi
Description: Student may contact the instructor or department for information.

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Keel, Markus
Description: This is a second, advanced course in Linear Algebra which assumes the student has already mastered a one semester course in Linear Algebra. For example, we will assume exposure to the notion of vector spaces, linear independence, basis, dimension. Topics covered will include systems of linear equations and row echelon form, determinants, cramer's rule, the row space and column space and the relationships between their dimensions, linear transformations and matrices, eigenvalues and eigenvectors, hermitian matrices, the singular value decomposition, quadratic forms, positive definite matrices, Jordan canonical form. Applications will be discussed often throughout the syllabus.

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Nguyen, Minh H
Description: Student may contact the instructor or department for information.

Math 4281 Introduction to Modern Algebra
4 credit(s);
Instructor: Fristedt, Bert
Description: Required textbook: "A Concrete Introduction to Higher Algebra, Third Edition" by Lindsay N. Childs. This edition is significantly different from the second edition, so it is important to purchase the third edition. We will not begin with Chapters 1, 'Numbers' and 2, 'Induction'. Rather we will bring in these partially review chapters as needed. The course will involve aspects of the following chapters: 3, Euclid's Algorithm; 4, Unique Factorization; 5, Congruence; 6, Congruence Classes; 7, Rings and Fields; 9, Fermat's and Euler's Theorems; 11, Groups; 12, The Chinese Remainder Theorem; 13, Polynomials; 14, Unique Factorization; 15, The Fundamental Theorem of Algebra; 16, Polynomials in Q[x]; 17, Congruences and the Chinese Remainder Theorem; 23, Congruence Classes Modulo a Polynomial; 24, Homomorphisms and Finite Fields. The chapters have sections and we will omit many sections in some of the chapters. In particular, we will omit sections connected with codes, since this topic is covered in another course from the Mathematics Department. The course is somewhat topical in character, in the sense that some earlier topics are more important in themselves than as stepping stones to later topics in the course.
Style: 75% Lecture, 15% Discussion. I am hoping to schedule one office period in a classroom at a time without class conflicts for all.
Grading: 40% final exam, 50% additional semester exams. A decision has not yet been made about the extent to which homework will play in the grading
Exam Format: Problems and proofs, possibly some short answer and multiple-choice.

Math 4281 Introduction to Modern Algebra
4 credit(s);
Instructor: Hernandez, Daniel J
Description: Student may contact the instructor or department for information.

Math 4428 Mathematical Modeling
4 credit(s);
Instructor: Zhao, Longhua
Description: Student may contact the instructor or department for information.

Math 4512 Differential Equations with Applications
3 credit(s);
Instructor: Scheel, Arnd
Description: Student may contact the instructor or department for information.

Math 4512 Differential Equations with Applications
3 credit(s);
Instructor: Shapeev, Alexander
Description: Student may contact the instructor or department for information.

Math 4567 Applied Fourier Analysis
4 credit(s);
Instructor: Barton, Ariel Elizabeth
Description: Student may contact the instructor or department for information.
4 credit(s);  
Instructor: Lejmi, Mehdi  
**Description:** Student may contact the instructor or department for information.

**Math 4604 Advanced Calculus II**  
4 credit(s);  
Instructor: Gray, Lawrence F  
**Description:** Student may contact the instructor or department for information.

**Math 4653 Elementary Probability**  
4 credit(s);  
Instructor: Moeckel, Richard B  
**Description:** Student may contact the instructor or department for information.

**Math 4707 Introduction to Combinatorics and Graph Theory**  
4 credit(s);  
Instructor: Kim, Jang Soo  
**Description:** Student may contact the instructor or department for information.

**Math 4991 Independent Study**  
1-4 credit(s), max credits 12, 12 completions allowed;  
Instructor: Frank, David L  
**Description:** Student may contact the instructor or department for information.

**Math 4991 Independent Study**  
1-4 credit(s), max credits 12, 12 completions allowed;  
Instructor: Richter, Wayne H  
**Description:** Student may contact the instructor or department for information.

**Math 4992 Directed Reading**  
1-4 credit(s), max credits 12, 12 completions allowed;  
Instructor: Webb, Peter Joseph  
**Description:** Student may contact the instructor or department for information.

**Math 4993 Directed Study**  
1-4 credit(s), max credits 12, 12 completions allowed;  
Instructor: Conn, Jack Frederi  
**Description:** Student may contact the instructor or department for information.

**Math 4995 Senior Project for CLA**  
A-F only, 1 credit(s);  
Instructor: Anderson, Greg William  
**Description:** Student may contact the instructor or department for information.

**Math 4995 Senior Project for CLA**  
A-F only, 1 credit(s);  
Instructor: Moeckel, Richard B  
**Description:** Student may contact the instructor or department for information.

**Math 4995 Senior Project for CLA**  
A-F only, 1 credit(s);  
Instructor: Krylov, Nicolai Vladimi  
**Description:** Student may contact the instructor or department for information.

**Math 4995 Senior Project for CLA**  
A-F only, 1 credit(s);  
Instructor: Fristedt, Bert  
**Description:** Student may contact the instructor or department for information.
Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Baxter, John Robert
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Conn, Jack Frederi
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Prikry, Karel L
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Gray, Lawrence F
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Scheel, Arnd
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Musiker, Gregg Joseph
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Qiu, Weifeng
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Mosher, Bryan
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Cockburn, Bernardo
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Anderson, Greg William
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Reiner, Victor Schorr
Description: Student may contact the instructor or department for information.
**Math 4997W Senior project (Writing Intensive)**

A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive

Instructor: Lyubeznik, Gennady

Description: Student may contact the instructor or department for information.

Instructor: Rejto, Peter A

Description: Student may contact the instructor or department for information.

Instructor: Olver, Peter J.

Description: Student may contact the instructor or department for information.

Instructor: Garrett, Paul

Description: Student may contact the instructor or department for information.

Instructor: Safonov, Mikhail V

Description: Student may contact the instructor or department for information.

Instructor: Fristedt, Bert

Description: Student may contact the instructor or department for information.

Instructor: Baxter, John Robert

Description: Student may contact the instructor or department for information.

Instructor: Conn, Jack Frederi

Description: Student may contact the instructor or department for information.

Instructor: Prikry, Karel L

Description: Student may contact the instructor or department for information.

Instructor: Gray, Lawrence F

Description: Student may contact the instructor or department for information.

Instructor: Jiang, Dihua

Description: Student may contact the instructor or department for information.

Instructor: Rogness, Jonathan Peter

Description: Student may contact the instructor or department for information.
Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Bobkov, Sergey G
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Calderer, Carme
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Scheel, Arnd
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Polacik, Peter
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Nykamp, Duane Q
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Mosher, Bryan
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Lawson, Tyler
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Ashkenazi, Rina
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Sukiiennik, Justin Edward
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Wang, Ying
  Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
  A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
  Instructor: Holzer, Matt
  Description: Student may contact the instructor or department for information.
Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Zhao, Longhua
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Shapeev, Alexander
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Mayboroda, Svitlana
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Bilyk, Dmytro
Description: Student may contact the instructor or department for information.

Math 5068 Actuarial Mathematics II
4 credit(s);
Instructor: Ashkenazi, Rina
Description: Student may contact the instructor or department for information.

Math 5068 Actuarial Mathematics II
4 credit(s);
Instructor: Lyle, Aileen Conlon
Description: Student may contact the instructor or department for information.

Math 5076 Mathematics of Options, Futures, and Derivative Securities II
A-F only, 4 credit(s);
Instructor: Paterlini, Sandra
Style: 70% Lecture, 30% Laboratory.
Grading: 30% final exam, 30% special projects, 40% written homework.

Math 5166 Mathematical Logic II
4 credit(s);
Instructor: Richter, Wayne H
Description: Math 5166 is part of a year course in Mathematical Logic. It is a continuation of Math 5165. Topics covered include a study of algorithms and first-order logic. More specifically, the course begins with applications of the Goedel Completeness Theorem and assumes that the student is familiar with this theorem. Since the course is a direct continuation of Math 5165 and relies heavily from material in Math 5165, it is not recommended that students take this course without first taking Math 5165.

Math 5248 Cryptology and Number Theory
4 credit(s);
Instructor: Stanton, Dennis W
Description: Student may contact the instructor or department for information.

Math 5248 Cryptology and Number Theory
4 credit(s);
Instructor: Witt, Emily E
Description: Student may contact the instructor or department for information.

Math 5251 Error-Correcting Codes, Finite Fields, Algebraic Curves
4 credit(s);
Instructor: Odlyzko, Andrew
Description: How can music CDs that have been scratched still produce perfect music? How do spacecraft out past Saturn communicate with Earth? And how do high quality movies fit on DCDs? All these depend on some pretty mathematics that is not too complicated and can be learned with minimal prerequisites, given the willingness to pick up some abstract algebraic, combinatorial, and probabilistic concepts.

Math 5286H Honors: Fundamental Structures of Algebra II
4 credit(s);
Instructor: Musiker, Gregg Joseph
Description: Student may contact the instructor or department for information.

Math 5378 Differential Geometry
4 credit(s);
Instructor: Conn, Jack Frederi
Description: Student may contact the instructor or department for information.

Math 5385 Introduction to Computational Algebraic Geometry
4 credit(s);
Instructor: Moeckel, Richard B
Description: Student may contact the instructor or department for information.

Math 5486 Introduction To Numerical Methods II
4 credit(s);
Instructor: Reitich, Fernando Leiva
Description: Student may contact the instructor or department for information.

Math 5525 Introduction to Ordinary Differential Equations
4 credit(s);
Instructor: Wang, Ying
Description: Student may contact the instructor or department for information.

Math 5588 Elementary Partial Differential Equations II
A-F only, 4 credit(s), max credits 400, 1 completion allowed;
Instructor: Olver, Peter J.
Description: Heat, wave, Laplace, Poisson and Helmholtz equations in higher dimensions; the maximum principle; separation of variables; Fourier transform; Green's functions and fundamental solutions; special functions, including Bessel functions and spherical harmonics; numerical solution methods including finite elements. Additional topics as time permits.

Math 5616H Honors: Introduction to Analysis II
4 credit(s);
Instructor: Safonov, Mikhail V
Description: Student may contact the instructor or department for information.

Math 5616H Honors: Introduction to Analysis II
4 credit(s);
Instructor: Li PhD, Tian-Jun
Description: Student may contact the instructor or department for information.

Math 5651 Basic Theory of Probability and Statistics
4 credit(s);
Instructor: Stinis, Panos
Description: Student may contact the instructor or department for information.

Math 5651 Basic Theory of Probability and Statistics
4 credit(s);
Instructor: Foo, Jasmine Yen-teng
Description: Student may contact the instructor or department for information.
Math 5651 Basic Theory of Probability and Statistics  
4 credit(s);  
Instructor: Yao, Lingxing  
Description: Student may contact the instructor or department for information.

Math 5652 Introduction to Stochastic Processes  
4 credit(s);  
Instructor: Baxter, John Robert  
Description: This course is one of three courses designed to follow Math 5651 (or Stat 5101, which is essentially the same course as Math 5651). The other two courses designed to follow Stat 5101/Math 5651 are Math 5654, Prediction and Filtering, and Stat 5102, Theory of Statistics II. Math 5652, Math 5654, and Stat 5102 deal with different topics, and taking one of them does not preclude taking the others for credit. Math 5652 is concerned with random sequences and random processes that develop over time. Examples of such processes are: Markov sequences, martingales, Markov processes, queuing theory, branching processes, Brownian motion. Calculation and theoretical aspects of stochastic processes will be treated. The intended audience includes undergraduate and Master's students in mathematics, and undergraduate and graduate students in engineering and the physical and social sciences. A probability course taken elsewhere will likely be a sufficient prerequisite (in place of Math 5651/Stat 5101) if it was based on multivariable calculus.  
Style: 90% Lecture, 10% Discussion.  
Exam Format: Problem solving and proofs, both of which often require essay-type responses

Math 5654 Prediction and Filtering  
4 credit(s);  
Instructor: Krylov, Nicolai Vladimi  
Description:  
Style: 100% Lecture.  
Grading: 33% mid exam, 34% final exam, 33% problem solving.  
Exam Format: 2 hour exam

Math 5707 Graph Theory and Non-enumerative Combinatorics  
4 credit(s);  
Instructor: Reiner, Victor Schorr  
Description: Student may contact the instructor or department for information.

Math 8001 Preparation for College Teaching  
S-N only, 1 credit(s), max credits 3, 1 completion allowed;  
Instructor: Rogness, Jonathan Peter  
Description: Student may contact the instructor or department for information.

Math 8202 General Algebra  
A-F only, 3 credit(s);  
Instructor: Ciocan-Fontanine, Ionut  
Description: Student may contact the instructor or department for information.

Math 8202 General Algebra  
A-F only, 3 credit(s);  
Instructor: Ciocan-Fontanine, Ionut  
Description: Student may contact the instructor or department for information.

Math 8212 Commutative and Homological Algebra  
A-F only, 3 credit(s);  
Instructor: Messing, William  
Description: Student may contact the instructor or department for information.

Math 8252 Algebraic Number Theory  
A-F only, 3 credit(s);  
Instructor: Garrett, Paul  
Description: Zeta and L-functions of global fields, treated both classically, following Hecke, and adelically, following Iwasawa-Tate. Artin L-functions. Hasse-Weil L-functions. Tchebotarev density. Local and global class field theory. Reciprocity laws. Finer theory of
cyclotomic fields.

Math 8254 Algebraic Geometry
A-F only, 3 credit(s);
Instructor: Lyubeznik,Gennady
Description: Student may contact the instructor or department for information.

Math 8302 Manifolds and Topology
A-F only, 3 credit(s);
Instructor: Akhmedov,Anar
Description: Student may contact the instructor or department for information.

Math 8302 Manifolds and Topology
A-F only, 3 credit(s);
Instructor: Akhmedov,Anar
Description: Student may contact the instructor or department for information.

Math 8390 Topics in Mathematical Physics
A-F only, 1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Sverak,Vladimir
Description: Student may contact the instructor or department for information.

Math 8390 Topics in Mathematical Physics
A-F only, 1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Sverak,Vladimir
Description: The main themes covered in the course will be motivated by the study of Partial Differential Equations of Fluid Mechanics. The motion of fluids is described by the Navier-Stokes equations or Euler's equations, and the study of some aspect of these equations belongs to the Theory of Partial Differential Equations. However, the behavior of Navier-Stokes solutions is complicated, and to understand them better, it seems to be necessary to bring in methods from areas such as Statistical Mechanics, Geometrical Mechanics and Symplectic Geometry, Lie Group theory, etc. In this class we will study the motion of fluids from all those perspectives. No previous knowledge of these topics will be assumed, but the participants should have some knowledge of Ordinary and Partial Differential Equations, at the level of an introductory graduate course. Knowledge of elementary Functional Analysis would be useful, but it is not necessary - the few results we will possibly need can be learned along the way. Open problems of various level of difficulty will be mentioned. The grade will be based on homework assignments. Course notes will be provided. I will follow no particular textbook, but relevant literature will be discussed. Topics will include: The basics of Fluid Mechanics, The Geometry of Euler's Equations (Hamiltonian Mechanics for system with symmetries, Symplectic reduction, Finite-dimensional groups with left-invariant metric, diffeomorphism groups and Euler's equations), Statistical Mechanics of 2d Euler's Equation, (Basic Ideas of Statistical Mechanics, their application to 2d fluids, long-time behavior of solutions of Euler's equations.) Kolmogorov's Theory of turbulence. What does all this say about the Navier-Stokes and Euler solutions? (Illustration of behavior of Navier-Stokes and Euler solutions, known results in PDE analysis of the Navier-Stokes and Euler's equations.) Model equations. (Simple model equations which are more manageable than Euler/Navier Stokes can bring important insights into these problems and will be discussed at various points.) Currently the class is scheduled for the MWF 1:25-2:15 slot.
Grading: 100% written homework.

Math 8402 Mathematical Modeling and Methods of Applied Mathematics
A-F only, 3 credit(s);
Instructor: Calderer,Carme
Description: Student may contact the instructor or department for information.

Math 8402 Mathematical Modeling and Methods of Applied Mathematics
A-F only, 3 credit(s);
Instructor: Calderer,Carme
Description: Student may contact the instructor or department for information.

Math 8442 Numerical Analysis and Scientific Computing
3 credit(s);
Instructor: Stinis,Panos
Description: Student may contact the instructor or department for information.
Math 8446 Numerical Analysis of Differential Equations
    A-F only, 3 credit(s);
    Instructor: Arnold, Douglas N.
    Description: Student may contact the instructor or department for information.

Math 8446 Numerical Analysis of Differential Equations
    A-F only, 3 credit(s);
    Instructor: Arnold, Douglas N.
    Description: Student may contact the instructor or department for information.

Math 8450 Topics in Numerical Analysis
    A-F only, 1-3 credit(s), max credits 12, 12 completions allowed;
    Instructor: Luskin, Mitchell B
    Description: Student may contact the instructor or department for information.

Math 8502 Differential Equations and Dynamical Systems II
    A-F only, 3 credit(s);
    Instructor: Sell, George R
    Description: Student may contact the instructor or department for information.

Math 8502 Differential Equations and Dynamical Systems II
    A-F only, 3 credit(s);
    Instructor: Sell, George R
    Description: Student may contact the instructor or department for information.

Math 8583 Theory of Partial Differential Equations
    A-F only, 3 credit(s);
    Instructor: Keel, Markus
    Description: Student may contact the instructor or department for information.

Math 8590 Topics in Partial Differential Equations
    A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
    Instructor: Safonov, Mikhail V
    Description: Student may contact the instructor or department for information.

Math 8590 Topics in Partial Differential Equations
    A-F only, 1 credit(s), max credits 3, 1 completion allowed;
    Instructor: Safonov, Mikhail V
    Description: Student may contact the instructor or department for information.

Math 8602 Real Analysis
    A-F only, 3 credit(s);
    Instructor: Polacik, Peter
    Description: Student may contact the instructor or department for information.

Math 8602 Real Analysis
    A-F only, 3 credit(s);
    Instructor: Polacik, Peter
    Description: Student may contact the instructor or department for information.

Math 8652 Theory of Probability Including Measure Theory
    3 credit(s);
    Instructor: Bramson, Maury Daniel
    Description: Student may contact the instructor or department for information.

Math 8652 Theory of Probability Including Measure Theory
    3 credit(s);
Math 8669 Combinatorial Theory
A-F only, 3 credit(s);
Instructor: Pylyavskyy, Pavlo
Description: The main topic of the course is representation theory of the symmetric group. The course also serves as an introduction to symmetric functions. If time permits, we will consider alternative approaches to representation theory of the symmetric group, such as Vershik-Okounkov construction and Kazhdan-Lusztig construction.

Math 8702 Complex Analysis
A-F only, 3 credit(s);
Instructor: Marden, Albert
Description: Student may contact the instructor or department for information.

Math 8802 Functional Analysis
A-F only, 3 credit(s);
Instructor: Fristedt, Bert
Description: Student may contact the instructor or department for information.

Math 8991 Independent Study
S-N only, 1-6 credit(s), max credits 24, 4 completions allowed;
Instructor: Ashkenazi, Rina
Description: Student may contact the instructor or department for information.

Math 8992 Directed Reading
S-N only, 1-6 credit(s), max credits 24, 6 completions allowed;
Instructor: Voronov, Alexander A
Description: Student may contact the instructor or department for information.

Math 8992 Directed Reading
S-N only, 1-6 credit(s), max credits 24, 6 completions allowed;
Instructor: Akhmedov, Anar
Description: Student may contact the instructor or department for information.

Math 8992 Directed Reading
S-N only, 1-6 credit(s), max credits 24, 6 completions allowed;
Instructor: Foo, Jasmine Yen-teng
Description: Student may contact the instructor or department for information.

Math 8993 Directed Study
S-N only, 1-6 credit(s), max credits 24, 6 completions allowed;
Instructor: Bobkov, Sergey G
Description: Student may contact the instructor or department for information.

Mathematics Education 145 Pelik Hall

MthE 3101 Mathematics and Pedagogy for Elementary Teachers I
A-F only, 3 credit(s);
Instructor: Stohlmann, Micah Stephen
Description: Student may contact the instructor or department for information.
MthE 3102 Mathematics and Pedagogy for Elementary Teachers II
A-F only, 3 credit(s);
Instructor: Cramer,Kathleen Ann
Description: Student may contact the instructor or department for information.

MthE 3102 Mathematics and Pedagogy for Elementary Teachers II
A-F only, 3 credit(s);
Instructor: Wyberg, Terrence R
Description: Math content knowledge of K-6 in an environment modeling pedagogy for future implementation. Integrated content/methods. Problem solving, connections, communication, reasoning, representation. Geometry, measurement, probability, statistics.

MthE 5031 Geometric Structures in School Mathematics
3 credit(s);
Instructor: Copes, Larry
Description: Student may contact the instructor or department for information.

MthE 5155 Rational Number Concepts and Proportionality
3 credit(s);
Instructor: Cramer, Kathleen Ann
Description: Student may contact the instructor or department for information.

MthE 5355 Mathematics for Diverse Learners
3 credit(s);
Instructor: Clarkson, Lesa M
Description: Student may contact the instructor or department for information.

MthE 5366 Technology-Assisted Mathematics Instruction
3 credit(s);
Instructor: Wyberg, Terrence R
Description: Technology—including computers, programmable and graphing calculators, and video—as instructional tools in mathematics; design and evaluation of technology-based mathematics lessons; the effect of technology on the mathematics curriculum; managing the technology-enriched classroom.

MthE 5696 Student Teaching in Mathematics
S-N only, 1-8 credit(s), max credits 8, 1 completion allowed;
Instructor: STAFF
Description: Student teaching in secondary school mathematics classes.

MthE 5993 Directed Studies in Mathematics Education
S-N only, 2 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's adviser as part of MthE program.

MthE 8591 Seminar: Mathematics Education
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Post, Thomas R
Description: Student may contact the instructor or department for information.

Mechanical Engineering 125 Mechanical Engineering

ME 3041 Industrial Assignment I
A-F only, 2 credit(s);
Instructor: Kelso, Frank M
Description: (2 cr per sem; prereq upper div ME, regis in Me co-op program; complete co-op sequence 3041, 4042, 4043 for credit req) Industrial work assignment in mechanical engineering co-op program. Evaluation based on student's formal report covering the quarter's work assignment.
ME 3041 Industrial Assignment I
A-F only, 2 credit(s);
Instructor: Marple, Virgil A
Description: (2 cr per sem; prereq upper div ME, regis in Me co-op program; complete co-op sequence 3041, 4042, 4043 for credit req) Industrial work assignment in mechanical engineering co-op program. Evaluation based on student’s formal report covering the quarter’s work assignment.
Style: On the job training
Grading: 100% reports/papers.

ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Processes
A-F only, 4 credit(s);
Instructor: Chase, Thomas Richard
Description: Student may contact the instructor or department for information.

ME 3222 Design and Manufacturing II
A-F only, 4 credit(s);
Instructor: Tamma, Kumar K
Description: Student may contact the instructor or department for information.

ME 3281 System Dynamics and Control
A-F only, 4 credit(s);
Instructor: Corrigan, Tom
Description: Student may contact the instructor or department for information.

ME 3331 Thermal Sciences I
A-F only, 3 credit(s);
Instructor: Aksan, Alptekin
Description: The purpose of this course is to introduce you to the basic concepts in engineering thermodynamics. You will master thermodynamic analysis of the engineering systems that convert one form of energy to another form of energy and the systems that convert energy to work, by applying the first and the second laws of thermodynamics.
Style: 90% Lecture, 3% Film/Video, 3% Discussion, 4% Web Based.
Grading: 40% mid exam, 20% final exam, 20% quizzes, 20% written homework.

ME 3332 Thermal Sciences II
A-F only, 3 credit(s);
Instructor: Garrick, Sean Clifford
Description: Student may contact the instructor or department for information.

ME 3333 Thermal Sciences III
A-F only, 3 credit(s);
Instructor: Lipinski, Wojciech
Description: Student may contact the instructor or department for information.

ME 4031W Basic Mechanical Measurements Laboratory
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: McMurry, Peter H  
Description: Student may contact the instructor or department for information.

ME 4043W Industrial Assignment II  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Kelso, Frank M  
Description: Student may contact the instructor or department for information.

ME 4044 Industrial Assignment III  
A-F only, 2 credit(s);  
Instructor: Kelso, Frank M  
Description: Student may contact the instructor or department for information.

ME 4054W Design Projects  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Pui, David Y  
Description: Student may contact the instructor or department for information.

ME 4081H Mechanical Engineering Honors Thesis I  
A-F only, 2 credit(s);  
Instructor: Van De Ven, James Donald  
Description: Student may contact the instructor or department for information.

ME 4082H Mechanical Engineering Honors Thesis II  
A-F only, 2 credit(s); Meets CLE req of Writing Intensive  
Instructor: Heberlein, Joachim Viktor R  
Description: Student may contact the instructor or department for information.

ME 4090 Advanced Engineering Problems  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Sparrow, Ephraim M  
Description: Student may contact the instructor or department for information.

ME 4231 Motion Control Laboratory  
A-F only, 4 credit(s);  
Instructor: Sun, Zongxuan  
Description: Student may contact the instructor or department for information.

ME 4232 Fluid Power Control Lab  
A-F only, 4 credit(s);  
Instructor: Van De Ven, James Donald  
Description: Student may contact the instructor or department for information.

ME 4232 Fluid Power Control Lab  
A-F only, 4 credit(s);  
Instructor: Van De Ven, James Donald  
Description: Student may contact the instructor or department for information.

ME 4331 Thermal Energy Engineering Laboratory  
A-F only, 4 credit(s);  
Instructor: Goldstein, Richard J  
Description: Student may contact the instructor or department for information.

ME 5070 Topics in Mechanical Engineering: Energy: Technology, Resources and Society  
4 credit(s), max credits 8;  
Instructor: Kulacki, Francis A  
Description: Student may contact the instructor or department for information.
ME 5101 Vapor Cycle Systems
A-F only, 4 credit(s);
Instructor: Kuehn, Thomas Howard
Description: This course is intended primarily as a technical elective for upper division engineering students with a background in the thermal sciences. Part of the course covers power cycles and systems that use phase changes of the working fluid such as Rankine cycles and various steam power cycles. The remainder of the course focuses on vapor compression refrigeration cycles and heat pumps and the performance of various system components. Combined cycles and cogeneration cycles are also discussed. Applications include steam power plants, both fossil fuel and nuclear powered, commercial and industrial refrigeration systems, various heat pump applications, and novel combined power cycles.
Style: 70% Lecture, 25% Discussion, 3% Field Trips, 2% Guest Speakers.
Grading: 80% mid exam, 20% problem solving.
Exam Format: problem solving

ME 5221 Computer-Assisted Product Realization
A-F only, 4 credit(s);
Instructor: Klamecki, Barney Eugene
Description: This class covers the complete product realization process from product concept design, to engineering design, to manufacturing process design, to evaluations of the designs, to product production, to product testing and evaluation. The course is structured around a project pursued by small groups of students. The overall goal of the project is the re-design of an existing injection molded consumer product so that significantly "better" performance is obtained (recently, a plastic shelving system). The course activities are defining a measure of product performance, evaluating the current product, setting a specified level for performance, re-designing the product using analytical and numerical analyses, designing the injection molding process for production of the product or a model-size version of the product if it is large, predicting expected product and process behavior using quantitative engineering models, producing and testing the product and comparing process and process behaviors to predictions. Professional quality computer-based tools are used in engineering analysis (ANSYS finite element program), detailed engineering design (Pro/ENGINEER design program), process design (Moldflow finite element molding simulation program) and in mold design and mold machining programming (Pro/MOLD, Pro/MANUFACTURE). Industrial quality computer-controlled milling and molding machines are use for mold and product production. The project outcomes are a product design that has been evaluated by producing and testing the product and a process design that has been evaluated by comparing predicted and measured process behavior and part characteristics. Details of a previous offering of the course are available on the course web site listed below.
Style: 50% Lecture, 50% Laboratory. Lecture time includes lecture, discussion and project progress presentation
Grading: 50% special projects, 50% laboratory evaluation. 50% of grade based on group presentations and final report, 50% based on individual lab reports and class participation
Exam Format: No examinations, 3-4 progress presentations during the semester, a group final presentation and report and 3-4 individual lab reports

ME 5223 Materials in Design
4 credit(s);
Instructor: Yang, Rusen
Description: Description: The course will stress selection of materials to fulfill specific design and functional requirements, to guard against progressive and/or catastrophic failure, and to meet design-manufacturing requirements. The course aims to provide the theoretical and science background for selection of materials used in engineered products and to provide practical guidelines for material selection in the design context. Similar considerations apply for process selection. Since polymeric materials have come into extensive engineering use in machines and consumer products, discussion of design principles applicable to polymers (and rubbers) will be an integral part of this course. The first part of the course will stress materials selection. The second part of the course will focus on polymeric materials and design with polymers. The final part of the course will focus on design against failure
Style: 100% Lecture.
Grading: 30% mid exam, 40% final exam, 30% written homework.

ME 5241 Computer-Aided Engineering
A-F only, 4 credit(s);
Instructor: Kelso, Frank M
Description: Student may contact the instructor or department for information.

ME 5286 Robotics
A-F only, 4 credit(s);
Instructor: Morellas, Vassilios
Description: The course deals with four major components: the robot manipulator (or more commonly known as the robot arm), robot vehicles, image processing and embedded computing. Lecture topics fall into two of these categories - the manipulator and image
processing. Topics covered under robot manipulators include the mathematics of a 6 degree of freedom machine operating in a 3D world and the control of robot position, velocity, path and force. These require knowledge about their forward and inverse kinematics, the mathematics of homogeneous transformations and coordinate frames, the Jacobian and velocity control, task programming, computational issues related to robot control, determining path trajectories, reaction forces, manipulator dynamics and control. Topics under computer vision include: image sensors, digitization, preprocessing, thresholding, edge detection, segmentation, feature extraction, classification, frequency domain techniques, and 3D analysis. Main project: Design and implement a guidance controller for a truck. Skeleton code is provided. The goal is to write the remaining code needed to guide a virtual truck along a specified path on a given road. There will also be several smaller projects dealing with the computer vision part of the course. Prerequisite: ME3281 System Dynamics and Control, or equivalent. Recommended: Background in C programming. However, it is possible to pick up what you need in the first few weeks of class.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 50% special projects, 50% quizzes.

**Exam Format:** Solve problems (open book, open notes)

### ME 5341 Case Studies in Thermal Engineering and Design

**A-F only, 4 credit(s);**

**Instructor:** Sparrow, Ephraim M

**Description:** This course may be the most useful among those offered in mechanical engineering. Real-world engineering problems are brought into the classroom. To solve problems of such real complexity, powerful computational tools are taught. These include ANSYS thermal (heat conduction), ANSYS structural and thermal stresses. The main part of the course is computational fluid dynamics (CFD). For this, CFX software is taught. These software codes are applied to numerous real-world problems. No prior experience with software is needed. No exams or quizzes. No textbook. Two projects. One-on-one computer lab help is available.

### ME 5344 Thermodynamics of Fluid Flow With Applications

**A-F only, 4 credit(s);**

**Instructor:** Strykowski, Paul John

**Description:** Student may contact the instructor or department for information.

### ME 5351 Computational Heat Transfer

**A-F only, 4 credit(s);**

**Instructor:** Garrick, Sean Clifford

**Description:** Numerical solution of heat conduction and analogous physical processes. Development and use of a computer program to solve complex problems involving steady and unsteady heat conduction, fully developed flow and heat transfer in ducts, flow in porous media, and other special applications. Use of the computer program for design and optimization.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 80% special projects, 5% in-class presentation, 15% problem solving.

### ME 5461 Internal Combustion Engines

**A-F only, 4 credit(s);**

**Instructor:** Kittelson, David Burnell

**Description:** Student may contact the instructor or department for information.

### ME 8001 Research Ethics and Professional Practice

**No Grade, 0 credit(s);**

**Instructor:** Heberlein, Joachim Viktor R

**Description:** Student may contact the instructor or department for information.

### ME 8113 Advanced Aerosol/Particle Engineering

**A-F only, 3 credit(s);**

**Instructor:** Hogan, Chris

**Description:** Student may contact the instructor or department for information.

### ME 8222 New Product Design and Business Development II

**A-F only, 4 credit(s);**

**Instructor:** Durfee, William K

**Description:** See web site for course description.

### ME 8229 Finite Element Methods for Computational Mechanics: Transient/Dynamic Problems
ME 8243 Topics in Design: Smart Products
A-F only, 4 credit(s); max credits 12, 3 completions allowed;
Instructor: Durfee, William K
Description: Student may contact the instructor or department for information.

ME 8281 Advanced Control System Design
A-F only, 4 credit(s);
Instructor: Li, Perry Y
Description: Student may contact the instructor or department for information.

ME 8342 Convection
A-F only, 3 credit(s);
Instructor: Simon, Terrence W
Description: Student may contact the instructor or department for information.

ME 8362 Introduction to Plasma Technology
A-F only, 3 credit(s);
Instructor: Heberlein, Joachim Viktor R
Description: Student may contact the instructor or department for information.

ME 8381 Bioheat and Mass Transfer
3 credit(s);
Instructor: Bischof, John C
Description: Student may contact the instructor or department for information.

ME 8773 Graduate Seminar
S-N only, 1 credit(s);
Instructor: Girshick, Steven L
Description: Seminars by invited speakers covering a broad range of topics of interest to graduate students in mechanical engineering. Speakers come from academia, national laboratories and industry. Students taking the seminar for a second time should register for ME8774.
Style: 100% Lecture.
Grading: 100% attendance.

ME 8774 Graduate Seminar
S-N only, 1 credit(s);
Instructor: Girshick, Steven L
Description: Seminars by invited speakers covering a broad range of topics of interest to graduate students in mechanical engineering. Speakers come from academia, national laboratories and industry. Students taking the seminar for a second time should register for ME8774.
Style: 100% Lecture.
Grading: 100% attendance.

ME 8794 Mechanical Engineering Research
S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Durfee, William K
Description: Student may contact the instructor or department for information.

ME 8951 Plan B
S-N only, 3 credit(s);
Instructor: Kortshagen, Uwe Richard
Description: Student may contact the instructor or department for information.

Medical Industry Leadership Institute  4-145 Carlson School of Management
MILI 5990 The Healthcare Marketplace
A-F only, 3 credit(s);
Instructor: Parente, Stephen T
Description: Student may contact the instructor or department for information.

MILI 5995 Medical Industry Valuation Laboratory
A-F only, 2 credit(s);
Instructor: Nelson, Randall Stephen
Description: Student may contact the instructor or department for information.

MILI 6235 Pharmaceutical Industry: Business and Policy
A-F only, 2 credit(s);
Instructor: Connor, Robert Alan
Description: Pharmaceutical Industry: Business and Policy: This course is a joint venture of the Carlson School of Management and the College of Pharmacy at the University of Minnesota. In addition to academic faculty from these schools, the course also engages the participation of key leaders in the pharmaceutical industry and the health sector in general. The panel format, followed by receptions during which students can meet executives, facilitates opportunities for interaction among guest faculty and students. This course is designed to engage full-time and working professional students in the fields of management and pharmacy though interdisciplinary exposure to key business and policy aspects of the pharmaceutical industry. For general management students, it provides exposure to the technical, clinical and policy issues of the pharmaceutical industry. For pharmacy students, it provides additional exposure to the business, financial, and entrepreneurial aspects of the pharmaceutical industry. For all, it provides an excellent opportunity for interdisciplinary learning and networking.

MILI 6589 Medical Technology Evaluation and Market Research
A-F only, 2 credit(s);
Instructor: Parente, Stephen T
Description: Hands-on experience in creating a value proposition for new medical technologies. Leadership pathways in medical technology, insurance, and delivery industries. Personal input from industry leaders United Health Group, Medtronic, and Mayo Clinic.

MILI 6990 The Health Care Marketplace
A-F only, 2 credit(s);
Instructor: Parente, Stephen T
Description: Survey of trillion dollar medical industry. Physician/hospital services, insurance, pharmaceuticals, medical devices, information technology. Scale, inter-relationships, market opportunities, barriers.

MILI 6991 Anatomy and Physiology for Managers
A-F only, 2 credit(s);
Instructor: Hertzberg, Jeffrey K
Description: Overview of medical vocabulary/physiology of major body systems. Understanding current clinical practice. Market opportunities of major body systems, Medical technology innovation.

MILI 6995 Medical Industry Valuation Laboratory
A-F only, 2 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Interdisciplinary student teams create rapid production market analysis of promising medical technologies/services to determine potential for success in market. Exposure to University innovations, venture firms, inventors.

MILI 6996 Medical Industry Valuation Laboratory II
A-F only, 2-4 credit(s), max credits 10, 3 completions allowed;
Instructor: Nelson, Randall Stephen
Description: Student may contact the instructor or department for information.

MILI 6999 Independent Study
A-F only, 1-8 credit(s), max credits 16;
Instructor: STAFF
Description: Student may contact the instructor or department for information.
Medicinal Chemistry  8-101 Weaver-Densford Hall

MedC 5710 General Principles of Medicinal Chemistry
   A-F only, 2 credit(s);
   Instructor: Hanna, Patrick E.
   Description: Student may contact the instructor or department for information.

MedC 8002 General Principles of Medicinal Chemistry
   A-F only, 3 credit(s);
   Instructor: Amin, Elizabeth Ambrose
   Description: Student may contact the instructor or department for information.

MedC 8100 Medicinal Chemistry Seminar
   1 credit(s), max credits 6, 6 completions allowed;
   Instructor: Abul-Hajj, Yusuf J
   Description: Student may contact the instructor or department for information.

MedC 8420 Natural Products Chemistry
   A-F only, 3 credit(s);
   Instructor: Fecik, Robert A
   Description: Student may contact the instructor or department for information.

MedC 8700 Advanced Concepts in Drug Design
   A-F only, 2 credit(s); 5600 or instr consent
   Credit will not be granted if credit has been received for: PHAR 6247H;
   Instructor: Fecik, Robert A
   Description: Student may contact the instructor or department for information.

MedC 8800 Medicinal Chemistry Laboratory Techniques
   S-N only, 1-2 credit(s), max credits 4, 4 completions allowed;
   Instructor: Ferguson, David M
   Description: Student may contact the instructor or department for information.

MedC 8900 Research in Medicinal Chemistry
   A-F only, 1-4 credit(s), max credits 8, 8 completions allowed;
   Instructor: Ferguson, David M
   Description: Student may contact the instructor or department for information.

Medieval Studies  131 Nolte Center

MeSt 1200 Topics: Medieval Narratives in the Modern World
   3 credit(s);
   Instructor: Karras, Ruth Mazo
   Description: Some of the greatest stories in world literature?Knights of the Round Table, dragon-slayers, djinn performing magic, pilgrims descending to Hell?date from the Middle Ages, but have been retold in various forms between then and now to serve a variety of purposes. They have formed the basis of national myths, provided rationale for defining some people as different, strengthened religious beliefs, idealized love, and provided excellent entertainment. In this class we will read medieval texts from Western Europe, the Arab world and Persia, and look at some of the ways these stories have been retold in the modern era in fiction (both adult and children?), film, and the visual arts. We will discuss what the narratives meant to the societies that created them and how they have been interpreted differently in modern cultures. Students will do an in-class presentation based on research into a modern work of their choice and the way it uses medieval history and literature, and will create their own modern interpretation of a medieval text in their choice of medium and genre.

MeSt 3600 The Renaissance
   3 credit(s); Credit will not be granted if credit has been received for: CLA 3600;
   Instructor: Noakes, Susan J
   Description: Student may contact the instructor or department for information.
MeSt 3610 Topics in Medieval Studies: The Making of Modern Marriage in Medieval France  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Noakes,Susan J  
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Military History of Medieval Western Europe  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Bachrach,Bernard S  
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Art of India  
4 credit(s), max credits 24, 8 completions allowed;  
Instructor: Asher,Frederick M  
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: History of the Crusades  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Reyerson,Kathryn L  
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Age of Constantine the Great  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Nicholson,Oliver  
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Medieval Narratives in the Modern World  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Karras,Ruth Mazo  
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Women in Medieval Europe  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Hill,Gabriel  
Description: The course offers an introduction to the experiences of women in the Middle Ages. It focuses on the close examination of primary and secondary works dealing with women in medieval Europe. We will not be addressing the broad outlines of medieval history; instead, we will be examining how events and ideas shaped the lives of women. Topics will include religion, work, marriage, family, marriage, sex, and a variety of other topics. We will examine how ideas about these topics changed between 500-1500. Grades will be determined by participation in class discussions, presentations on topics chosen and researched by students, and book reviews. Grading: 30% reports/papers, 10% special projects, 30% in-class presentation, 30% class participation.

MeSt 3610 Topics in Medieval Studies: The Dark Ages Illumined: Medieval Europe to 1050  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Qureshi,Basit H  
Description: The year 476 AD supposedly heralded the death of ‘Roman Civilization’ and all that was good in the West, ushering in centuries of political fragmentation, rudimentary socioeconomic structures (mud huts), religious superstition, and general barbarianism—the so-called "Dark Ages." Such is said to have been the fate of Europe until its miraculous rebirth and global expansion in later medieval period. This class serves as a corrective for such a narrative. Beginning in the third century, we will investigate how Rome did not so much fall as it transformed into a dynamic series of kingdoms which eventually formed the basis for the modern states of Europe. Topics include the barbarian/Germanic migrations, the conversion of Europe to Latin Christianity, the Mediterranean trade networks and their connections with the transcontinental Silk Trade, the Carolingian renaissance, the Viking invasions, and the "feudal anarchy" of post-Carolingian Europe. We will end with an overview of the Norman conquest of England, the First Crusade, and the church-state conflict of the later eleventh century. This class also features a significant comparative focus; medieval Europe did not exist within a geographic bubble. As such, we will investigate the rise of the Islamic caliphates and the continuing existence of the Eastern Roman (Byzantine) Empire as models and pressures which challenged the development of early medieval Europe. Throughout the class, we will also take note of how contemporary concerns have informed and often misinformed the study of history during the modern era, sometimes for explicit propagandistic purposes. Finally, weekly discussions will revolve around primary source readings and visual materials which will form the basis of your papers for the course.  
Style: 66% Lecture, 33% Discussion.  
Grading: 15% mid exam, 25% final exam, 40% reports/papers, 20% class participation.
Exam Format: Multiple choice, short answer, and essay

MeSt 4610 Intermediate Topics in Medieval Studies: Gothic Architecture
3 credit(s), max credits 32, 8 completions allowed;
Instructor: Satkowski, Leon
Description: Student may contact the instructor or department for information.

MeSt 4610 Intermediate Topics in Medieval Studies: Old English II
3 credit(s), max credits 32, 8 completions allowed;
Instructor: Scheil, Andrew
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: Art of Islamic Iran
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Asher, Catherine B
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: Climate Change in Pre-modern Europe
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Bachrach, Bernard S
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: New Directions in the Middle Ages, 1100-1500
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Reyerson, Kathryn L
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: Old Norse Poetry
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Liberman, Anatoly
Description: This course will be devoted to Old Icelandic poetry, of which there are two varieties: eddic (with reference to the songs preserved in the so-called Elder, or Poetic, Edda) and skaldic. Skaldic poetry is a genre known only from medieval Scandinavia. There are enough texts in Gordon’s Introduction to Old Norse for a whole semester, but if we happen to finish all of them before the semester is over, we will read an extra song or part of it from the Edda. This is an unusually informal course. It presupposes no tests or papers. Its goal is to introduce the students to one of the greatest poetic traditions of mediaeval Europe. Those who will enroll in it will come away with the sufficient skills for reading the Edda and the skalds on their own. Although the department has a website with a detailed Companion to Gordon’s textbook, attendance is crucial, because readings will be supplemented by short lectures on the structure of the poetic text, the technique of translation, and comparison of Old Norse poetry with its analogs in Anglo-Saxon England. The only requirements are regular attendance and being fully prepared for each week’s class work.

MeSt 5610 Advanced Topics in Medieval Studies: Chaucer
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Cihlar, James Jay
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: Music and Culture in the Middle Ages
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Currie, Gabriela
Description: Music Informatics Seminar In this seminar we discuss topics about latest developments in computer and music, it includes students' talks about own and others' published work. It also strongly relates to our own programming environment rubato composer (in Java), but working with rubato is not a prerequisite. The seminar is the core meeting hour for our new music informatics group at the University of Minnesota. We want to exchange interests and knowledge about this very active field. Professor Mazzola has been active since 1984 in this field, including the development of the presto composition software and the rubato universal platform for performance, analysis, and composition. He is also the president of the Society for Computation and Mathematics in Music, and has led such a research group at the CS department of the University of Zurich from 1992 to 2006. The seminar should generate an intense booster for working and publishing in this field.

MeSt 5610 Advanced Topics in Medieval Studies: Pre-Columbian Art of the Andes
MeSt 8110 Seminar in Medieval Studies: The Romance of the Rose
A-F only, 3 credit(s), max credits 48, 16 completions allowed;
Instructor: Franklin-Brown, Mary
Description: Student may contact the instructor or department for information.

MeSt 8110 Seminar in Medieval Studies: Roman de Fauvel and 14th-century France
A-F only, 3 credit(s), max credits 48, 16 completions allowed;
Instructor: Currie, Gabriela
Description: Student may contact the instructor or department for information.

MeSt 8110 Seminar in Medieval Studies: Ancient and Medieval Political Thought
A-F only, 3 credit(s), max credits 48, 16 completions allowed;
Instructor: Tronto, Joan C
Description: Student may contact the instructor or department for information.

Microbial Engineering  240 Gortner Lab

MicE 5309 Biocatalysis and Biodegradation
3 credit(s); chemistry through organic chemistry; knowledge of word processing, e-mail, access to World Wide Web, access to college-level science library recommended; Credit will not be granted if credit has been received for: BIOC 5309;
Instructor: Wackett, Lawrence Philip
Description: Student may contact the instructor or department for information.

MicE 5355 Advanced Fermentation and Biocatalysis Laboratory
S-N only, 1 credit(s);
Instructor: Schendel, Frederick Joh
Description: Student may contact the instructor or department for information.

Microbiology  1460 Mayo (Box 196)

MicB 3301 Biology of Microorganisms
A-F only, 5 credit(s); [Biol 1002 or Biol 1009 or Biol 2002], Chem 2301, Concurrent registration is required (or allowed) in Chem 2302; Credit will not be granted if credit has been received for: VBS 2032;
Instructor: Mohr, Christian D
Description: Microbiology 3301 will provide an extensive overview of the microbial world highlighting the structure, function, and diversity of microorganisms including bacteria, fungi, protozoa and viruses. Topics will include microbial taxonomy, anatomy, physiology, biochemistry, molecular biology and ecology. Microbial pathogenesis, immunology and infectious disease will also be presented and discussed.

MicB 3303 Biology of Microorganisms
A-F only, 3 credit(s); Biol 2002, Biol 2003, Biol 2004, Chem 1021, Chem 1022, Chem 2301, Concurrent registration is required (or allowed) in Chem 2302; Credit will not be granted if credit has been received for: MicB 3301;
Instructor: Mohr, Christian D
Description: Microbiology 3303 will provide an extensive overview of the microbial world highlighting the structure, function, and diversity of microorganisms including bacteria, fungi, protozoa and viruses. Topics will include microbial taxonomy, anatomy, physiology, biochemistry, molecular biology and ecology. Microbial pathogenesis, immunology and infectious disease will also be presented and discussed.

MicB 4121 Microbial Ecology and Applied Microbiology
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: MICB 4141W
Instructor: Schiff, Leslie Ann
Description: MicB 4141W is a writing intensive virology course aimed at upper level undergraduates. The lecture portion of the course is identical to, and meets with, MicB 4171. Microbiology majors have priority for the seats in 4141W. The course is a principle-based discussion of virology, emphasizing common reactions that must be completed by all viruses for successful replication within a host cell and survival within a host population. The molecular basis of alternative replication cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures are combined with active learning techniques and activities. We will use iClickers to engage with the material and each other. 4141W and 4171 have an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted. 4141W students will also participate in ~7 mandatory small group meetings, focused on writing in the discipline. NOTE: The attached syllabus is the final draft from last year— you can expect some changes as I evolve the course every year to make it better!
Style: 60% Lecture, 23% Discussion, 15% Small Group Activities, 2% Guest Speakers. Active learning, discussion
Grading: 28% final exam, 22% reports/papers, 10% written homework, 30% additional semester exams, 5% in-class presentation, 5% other evaluation. iClicker questions/quizzes together will count for 5% of the total achievable points.
Exam Format: Multiple choice, short answer, short essay. Online study guides preview many of the possible essay questions.

MicB 4151 Molecular and Genetic Bases for Microbial Diseases
3 credit(s);
Instructor: Cleary PhD, Paul Patrick
Description: MicB 4151 will explore the biochemical and genetic basis for bacterial and fungal infections. The first few weeks will focus on emerging infections and the evolution of microbial pathogens. Remaining lectures and exercises will investigate the action of microbial toxins, the importance of nutrition and surface molecules as determinants of host-tissue specificity of infection, and mechanisms by which microbes avoid or counter human immunological defenses. The course is targeted at advanced biology undergraduates and graduate students in microbiology, veterinary medicine, food microbiology and other professional biology related programs. 40% of the class are microbiology majors. Knowledge of basic microbiology, immunology and molecular biology is important. The text book is required. Grades will be based on three examinations, team research paper and assignments, in class participation and an individual research paper. The final grade is not curved.
Style: 60% Lecture, 15% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.
Grading: 62% mid exam, 32% reports/papers, 1% in-class presentation, 5% problem solving.
Exam Format: Short essay

MicB 4171 Biology, Genetics, and Pathogenesis of Viruses
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: MICB 4141W;
Instructor: Schiff, Leslie Ann
Description: MicB 4171 is aimed at upper level undergraduates. The course content is appropriate for majors in biology, microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences. This course is a principle-based (not a virus-by-virus) discussion of virology, emphasizing common reactions that must be completed by all viruses for successful replication within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures are combined with active learning techniques and activities. We will use iClickers to engage with the material and each other. MicB 4171 has an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted. 4171 is IDENTICAL to 4141W with the exception that 4141W students will also participate in small group meetings, focused on writing in the discipline, and complete additional assignments. NOTE: The attached syllabus is the final draft from last year. You can expect some changes as I evolve the course every year to try to improve it!
Style: 70% Lecture, 12% Discussion, 15% Small Group Activities, 3% Guest Speakers.
Grading: 45% mid exam, 35% final exam, 10% written homework, 5% in-class presentation, 5% other evaluation. iClicker questions/quizzes together will count for 5% of the total achievable points.
Exam Format: Multiple choice, short answer, short essay. Online study guides preview many of the possible essay questions.

MicB 4235 Advanced Laboratory: Virology, Immunology, and Microbial Genetics
3 credit(s);
Instructor: Bresnahan, Wade A
Description: This laboratory course provides students with hands-on training using state-of-the-art molecular biology techniques to address fundamental questions in biology. Emphasis will be placed on techniques related to virology, immunology, bacterial genetics, and molecular biology, however, all techniques covered in this course are widely used in all biology specialties (i.e., neurobiology, genetics, cell biology, etc). Specific topics covered in the course include DNA, RNA, and protein analysis, gene cloning, virus propagation, flow cytometry, bioassays, and cell culture techniques.
Style: 10% Lecture, 10% Discussion, 80% Laboratory.
Grading: 40% mid exam, 20% final exam, 25% reports/papers, 5% quizzes, 5% written homework, 3% in-class presentation, 2% class participation.
Exam Format: Multiple choice, matching, true/false, short answer, and essay questions.

MicB 4793W Directed Studies: Writing Intensive
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Schiff, Leslie Ann
Description: Student may contact the instructor or department for information.

MicB 4794W Directed Research: Writing Intensive
S-N only, 1-7 credit(s), max credits 15, 15 completions allowed; Meets CLE req of Writing Intensive
Instructor: Peterson MD, Erik Jon
Description: Student may contact the instructor or department for information.

MicB 4994 Directed Research
S-N only, 1-7 credit(s), max credits 7, 1 completion allowed;
Instructor: Cleary PhD, Paul Patrick
Description: Student may contact the instructor or department for information.

Microbiology, Immunology, and Cancer Biology 1460 Mayo (Box 196 UMHC)

MICa 5000 Practicum: Teaching
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Mohr, Christian D
Description: Student may contact the instructor or department for information.

MICa 8003 Immunity and Immunopathology
4 credit(s);
Instructor: Jenkins, Marc
Description: Student may contact the instructor or department for information.

MICa 8004 Cellular and Cancer Biology
A-F only, 4 credit(s);
Instructor: Mc Carthy, James B
Description: Student may contact the instructor or department for information.

MICa 8009 Biochemical Aspects of Normal and Abnormal Cell Growth and Cell Death
2 credit(s);
Instructor: Ahmed PhD, Khalil
Description: Student may contact the instructor or department for information.

MICa 8013 Translational Cancer Research
A-F only, 2 credit(s);
Instructor: Largaespada, David Andrew
Description: Student may contact the instructor or department for information.

MICa 8013 Translational Cancer Research
A-F only, 2 credit(s);
Instructor: Dudek, Arkadiusz Zbigniew
Description: Student may contact the instructor or department for information.

MIcA 8014 Small RNA Biology
A-F only, 2 credit(s);
Instructor: Subramanian PhD, Subree
Description: Student may contact the instructor or department for information.

MIcA 8094 Research in Microbiology, Immunology, and Cancer Biology
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Mc Carthy, James B
Description: Student may contact the instructor or department for information.

MIcA 8910 Seminar: Faculty Research Topics
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Jameson, Steven Phillip
Description: Student may contact the instructor or department for information.

MIcA 8920 Seminar: Student Research Topics
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Pennell PhD, Christopher A
Description: Student may contact the instructor or department for information.

**Military Science** 110 Armory

**Mil** 104 MS I Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

**Mil** 204 MS II Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: Leard, David Allen
Description: Student may contact the instructor or department for information.

**Mil** 304 MS III Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: Phillips, Ryan Davis
Description: Student may contact the instructor or department for information.

**Mil** 404 MS IV Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: DuFault, Frederick Joseph
Description: Student may contact the instructor or department for information.

**Mil** 1102 Introduction to Tactical Leadership
A-F only, 1 credit(s);
Instructor: Moore, Charles E. H.
Description: Student may contact the instructor or department for information.

**Mil** 1202 Foundations of Tactical Leadership
A-F only, 2 credit(s);
Instructor: Leard, David Allen
Description: Student may contact the instructor or department for information.

**Mil** 3302 Applied Team Leadership
Mil 3402 Leadership in a Complex World
A-F only, 3 credit(s);
Instructor: Phillips, Ryan Davis
Description: Student may contact the instructor or department for information.

Mil 3502 Marksmanship Training Programs
A-F only, 2 credit(s);
Instructor: Lykens, David A
Description: Style: 30% Lecture, 60% Laboratory, 5% Student Presentation, 5% Demonstration.
Grading: 10% mid exam, 40% final exam, 10% quizzes, 25% attendance, 15% laboratory evaluation.

Mil 3970 Military History
A-F only, 3 credit(s);
Instructor: Hofius, Chad
Description: Student may contact the instructor or department for information.

Modern Greek 214 Social Sciences Tower

MdGk 1002 Beginning Modern Greek II
4 credit(s);
Instructor: Stavrou, Theofanis G
Description: Student may contact the instructor or department for information.

MdGk 3993 Directed Study
1-5 credit(s), max credits 12, 12 completions allowed;
Instructor: Stavrou, Soterios G
Description: Student may contact the instructor or department for information.

Molecular Cellular Developmental Biol and Genetics 250 Biological Sciences

MCDG 8900 Student Research Seminar
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Conklin, Kathleen F
Description: Student may contact the instructor or department for information.

MCDG 8950 Teaching Practicum
S-N only, 1 credit(s), max credits 2;
Instructor: Conklin, Kathleen F
Description: Student may contact the instructor or department for information.

MCDG 8994 Research
S-N only, 1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Conklin, Kathleen F
Description: Student may contact the instructor or department for information.

Mortuary Science A-275 Mayo (Box 740)

Mort 3005 History of Funeral Service
A-F only, 2 credit(s);
Instructor: Mathews, Michael Clark
Description: Student may contact the instructor or department for information.
Mort 3014 Funeral Service Rules and Regulations
A-F only, 2 credit(s);
Instructor: Mathews, Michael Clark
Description: Student may contact the instructor or department for information.

Mort 3016 Funeral Service Marketing and Merchandising
A-F only, 3 credit(s);
Instructor: Woosley, Angela
Description: Student may contact the instructor or department for information.

Mort 3019 Funeral Practice II
A-F only, 3 credit(s);
Instructor: LuBrant, Michael P
Description: Student may contact the instructor or department for information.

Mort 3022W Funeral Service Arrangements
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Woosley, Angela
Description: Student may contact the instructor or department for information.

Mort 3030 Funeral Service Law
A-F only, 2 credit(s);
Instructor: Meslow, Doug
Description: Student may contact the instructor or department for information.

Mort 3050 Pathology
A-F only, 3 credit(s);
Instructor: Mathews, Michael Clark
Description: Student may contact the instructor or department for information.

Mort 3051 Restorative Art
A-F only, 2 credit(s);
Instructor: LaCourt, Jody Lynn
Description: Student may contact the instructor or department for information.

Mort 3061 Embalming Theory
A-F only, 3 credit(s);
Instructor: LaCourt, Jody Lynn
Description: Student may contact the instructor or department for information.

Mort 3065 Embalming Chemistry
A-F only, 2 credit(s);
Instructor: Mathews, Michael Clark
Description: Student may contact the instructor or department for information.

Mort 3090 Independent Study Project
1-15 credit(s), max credits 30;
Instructor: LuBrant, Michael P
Description: Student may contact the instructor or department for information.

Mort 3091W Independent Study in Funeral Service
1-4 credit(s), max credits 4, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: LuBrant, Michael P
Description: Student may contact the instructor or department for information.

Mort 3151 Restorative Art Laboratory
A-F only, 1 credit(s), max credits 2;
Instructor: LaCourt, Jody Lynn
Description: Student may contact the instructor or department for information.

Mort 3161 Embalming Laboratory
A-F only, 1 credit(s), max credits 2;
Instructor: LaCourt, Jody Lynn
Description: Student may contact the instructor or department for information.

Mort 3379 Clinical Funeral Service Rotation
S-N only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Woosley, Angela
Description: Student may contact the instructor or department for information.

Mort 3380 Funeral Service Practicum
S-N only, 8 credit(s);
Instructor: LuBrant, Michael P
Description: Student may contact the instructor or department for information.

Moving Image Studies 235 Nicholson Hall

MlmS 5002 Advanced Film Analysis
A-F only, 0-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Mowitt, John W
Description: Variation on a joke: two friends exit a movie theater. Their conversation is animated, even intense. They disagree about the meaning and significance of the film they have just screened. More than a dispute about taste, theirs is a dispute about signs: what did the character actually say? Did the shot frame her from above or below? Was there music throughout the scene, or only when the enemies were not speaking? What music? Does the logic of the narrative statement map the political territory of the ?post-911 world?? You get the picture. How do these friends meaningfully and precisely disagree? About what exactly? The intensity of their dispute is only partly about the affect of disputation. It is also about the film. Some ?thing? they paid to screen. This course is intended to be an extended application of the technique of ?textual analysis? applied, ideally but not necessarily, to a single film. Students will work collaboratively to ?read? (discern and interpret) all the component elements (sounds and images) of what the film says and how it says it. The collaborative work will be organized around three ?teams? broken down into study groups: the semioticians, the political economists and the philosophers. The objective of the course is to teach students how to develop the analytical skills by which to attach with meticulous precision their interpretation of a film to its actual details.

MlmS 5010 Topics in Moving Image Studies
A-F only, 2-4 credit(s), max credits 8;
Instructor: Leppert, Richard
Description: Student may contact the instructor or department for information.

Multidisciplinary Studies 20 Ruttan Hall

MdS 3001W Introduction to Multidisciplinary Studies
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Redoute, Karolyn Mary
Description: This course is specifically designed for transfer or returning students who wish to complete a degree at the University of Minnesota after a two-year break in their education. The course will focus on the creation of a proposal for study for the Multidisciplinary Studies Degree, which includes a statement of purpose, a reflective essay on your education, and a rationale for courses chosen for the degree. Readings will come from an anthology and from e-reads. These are designed to help you contemplate your areas of study, while also providing you with models of personal writing. Readings are assessed by small papers and short quizzes. The major project is a 15-page proposal of study which requires constant revision. The course website may be from a prior semester and is subject to change.

MdS 3001W Introduction to Multidisciplinary Studies
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Garrett, Lisa Ann
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Designed for returning adult students admitted to the Multidisciplinary Studies (MdS) degree. Students develop the skills for creating a proposal of study while cultivating an understanding of the fundamental aspects of a baccalaureate degree at the University of Minnesota. The role of an undergraduate degree in a lifetime of learning will be explored through critical reflection. Students will produce a MdS Proposal for Plan of Study and formulate a plan of courses and projects through which to complete a degree.
Style: Online with handwritten exams
Grading: 15 online discussions (12%) - 4 writing preparation activities (4.25%) - Lifework activities (3.75%) - 8 Academic Journal assignments (11.25%) - Educational Autobiography (40%) - Quality points (3.75%) - 10 quizzes and 2 exams (25%)
Exam Format: In-person, proctored exams

Museum Studies 300 Bell Museum

MSt 5012 Museum Practices
A-F only, 3 credit(s);
Instructor: King, Lyndel Irene
Description: This course focuses on the practical, real world issues of museums more than theory or history. Lyndel King, Director and Chief Curator of the Weisman Art Museum, will coordinate the class, but other Weisman staff and staff of various museums in town will participate.
Grading: 25% mid exam, 25% final exam, 40% written homework, 10% class participation.

MSt 5020 Internship
S-N only, 1-6 credit(s), max credits 32, 32 completions allowed;
Instructor: King, Lyndel Irene
Description: Student may contact the instructor or department for information.

MSt 5020 Internship
S-N only, 1-6 credit(s), max credits 32, 32 completions allowed;
Instructor: Nelson-Mayson, Lin
Description: Student may contact the instructor or department for information.

Music 100 Ferguson Hall

Mus 1001 Fundamentals of Music
3 credit(s);
Instructor: STAFF
Description: An introduction to the musical notation and structure of Western music. This course is intended for non-music majors and will cover the following topics: rhythm, pitch, meter, keyboard, major/minor scales, intervals, chords, and harmony. Course work is participatory and includes singing, playing instruments, clapping and aural perception. Grades are determined from assignments, quizzes, a paper and mid-term and final exams. Class time includes two lectures and one lab per week. The syllabus is on the class web. (Note: this class includes four lab sections: 002, 003, 004, and 005.)
Style: 66% Lecture, 33% Laboratory.
Grading: 10% mid exam, 15% final exam, 10% reports/papers, 20% quizzes, 20% laboratory evaluation, 25% problem solving.
Exam Format: Multiple choice and written answer; written and aural examination

Mus 1001 Fundamentals of Music
3 credit(s);
Instructor: Damschroder, David A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Perhaps you assumed that you could complete a music fundamentals course just by reading and memorizing facts. Not in this course! If it helps, keep in mind that the only person who will hear your singing will be the instructor. And remember, you will not be evaluated for the quality of your voice, but only on whether you can sing the right notes at the right times. After you have completed this course, you should be able to: --read and write pitch notation in treble or bass clef; --read and write music in a variety of meters; --name and construct intervals, scales, and chords; --analyze a chord progression; --distinguish the sound of one interval, triad, or scale from another; --perform melodies written in a variety of keys and meters, by both singing and
Mus 1021 Introduction to Music
3 credit(s); Credit will not be granted if credit has been received for: MUS 3021; Meets CLE req of Arts/Humanities
Instructor: Grayson, David Alan
Description: For non-majors (no prior knowledge of music required or assumed): Musical Masterpieces of the Millennium, from Gregorian Chant to Jazz. The course begins with fundamentals—the elements of music (rhythm, melody, harmony, texture, etc.) and their notation—but the emphasis will be on the psychology of perception: What do we perceive when we listen to music? The goal is to develop listening skills in order to enhance understanding and enjoyment. An exploration of music from developments music of the era rough spanning 1950 to 1970. We include both African-American and European-American styles, as well as styles bearing the influences of other ethnic groups.
Style: Online
Grading: Song Analysis--12% In My Life Essays--36% Come Together Essays--48% Discussion Questions--4%

Mus 1014 Rock II: Rock Music from 1970 to the Present
3 credit(s); Meets CLE req of Arts/Humanities; Meets CLE req of Diversity and Soc Justice US
Instructor: Mercer-Taylor, Peter J
Description: For non-majors (no prior knowledge of music required or assumed). This course takes up the history of rock around 1970, toward the end of what many consider its Golden Age. From the emergence of "progressive" rock in the early '70s, we will trace the course of rock and related styles to the present day, considering punk, new wave, heavy metal, hip-hop, alternative, grunge, and a range of repetitive, technology-driven styles (house, techno, etc.). Most of our attention will be focused on how rock functions as a musical style, and how the structure and language of its music interact with what it appears to be trying to say. But we will consider, as well, the uses to which rock and related styles have been put through this period, how they have contributed to ideas of youth culture, race identity, gender identity, and other social formations. The music of the course is considered within its broader cultural context, as well, and you should come prepared to watch movies, read a couple of short novels, dissect music videos, and surf the Web.
Style: 60% Lecture, 40% Discussion.
Grading: 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.
Exam Format: Short-answer questions and brief essays

Mus 1013 Rock I: The Historical Origins and Development of Rock Music to 1970
A-F only, 3 credit(s);
Instructor: Lubet, Alex J
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Rock music has been an enormously influential and reflexive social force. It is thus common in higher education to study rock primarily as sociology, history, English literature, and fashion—seemingly as anything but the music that is its essence. This course is an exception. Rock music is examined here principally as music—by a practicing musician. This by no means implies that rock's powerful social implications will be ignored, only that the potency of its social energy emanates from its uniquely compelling sound. For the purposes of this course, rock music will be construed to include all youth-based and youth-inspired American and American-influenced popular music of the era roughly spanning 1950 to 1970. We include both African-American and European-American styles, as well as styles bearing the influences of other ethnic groups.
Style: Online
Grading: 25% final exam, 50% reports/papers, 25% special projects. See syllabus for complete grading information.
Exam Format: Take-home exam
ending with works of the late twentieth century, including a smattering of musical comedy and jazz. Along the way we will examine masterpieces by Bach, Mozart, Beethoven, Chopin, Brahms, Stravinsky, and many other famous composers. Some opera videos will be shown. Listening to music in this class is sure to make it the highlight of your day!

**Style:** 85% Lecture, 15% Discussion.
**Grading:** 17% mid exam, 17% final exam, 33% reports/papers, 33% quizzes.
**Exam Format:** fill in the blanks

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**Mus 1051 Class Piano for Nonmusic Majors I**

**OPT No Aud, 2 credit(s);**

**Instructor:** STAFF

**Description:** A beginning course for non-music majors with little or no keyboard background. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 7th ed. by Elyse Mach. Mus 1051 covers Units 1-5, including intervals up to a fifth, major scales and key signatures, major and minor 5-finger patterns and triads, and accompaniments using I, IV and V7 chords.

**Style:** 10% Lecture, 90% Laboratory.
**Grading:** 20% mid exam, 25% final exam, 40% quizzes, 10% class participation, 5% other evaluation. two written projects
**Exam Format:** Individual keyboard performance (plus some written theory).

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**Mus 1052 Class Piano for Non Music Majors II**

**OPT No Aud, 2 credit(s);**

**Instructor:** STAFF

**Description:** Continuation of Mus 1051. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 7th ed. by Elyse Mach. Mus 1052 begins with a review of Mus 1051 and covers Units 6-10, including major and minor scales; intervals up to an octave; accompaniment styles; ABA form; syncopation; secondary chords; pedaling; other scale forms; harmonizing with i, iv, and V7 in minor; jazz styles; 2-hand accompaniments; and major and minor 7th chords.

**Style:** 10% Lecture, 90% Laboratory.
**Grading:** 20% mid exam, 25% final exam, 5% special projects, 40% quizzes, 10% class participation. 
**Exam Format:** Individual keyboard performance (plus some written theory).

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**Mus 1152 Piano: Class Lessons II**

**A-F only, 2 credit(s);**

**Instructor:** STAFF

**Description:** Continuation of MUS 1151, a beginning course for freshman music majors or minors with limited keyboard background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: Keyboard Musician by Lyke. 1152 covers chapters 5-8. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.

**Style:** 10% Lecture, 90% Laboratory.
**Grading:** 25% mid exam, 25% final exam, 30% quizzes, 20% class participation.
**Exam Format:** Individual keyboard performance.

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**Mus 1260 Voice Class**

**2 credit(s), max credits 4;**

**Instructor:** Grau, John Thomas

**Description:** Student may contact the instructor or department for information.

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**Mus 1260 Voice Class**

**2 credit(s), max credits 4;**

**Instructor:** Skovira, Katherine Anne

**Description:** Student may contact the instructor or department for information.

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**Mus 1260 Voice Class**

**2 credit(s), max credits 4;**

**Instructor:** Hynes, Laura
**Mus 1471 Guitar: Class Lessons I**
A-F only, 2 credit(s);
Instructor: STAFF
Description: Fundamentals for the beginning guitarist; progressive development of skills. Beginning finger-style technique. Introductory sight-reading skills. Emphasis on performance, practice methods, posture, and sound production. Students must furnish an acoustic guitar, preferably a nylon-string guitar.
Style: 40% Lecture, in-class performance
Grading: 25% mid exam, 25% final exam, 50% class participation.
Exam Format: performance

**Mus 1472 Guitar: Class Lessons II**
A-F only, 2 credit(s);
Instructor: Lake, Brendan Scott
Description: Student may contact the instructor or department for information.

**Mus 1501 Theory and Analysis of Tonal Music I**
A-F only, 2 credit(s);
Instructor: STAFF
Description: The first semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including sight-singing, ear-training, and keyboard performance. Music 1501 is intended primarily for music majors and music minors. Non-majors generally enroll in Mus 1001 unless they intend to continue in the theory sequence beyond a single term.
Style: 40% Lecture, 40% Discussion, 20% Laboratory.

**Mus 1502 Theory and Analysis of Tonal Music II**
A-F only, 2 credit(s);
Instructor: Gopinath, Sumanth S
Description: Student may contact the instructor or department for information.

**Mus 1511 Ear-Training and Sight-Singing I**
A-F only, 1 credit(s);
Instructor: Narum, Jessica D
Description: Student may contact the instructor or department for information.

**Mus 1512 Ear-Training and Sight-Singing II**
A-F only, 1 credit(s);
Instructor: Gopinath, Sumanth S
Description: Student may contact the instructor or department for information.

**Mus 1512 Ear-Training and Sight-Singing II**
A-F only, 1 credit(s);
Instructor: Thalmann, Florian
Description: Student may contact the instructor or department for information.

**Mus 1804 World Music**
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives
Instructor: STAFF
Description: If you love music, this is the course for you. The only prerequisite is curiosity. Whether you have musical training or not, music is an integral part of your life. You are not only surrounded by it, but you use it to define who you are and what you value in life. This is a great opportunity for non-music majors to get introduced to music from a world music perspective. Explore this exciting world and gain a crosscultural understanding of basic musical elements (rhythm, harmony, melody, texture, and timbre). You will be taken on a musical tour around the globe, focusing on a small number of representative cultures. Our goal is to understand how each representative musical case study fits into a larger cultural, social, and political context. What does it mean to be a musician? How does music relate to a culture's daily life and understanding of the universe? These are some of the questions we will be addressing. This course will broaden your horizons and sharpen your critical thinking. You will also have some hands-on musical experiences (you will not be evaluated on the basis of your musical ability). Using musical case studies from around
the world, we will explore differences in aesthetics that stem from different lifestyles and values. The course objectives will be accomplished through lectures, video viewing, lots of listening, some hands-on musical experience, selected readings, and assigned concert attendance.

**Mus 1909W Topics: Freshman Seminar: Experiencing the Creative Arts in Ghana**
A-F only, 3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Addo PhD, Akosua O
Description: Student may contact the instructor or department for information.

**Mus 3021 Introduction to Music**
3 credit(s); Credit will not be granted if credit has been received for: MUS 1021; Meets CLE req of Arts/Humanities
Instructor: Grayson, David Alan
Description: For non-majors (no prior knowledge of music required or assumed): Musical Masterpieces of the Millennium, from Gregorian Chant to Jazz. The course begins with fundamentals--the elements of music (rhythm, melody, harmony, texture, etc.) and their notation--but the emphasis will be on the psychology of perception: What do we perceive when we listen to music? The goal is to develop listening skills in order to enhance understanding and enjoyment. An exploration of musical from develops musical memory. After cultivating these listening skills, we will survey representative masterpieces of the past thousand years, starting with chant and ending with works of the late twentieth century, including a smattering of musical comedy and jazz. Along the way we will examine masterpieces by Bach, Mozart, Beethoven, Chopin, Brahms, Stravinsky, and many other famous composers. Some opera videos will be shown. Listening to music in this class is sure to make it the highlight of your day!
Style: 85% Lecture, 15% Discussion.
Grading: 17% mid exam, 17% final exam, 33% reports/papers, 33% quizzes.
Exam Format: fill in the blanks

**Mus 3029 American Music Cultures**
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Currie, Scott
Description: Student may contact the instructor or department for information.

**Mus 3045 The Avant-Garde**
A-F only, 3 credit(s);
Instructor: Lubet, Alex J
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid information. No one can truly "appreciate" music without the experiences of performance and composition. Taking as a point of departure the Avant-Garde's notions that all sounds are potentially musical and that all people are potentially musicians--ideas that are also among my most cherished musical beliefs--you will be asked to create a musical "performance event" that includes at least one of your own original compositions. While you may at first doubt your ability to accomplish this formidable artistic endeavor, let me assure you that, based on my years of experience teaching this course, you can do this and you will enjoy it! You may like it so much that, long after you have completed this course, you may, like several of my students, come to think of yourself as a composer and musician and continue to create and perform works of sonic art. Nothing would please me more.
Style: Online
Grading: Course Completion Calendar (1%) Seven journal assignments (49%) Final project (50%)

**Mus 3200 Campus Singers**
2 credit(s), max credits 16, 8 completions allowed;
Instructor: Olson, Matthew J
Description: Student may contact the instructor or department for information.

**Mus 3200 Campus Singers**
2 credit(s), max credits 16, 8 completions allowed;
Instructor: Owen, Christopher Steven
Description: Student may contact the instructor or department for information.

**Mus 3200 Campus Singers**
2 credit(s), max credits 16, 8 completions allowed;
Instructor: Morgan, Andrew D
Description: Student may contact the instructor or department for information.
Mus 3230 Chorus
1-2 credit(s), max credits 16, 8 completions allowed;
Instructor: Romey,Kathy Saltzman
Description: Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from the perspective of both the performer and listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.
Style: rehearsal/lecture; 20% performance
Grading: 25% other evaluation. attendance of rehearsals/performances;25% repertoire preparation;25% demonstrated understanding/application of course materials and techniques;25% participation, presentation and performance
Exam Format: reaction paper and final performances replace final exam

Mus 3230 Chorus
1-2 credit(s), max credits 16, 8 completions allowed;
Instructor: Owen,Christopher Steven
Description: Student may contact the instructor or department for information.

Mus 3261 Italian Diction for Singers
A-F only, 1 credit(s);
Instructor: Zaro-Mullins,Wendy
Description: Student may contact the instructor or department for information.

Mus 3264 French Diction for Singers
A-F only, 1 credit(s);
Instructor: Del Santo,Jean Marie
Description: The course covers rules of lyric diction, use of International Phonetic Alphabet, elementary grammar and song vocabulary. Students will transcribe song texts into IPA and perform 3-4 French melodie or arias in class for critique by professor and colleagues. An off campus concert may be included as part of the final project. Enrollment limited to students who are applied or principal voice majors, presently studying voice and/or coaches and accompanists.
Style: 25% Lecture. 25% drill; 50% in class performance
Grading: 25% mid exam, 25% final exam, 15% quizzes, 35% other evaluation. performances
Exam Format: written, oral and performance

Mus 3340 Jazz Ensemble
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Sorenson,Dean Patrick
Description: The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.
Style: Rehearsal/performance

Mus 3350 Jazz Combo
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Jazz combos study a wide range of small group jazz literature. Time is also spent on improvisation and performance practice concepts. Performances are scheduled each semester. Ensembles are open to music majors and non-music majors, and auditions are required. Students are placed according to their ability and experience.
Style: performance/rehearsal

Mus 3400 University and Campus Bands
2 credit(s), max credits 20, 10 completions allowed;
Instructor: Diem,Timothy W
**Description:** The Campus Band is a laboratory course designed for undergraduate and graduate students representing a wide variety of academic disciplines across campus. The goal of this organization is to provide students with high level musical experiences through the study of works for large wind band. The group performs twice during the semester. No audition is necessary.

**Style:** rehearsal

**Grading:** rehearsal preparation and performance

**Mus 3400 University and Campus Bands**

- 2 credit(s), max credits 20, 10 completions allowed;
- **Instructor:** Zarco, John
- **Description:** Student may contact the instructor or department for information.

**Mus 3400 University and Campus Bands**

- 2 credit(s), max credits 20, 10 completions allowed;
- **Instructor:** Messier, Brian
- **Description:** Student may contact the instructor or department for information.

**Mus 3401 Basic Conducting**

- A-F only, 2 credit(s);
- **Instructor:** Luckhardt, Jerry M
- **Description:** Establishment and development of basic conducting skills is the goal with an emphasis on baton technique, nonverbal communication, the role of the conductor and the initial stages of score study. This course is available to all music majors who have completed Mus 3501 or an equivalent.
- **Style:** 20% Lecture, 80% Laboratory.
- **Grading:** 10% mid exam, 20% final exam, 20% reports/papers, 50% class participation.
- **Exam Format:** multiple choice and essay

**Mus 3401 Basic Conducting**

- A-F only, 2 credit(s);
- **Instructor:** Neal, Alicia M
- **Description:** Establishment and development of basic conducting skills is the goal with an emphasis on baton technique, nonverbal communication, the role of the conductor and the initial stages of score study. This course is available to all music majors who have completed Mus 3501 or an equivalent.
- **Style:** 20% Lecture, 80% Laboratory.
- **Grading:** 10% mid exam, 20% final exam, 20% reports/papers, 50% class participation.
- **Exam Format:** multiple choice and essay

**Mus 3410 University Wind Bands**

- A-F only, 1 credit(s), max credits 14, 14 completions allowed;
- **Instructor:** Luckhardt, Jerry M
- **Description:** A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.
- **Style:** rehearsal
- **Grading:** rehearsal preparation and performance

**Mus 3410 University Wind Bands**

- A-F only, 1 credit(s), max credits 14, 14 completions allowed;
- **Instructor:** Kirchhoff, Craig J
- **Description:** A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.
- **Style:** rehearsal
- **Grading:** rehearsal preparation and performance

**Mus 3420 Orchestra**

- A-F only, 1 credit(s), max credits 8, 8 completions allowed;
- **Instructor:** Smith, Mark Russell
- **Description:** Student may contact the instructor or department for information.

**Mus 3430 Campus Orchestra**
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Mus 3440 Chamber Ensemble
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Chamber ensembles provide an opportunity for music majors to study and perform chamber music (generally works for three or more instruments) with a faculty coach. There is at least one public performance by each group during the semester. Qualified non-music majors may be permitted to register for chamber music with instructor permission following an audition. For information regarding participation in the School of Music chamber music program, please see: http://www.music.umn.edu/enscomp/chamber.php
Style: 100% Laboratory.
Grading: performances

Mus 3490 Athletics Bands
A-F only, 1 credit(s), max credits 16, 16 completions allowed;
Instructor: Diem, Timothy W
Description: Three Athletic Pep bands, which play for men's hockey and basketball and women's volleyball, basketball and hockey, begin in September. Each band will perform 25 - 30 times throughout the year including regular season and post season events. Audition is required and are held in early September for formation of the three groups. Year-long participation is required.

Mus 3490 Athletics Bands
A-F only, 1 credit(s), max credits 16, 16 completions allowed;
Instructor: Neal, Alicia M
Description: Three Athletic Pep bands, which play for men's hockey and basketball and women's volleyball, basketball and hockey, begin in September. Each band will perform 25 - 30 times throughout the year including regular season and post season events. Audition is required and are held in early September for formation of the three groups. Year-long participation is required.

Mus 3502 Theory and Analysis of Tonal Music IV
A-F only, 2 credit(s);
Instructor: Damschroder, David A
Description: The fourth semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including: sight-singing, ear-training, and keyboard performance. Music 3502 is intended primarily for undergraduate music majors. It may also be elected by graduate music majors to remedy deficiencies (though the course does NOT offer graduate credit).
Style: 25% Lecture, 50% Discussion, 25% Laboratory.
Grading: 30% mid exam, 30% final exam, 15% quizzes, 10% problem solving, 15% other evaluation. auditions
Exam Format: essay

Mus 3509 Review of Tonal Theory IV
2 credit(s);
Instructor: Orosz, Jeremy W
Description: Student may contact the instructor or department for information.

Mus 3512 Ear-Training and Sight-Singing IV
A-F only, 1 credit(s);
Instructor: Damschroder, David A
Description: Student may contact the instructor or department for information.

Mus 3519 Review of Ear-Training and Sight-Singing
1 credit(s);
Instructor: Orosz, Jeremy W
Description: Student may contact the instructor or department for information.

Mus 3601W History of Western Music I
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Harness, Kelley A
Description: This is the first course in the undergraduate music history sequence. We will study music composed over a very broad
time span, ca. 800 to 1700, looking at the works' musical structures within the larger contexts of musical style, social/political significance, and broad aesthetic and philosophical movements. Because this is a writing intensive (WI) course, both formal and informal writing assignments will constitute a significant percentage (one-third) of the grade. In addition to essay questions on exams, students will complete three short assignments which deal with writing issues (e.g., how and when to create footnotes and bibliographies) and two longer papers. The first of the longer papers will deal with issues of performance in early music, while the second will involve analysis of an individual work. Students are required to purchase the following textbooks: Grout, Donald Jay and Palisca, Claude V., A History of Music. 5th ed. New York: W.W. Norton, 1996 [this book will be used for the entire three-semester sequence] Palisca. Claude V., ed. Norton Anthology of Western Music and accompanying recordings. 3rd ed. 2 vols. New York: W. W. Norton, 1996. The course is intended primarily for undergraduate music majors; other undergraduate students may enroll with the instructor's permission.

Style: 75% Lecture, 25% Discussion.
Grading: 33% mid exam, 17% final exam, 33% reports/papers, 17% quizzes.
Exam Format: Listening ID, short answer, essay

Mus 3603W History of Western Music III
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Grayson, David Alan
Description: Student may contact the instructor or department for information.

Mus 3950 Topics in Music: Marching Band Techniques
2 credit(s), max credits 15, 5 completions allowed;
Instructor: Diem, Timothy W
Description: Student may contact the instructor or department for information.

Mus 3950 Topics in Music: Creating Performance: Arts Collaboration
2 credit(s), max credits 15, 5 completions allowed;
Instructor: Luckhardt, Jerry M
Description: Student may contact the instructor or department for information.

Mus 3950 Topics in Music: Musical Creativity
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Mazzola PhD, Guerino
Description: Musical Creativity is a topic that we investigate according to our new book (G. Mazzola, J. Park, F. Thalmann: Musical Creativity. Springer, Basel 2011), and which is centered around a process that includes 1. an open question, 2. a context, 3. a critical concept, 4. the concepts "walls", 5. the opening of such walls, 6. the extension of the concept transcending those walls, and 7. the testing of these extension with regard to the open question. We shall look at musical creativity in a sequence of 11 tutorials on core music themes, starting from elementary questions about time, pitch, harmony, and then focusing on counterpoint, sralism, large forms, community, and commercial aspects. The practical tutorials are conceived as a skeleton for a university under-graduate course syllabus. It will be taught in a one-semester course with a straightforward strategy going through the entire tutorial. It starts with an informal presentation of the subject of creativity. We then discuss eleven topics in tutorial units. These units all deal with fundamental themes from music theory, performance, and social as well as commercial issues. These themes are all deployed to challenge the future composer in creative extensions of known material and methods. Our treatment of these topics is by no means thought to replace the traditional standard teaching in theory or performance. The idea is to lead these students to new frontiers that transcend standard points of view. The philosophy of this plan is that music is an ever-evolving field of artistic and scientific expression, and that such extensions can be achieved by following a general process scheme of creative exploration. Our approach should make clear that creativity is not that mysterious uncontrollable phenomenon of human originality which still dominates the overall discourse on this subject. Creativity is neither divine inspiration nor random spontaneity. We hope the reader will agree on this point after having run through the tutorials' storyboard.

Mus 4502 18th-Century Counterpoint
A-F only, 3 credit(s);
Instructor: Bribitzer-Stull, Matt
Description: The content of this course is strongly stylistic, focusing on the contrapuntal technique of the late Baroque period (approximately 1700?1750) with some allusions to immediately preceding and following styles. Emphasis will focus on writing skills with some analysis of complete (or substantial sections of) pieces. A working knowledge of tonal harmony and figured bass is prerequisite. Topics to be covered will include: melody, two- and three-part counterpoint; diminutions; cadences, motivic development, and form; techniques for cantus firmus, imitative, and free counterpoint; canon and fugue; and chromaticism.
Style: 50% Lecture, 50% Demonstration.
Grading: 100% written homework. The entirety of the grade comprises counterpoint composition assignments.
Mus 4950 Topics in Music
1 credit(s), max credits 15, 5 completions allowed;
Instructor: Orosz, Jeremy W
Description: Student may contact the instructor or department for information.

Mus 4950 Topics in Music
2 credit(s), max credits 15, 5 completions allowed;
Instructor: Orosz, Jeremy W
Description: Student may contact the instructor or department for information.

Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians
2 credit(s), max credits 4;
Instructor: McCullough, Brian
Description: The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems and achieving greater potential. For musicians, the interplay of the unconscious habits and body mechanics of daily "use of the self" strongly affect tone production and technical ease. The Alexander Technique provides tools to enhance fundamental coordination leading to improved performance and reduction in stage fright and musculoskeletal pain. The texts used are: "Indirect Procedures--A Musician's Guide to the Alexander Technique" by Pedro de Alcantara; and "Mind and Muscle" by Elizabeth Langford (available on reserve in library). Class discussions will center on assigned readings and each student will be responsible for two short papers on selected portions of the texts. Also open to non-musicians.
Style: 10% Lecture, 25% Film/Video, 25% Discussion, 25% Laboratory, 15% Demonstration. Individual work with students
Grading: 33% reports/papers, 33% attendance, 33% class participation.

Mus 5230 Chorus
1-2 credit(s), max credits 16, 8 completions allowed;
Instructor: Romey, Kathy Saltzman
Description: Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from both the perspective of the performer and the listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.
Style: 80% rehearsal/lecture; 20% performance
Grading: 25% attendance of rehearsals/performances; 25% repertoire preparation; 25% demonstrated understanding/application of course materials and techniques; 25% participation, presentation and performance.
Exam Format: reaction paper and final performances replace final exam

Mus 5230 Chorus
1-2 credit(s), max credits 16, 8 completions allowed;
Instructor: Owen, Christopher Steven
Description: Student may contact the instructor or department for information.

Mus 5240 University Singers
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Romey, Kathy Saltzman
Description: Student may contact the instructor or department for information.

Mus 5242 Vocal Literature II
A-F only, 3 credit(s);
Instructor: Zabala, Adriana
Description: Student may contact the instructor or department for information.

Mus 5250 Opera Workshop and Ensemble
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Walsh, David Allan
Description: Section 1 of Opera Workshop is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft. The course will combine theatre games and exercises, improvisations, script readings, plus rehearsal of selected opera and music theatre repertoire appropriate to the skill development of the individual student. The 'non-production' nature of this course means that the student has the possibility of exploring and 'trying things out'. Section 2 of Opera Workshop will include participation in the chorus of Opera Theatre productions, where appropriate. Participation in this class (either section) will be determined through an audition process, and/or interview with the instructor, and will be restricted to graduate students and juniors/seniors in the undergraduate programme (exceptions to this restriction may be made on an individual basis, in discussion with the instructor).
Style: 20% Discussion. Practical instruction in stagecraft
Grading: 20% in-class presentation, 80% class participation.
Exam Format: There are no formal exams. The in-class participation and the presentation of improvs, script readings and scene studies will be the basis for grading the students accomplishments and progress.

Mus 5280 Opera Theatre
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Walsh, David Allan
Description: The Opera Theatre programme is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft, as well as genuine operatic performance experience. Two fully-staged productions per school year, with all the relevant staging demands, offer the student performer an opportunity to showcase her/his talent in a public presentation. Opera Theatre classes will be determined on the basis of audition.
Style: 20% Discussion. Direct practical staging instruction
Grading: 100% other evaluation. Staging and musical work
Exam Format: Performances of the opera production each semester

Mus 5336 Jazz Arranging
A-F only, 3 credit(s);
Instructor: Sorenson, Dean Patrick
Description: This course will walk students through the writing of two arrangements for jazz ensemble. This first will be a small group arrangement (9 pieces) and the second will be a full big band chart. Classic scores and recordings will be studied, and all student projects will be rehearsed and recorded.

Mus 5340 Jazz Ensemble
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Sorenson, Dean Patrick
Description: The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.
Style: Rehearsal/performance

Mus 5410 University Wind Bands
A-F only, 1 credit(s), max credits 14, 14 completions allowed;
Instructor: Luckhardt, Jerry M
Description: A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.
Style: rehearsal
Grading: rehearsal preparation and performance

Mus 5410 University Wind Bands
A-F only, 1 credit(s), max credits 14, 14 completions allowed;
Instructor: Kirchhoff, Craig J
Description: A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.
Style: rehearsal
Grading: rehearsal preparation and performance

Mus 5420 Orchestra
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Mus 5430 Contemporary Music Workshop
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Smith, Mark Russell
Description: Student may contact the instructor or department for information.

Mus 5440 Chamber Ensemble
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Chamber ensembles provide an opportunity for music majors to study and perform chamber music (generally works for three or more instruments) with a faculty coach. There is at least one public performance by each group during the semester. Qualified non-music majors may be permitted to register for chamber music with instructor permission following an audition. For information regarding participation in the School of Music chamber music program, please see: http://www.music.umn.edu/enscomp/chamber.php
Grading: performance

Mus 5460 World Music Ensemble: Afro-Brazilian Carnaval
1 credit(s), max credits 8, 8 completions allowed;
Instructor: Currie, Scott
Description: Student may contact the instructor or department for information.

Mus 5472 Woodwind Literature and Pedagogy II
A-F only, 2 credit(s);
Instructor: Fiterstein, Alexander
Description: Student may contact the instructor or department for information.

Mus 5485 Transcription for Winds
2 credit(s);
Instructor: Baldwin, David B
Description: Student may contact the instructor or department for information.

Mus 5490 Percussion Ensemble
A-F only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Meza, Fernando A.
Description: Practice and performance of standard and contemporary compositions for percussion instruments in various combinations.
Style: 20% Lecture, 80% Laboratory.
Grading: 40% in-class presentation, 60% laboratory evaluation.
Exam Format: no exams

Mus 5490 Percussion Ensemble
A-F only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Sutrisno, Joko
Description: Student may contact the instructor or department for information.

Mus 5490 Percussion Ensemble
A-F only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Bergmark, Krissy
Description: Student may contact the instructor or department for information.

Mus 5541 16th-Century Counterpoint
A-F only, 3 credit(s);
Instructor: Billmeyer, Dean W
Description: This course, designed for upper-division and graduate music students, involves the study and writing of counterpoint in 16th-century or 'modal' style. Using Robert Gauldin's text A Practical Approach to 16th-Century Counterpoint, we will write exercises and develop analytical and compositional techniques in two, three, and four voices. We will study music from Renaissance literature, and written exercises will give you the opportunity to compose in Renaissance style. Gauldin's text is based on a ?direct? rather than
Two primary objectives of the course are (quoting from the text) “the acquisition of writing skills in the contrapuntal discipline, and the simulation of sixteenth-century sacred polyphonic idioms.” The class meets three times per week during the semester, with attendance in class considered mandatory. Written assignments are assigned for most class sessions; these are divided between short assignments (about 20 during the semester) written overnight or during class, and long assignments (about 12 during the semester) given weekly. Grades for the long assignments are given substantially more weight than those for the short assignments, and a portion of the course grade will be based on a midterm and a final exam. Because the development of skills in the 16th century idiom requires aural skills, students will sing (and instrumentalists may perform on their instruments) in class both works of Renaissance music as well as their own work. Some repertoire will be taken from additional sources, including Soderlund, Gustave Frederic and Samuel H. Scott. Examples of Gregorian Chant & Sacred Music of the 16th Century. Waveland Press, 1971, 1996.

Mus 5550 Class Composition
A-F only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Lubet, Alex J
Description: Student may contact the instructor or department for information.

Mus 5573 Analysis of Late-Romantic Orchestral Literature
A-F only, 3 credit(s);
Instructor: Bribitzer-Stull, Matt
Description: MUS 5573: Analysis of Late-Romantic Orchestral Literature Matt Bribitzer-Stull 10:10-12:05 M; 10:10-11:00 W 3 credits
Prereq: 3502 or equivalent
This course is an introduction to advanced tonal analysis. A corpus of Romantic music by Wagner, Strauss, and four Russian composers (Tchaikovsky, Rimsky-Korsakov, Moussorgsky, and Rachmaninov) will serve as a focus for assignments and discussions. Topics including form, orchestration, extra-musical association, and harmony (augmented sixth chords, diminished seventh chords, augmented triads, common-tone chords, the Neapolitan, advanced mixture, chromatic sequences, altered dominants, and chromatic/enharmonic modulation) will comprise the semester's subject matter. Studying these topics will enable us to achieve an enhanced understanding of tonality's beautiful complexity and its relationship to extra-musical considerations.
Style: 30% Lecture, 50% Discussion, 20% Student Presentation.
Grading: 20% mid exam, 35% reports/papers, 15% in-class presentation, 30% class participation.

Mus 5597 Music and Text
A-F only, 3 credit(s);
Instructor: Cherlin, Michael
Description: The course begins with an overview of the structural and figurative elements of poetry and the basic ways that poetic structure and image interact with musical elements. We then divide the course into four units studying examples from German Lied, Italian Opera, French melodie, and British and American art song. The repertory ranges from the late 18th century to the recent past.
Style: 60% Lecture, 40% Discussion.
Grading: 100% reports/papers.

Mus 5620 Topics in Opera History
A-F only, 3 credit(s), max credits 6;
Instructor: Harness, Kelley A
Description: Student may contact the instructor or department for information.

Mus 5647 20th-Century European/American Music
3 credit(s);
Instructor: Painter PhD, Karen
Description: Student may contact the instructor or department for information.

Mus 5950 Topics in Music
2 credit(s), max credits 15, 15 completions allowed;
Instructor: Bjork, Mark P
Description: Student may contact the instructor or department for information.
2 credit(s), max credits 15, 15 completions allowed;
Instructor: Mazzola PhD, Guerino
Description: Music Informatics Seminar In this seminar we discuss topics about latest developments in computer and music, it includes students' talks about own and others' published work. It also strongly relates to our own programming environment rubato composer (in Java), but working with rubato is not a prerequisite. The seminar is the core meeting hour for our new music informatics group at the University of Minnesota. We want to exchange interests and knowledge bout this very active field. Professor Mazzola has been active since 1984 in this field, including the development of the presto composition software and the rubato universal platform for performance, analysis, and composition. He is also the president of the Society for Computation and Mathematics in Music, and has led such a research group at the CS department of the University of Zurich from 1992 to 2006. The seminar should generate an intense booster for working and publishing in this field.

Mus 5950 Topics in Music: Worlds of Improvisation: Cross-Cultural Perspective
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Currie, Scott
Description: This course will explore the rich musical diversity of the African diaspora from the Caribbean and South America to West Africa, including such traditions as rumba, son, mambo, merengue, zouk, reggae, calypso, samba, juju, and soukous. Ethnographic studies, as well as other relevant scholarship, will help situate the emergence of these popular genres within broader colonial and post-colonial discourses of political power, economic development, social structure, and cultural expression. The roles played by racial ideologies, mass-media industries, and nationalist movements in shaping artist and audience conceptions of the music will receive particular attention, as will the common trans-Atlantic musical roots and routes that have engendered what Paul Gilroy has called a counterculture of modernity.

Mus 5950 Topics in Music: Worlds of Improvisation: Cross-Cultural Perspective
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Huovinen, Erkki Simeon
Description: This course will explore the rich musical diversity of the African diaspora from the Caribbean and South America to West Africa, including such traditions as rumba, son, mambo, merengue, zouk, reggae, calypso, samba, juju, and soukous. Ethnographic studies, as well as other relevant scholarship, will help situate the emergence of these popular genres within broader colonial and post-colonial discourses of political power, economic development, social structure, and cultural expression. The roles played by racial ideologies, mass-media industries, and nationalist movements in shaping artist and audience conceptions of the music will receive particular attention, as will the common trans-Atlantic musical roots and routes that have engendered what Paul Gilroy has called a counterculture of modernity.

Mus 5950 Topics in Music: Music and Culture in the Middle Ages
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Currie, Gabriela
Description: This course will investigate the formation and dissemination of medieval sacred and vernacular repertoires from the ninth to the fourteenth century. We will address questions pertaining to various aspects of European music making of the time, such as its positioning in the contemporaneous socio-cultural and economic milieu, liturgical structures, performance practice, organology, relationship between text and music, as well as the relationship between oral and written modes of composition and transmission. Weekly readings and listening assignments will be complemented whenever appropriate by analytical small-scale projects. There will be a midterm and a final take-home exam, as well as a final project: research paper, web-oriented presentation, etc.

Mus 8112 Instrumental Repertoire: Reduction and Realization
A-F only, 2 credit(s);
Instructor: Lovelace, Timothy
Description: Student may contact the instructor or department for information.

Mus 8299 Performance in Choral Conducting
A-F only, 3 credit(s);
Instructor: Romey, Kathy Saltzman
Description: Student may contact the instructor or department for information.

Mus 8450 Graduate Seminar in Conducting
A-F only, 3-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Romey, Kathy Saltzman
Description: Student may contact the instructor or department for information.

Mus 8450 Graduate Seminar in Conducting
Mus 8450 Graduate Seminar in Conducting
A-F only, 3-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Kirchhoff, Craig J
Description: Student may contact the instructor or department for information.

Mus 8550 Composition
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Smith, Mark Russell
Description: Student may contact the instructor or department for information.

Mus 8550 Composition
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Lubet, Alex J
Description: Student may contact the instructor or department for information.

Mus 8560 Readings in Music Theory
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Gopinath, Sumanth S
Description: Student may contact the instructor or department for information.

Mus 8580 Topics in Tonal Analysis: Harmony in Chopin
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Damschroder, David A
Description: Close analysis of works by Franz Schubert, with emphasis on chromaticism, enharmonicism, tonicization, elision, mixture, sequence, linear progression, form, and text/music relations. A wide range of music from all phases of Schubert's career will be analyzed. Though the course will survey existing analytical approaches, as represented in recent articles and books, the primarily focus will be on the instructor's current research and innovative analytical methodology as articulated in his forthcoming book, Schubert's Harmonic Practice. As an 8xxx seminar, the course will emphasize high-level analytical thinking of a speculative nature and the relationship between these new speculations and traditional analytical approaches. Admission will be granted to qualified M.A. and Ph.D. students in music theory, composition, and musicology. Students in other degree programs will be admitted only if previous work in analysis confirms the capacity to work at the intended level. Homework submissions, attendance, class participation, two class presentations, and a substantial analytical paper (minimum 20 pages, including music examples) will all contribute to the determination of the term grade.

Mus 8590 Topics in 20th-Century Analysis
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Mazzola PhD, Guerino
Description: Performance Theory investigates the transformation process from the score to its sounding instrumental realization. We discuss the most important scholarly publications by Bruno Repp, Theodor W. Adorno, or Neil McAgnus Todd and others. The theory first describes the structure of such transformations (tempo being the most elementary such structure) and the investigates the analytical, emotional, and gestural rationales for expressive performance. The course aims at bringing together theory and performance in order to learn that these two fields are highly relevant to each other in the sense that good performance needs a deeper understanding of the structure of musical symbols encoded in the score, and that good theory should have an impact on expressive performance. We shall investigate these relations not only in theory and conceptualization, but also using software for shaping expressive performance.

Mus 8640 Seminar in Musicology
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Currie, Gabriela
Description: In this course we will embark on a multidisciplinary analysis and interpretation of the early fourteenth-century "Roman de Fauvel" (Paris, BNF f.fr.146). An examination of the historical and socio-cultural context that led to the composition of the Roman and the production of the manuscript will go hand in hand with an in-depth consideration of the complex visual, poetic, and musical intertextuality manifest in this Parisian cultural artifact. Furthermore, we will explore issues pertaining to the attribution, notation, and transmission of the polyphonic and monophonic interpolations, as well as the larger question of medieval textual and musical performance.
Mus 8640 Seminar in Musicology
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Painter PhD, Karen
Description: Student may contact the instructor or department for information.

Music Applied 100 Ferguson Hall

MusA 1101 Piano: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at http://music.umn.edu/students/Piano%20Ap%201101_3101.pdf
Style: individual lessons
Grading: 40% final exam, 60% other evaluation. weekly lesson preparation
Exam Format: individual keyboard performance (jury)

MusA 1103 Organ: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Del Santo, Jean Marie
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Grau, John Thomas
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: De Haan, John
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Skovira, Katherine Anne
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Hynes, Laura
**MusA 1105 Violin: Elective (non-major in music)**
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.

**MusA 1105 Violin: Elective (non-major in music)**
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Bjork, Mark P
Description: Student may contact the instructor or department for information.

**MusA 1121 Percussion: Elective (non-major in music)**
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Hey, Philip C
Description: Student may contact the instructor or department for information.

**MusA 1121 Percussion: Elective (non-major in music)**
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Bergmark, Krissy
Description: Student may contact the instructor or department for information.

**MusA 1123 Guitar: Elective (non-major in music)**
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Nehring, Eric Richard
Description: Student may contact the instructor or department for information.

**MusA 1123 Guitar: Elective (non-major in music)**
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Miric, Darka
Description: Student may contact the instructor or department for information.

**MusA 1123 Guitar: Elective (non-major in music)**
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Miric, Tanja
Description: Student may contact the instructor or department for information.

**MusA 1301 Piano: Music Major**
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Shaw, Paul Magnus
Description: Student may contact the instructor or department for information.

**MusA 1301 Piano: Music Major**
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Artymiw, Lydia
Description: Student may contact the instructor or department for information.

**MusA 1301 Piano: Music Major**
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Braginsky, Alexander
Description: Student may contact the instructor or department for information.

**MusA 1304 Voice: Music Major**
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Del Santo, Jean Marie
Description: Student may contact the instructor or department for information.
MusA 1304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Kierig, Barbara G
Description: Student may contact the instructor or department for information.

MusA 1305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.

MusA 1306 Viola: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Konkol, Korey Bernard
Description: Student may contact the instructor or department for information.

MusA 1307 Cello: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Remenikova, Tanya
Description: Student may contact the instructor or department for information.

MusA 1308 Double Bass: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Brown, Christopher Craig
Description: Student may contact the instructor or department for information.

MusA 1309 Flute: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Davis, Immanuel
MusA 1311 Oboe: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Snow, John D  
Description: Student may contact the instructor or department for information.

MusA 1312 Clarinet: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Fiterstein, Alexander  
Description: Student may contact the instructor or department for information.

MusA 1313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Wyatt, Angela J.  
Description: Student may contact the instructor or department for information.

MusA 1314 Bassoon: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Miller Jr, John W  
Description: Student may contact the instructor or department for information.

MusA 1315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Lemen, Caroline May  
Description: Student may contact the instructor or department for information.

MusA 1316 Trumpet: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Baldwin, David B  
Description: Student may contact the instructor or department for information.

MusA 1319 Tuba: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Campbell, Steven C  
Description: Student may contact the instructor or department for information.

MusA 1321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Hey, Philip C  
Description: Student may contact the instructor or department for information.

MusA 1322 Harp: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;  
Instructor: Kienzle, Kathy  
Description: Student may contact the instructor or department for information.
MusA 1323 Guitar: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Radovanlijia,Maja
Description: Student may contact the instructor or department for information.

MusA 1401 Piano: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at http://music.umn.edu/students/Piano%20Ap%201401%205401.pdf
Style: individual lessons
Grading: 40% final exam, 60% other evaluation. weekly lesson preparation
Exam Format: individual keyboard performance (jury)

MusA 1403 Organ: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Billmeyer,Dean W
Description: Student may contact the instructor or department for information.

MusA 1404 Voice: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Grau,John Thomas
Description: Student may contact the instructor or department for information.

MusA 1404 Voice: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Skovira,Katherine Anne
Description: Student may contact the instructor or department for information.

MusA 1404 Voice: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Hynes,Laura
Description: Student may contact the instructor or department for information.

MusA 1414 Bassoon: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Nielubowski,Norbert John
Description: Student may contact the instructor or department for information.

MusA 1417 Trombone: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Ashworth,Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 1421 Percussion: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Hey,Philip C
Description: Student may contact the instructor or department for information.

MusA 1423 Guitar: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Miric,Darka
Description: Student may contact the instructor or department for information.

MusA 1904 Voice: Music Major Transfer
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 1905 Violin: Music Major Transfer
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: O'Reilly, Sally P
Description: Student may contact the instructor or department for information.

MusA 1918 Euphonium: Music Major Transfer
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Tranter, John Harrington
Description: Student may contact the instructor or department for information.

MusA 2301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Shaw, Paul Magnus
Description: Student may contact the instructor or department for information.

MusA 2301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Braginsky, Alexander
Description: Student may contact the instructor or department for information.

MusA 2303 Organ: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Del Santo, Jean Marie
Description: Student may contact the instructor or department for information.

MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 2305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: O'Reilly, Sally P
Description: Student may contact the instructor or department for information.

MusA 2306 Viola: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Konkol, Korey Bernard
Description: Student may contact the instructor or department for information.
MusA 2308 Double Bass: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Brown, Christopher Craig
Description: Student may contact the instructor or department for information.

MusA 2309 Flute: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Davis, Immanuel
Description: Student may contact the instructor or department for information.

MusA 2311 Oboe: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Snow, John D
Description: Student may contact the instructor or department for information.

MusA 2312 Clarinet: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Fiterstein, Alexander
Description: Student may contact the instructor or department for information.

MusA 2316 Trumpet: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Baldwin, David B
Description: Student may contact the instructor or department for information.

MusA 2317 Trombone: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Ashworth, Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 2318 Euphonium: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Tranter, John Harrington
Description: Student may contact the instructor or department for information.

MusA 2321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Meza, Fernando A.
Description: Student may contact the instructor or department for information.

MusA 2322 Harp: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Kienzle, Kathy
Description: Student may contact the instructor or department for information.

MusA 3101 Piano: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 16, 4 completions allowed;
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for upper-division non-music majors with prior piano study. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at http://music.umn.edu/students/Piano%20Ap%201101_3101.pdf
Style: Individual Lessons
Grading: 40% final exam, 60% other evaluation. Weekly lesson preparation
Exam Format: Jury (Individual keyboard performance)

MusA 3104 Voice: Elective (non-major in music)
MusA 3301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 3301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Shaw, Paul Magnus
Description: Student may contact the instructor or department for information.

MusA 3301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Artymiw, Lydia
Description: Student may contact the instructor or department for information.

MusA 3301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Braginsky, Alexander
Description: Student may contact the instructor or department for information.

MusA 3303 Organ: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Del Santo, Jean Marie
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Kierig, Barbara G
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: De Haan, John
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Zabala, Adriana
Description: Student may contact the instructor or department for information.

MusA 3305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.
MusA 3305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: O'Reilly,Sally P
Description: Student may contact the instructor or department for information.

MusA 3305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Bjork,Mark P
Description: Student may contact the instructor or department for information.

MusA 3306 Viola: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Konkol,Korey Bernard
Description: Student may contact the instructor or department for information.

MusA 3306 Viola: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Turner,Thomas
Description: Student may contact the instructor or department for information.

MusA 3307 Cello: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Remenikova,Tanya
Description: Student may contact the instructor or department for information.

MusA 3309 Flute: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Bogorad,Julia A
Description: Student may contact the instructor or department for information.

MusA 3309 Flute: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Davis,Immanuel
Description: Student may contact the instructor or department for information.

MusA 3311 Oboe: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Snow,John D
Description: Student may contact the instructor or department for information.

MusA 3312 Clarinet: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Fiterstein,Alexander
Description: Student may contact the instructor or department for information.

MusA 3313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Wyatt,Angela J.
Description: Student may contact the instructor or department for information.

MusA 3313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Rousseau,Eugene E
Description: Student may contact the instructor or department for information.

MusA 3314 Bassoon: Music Major

MusA 3315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Miller Jr, John W
Description: Student may contact the instructor or department for information.

MusA 3315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Lemen, Caroline May
Description: Student may contact the instructor or department for information.

MusA 3315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Gast, Michael C
Description: Student may contact the instructor or department for information.

MusA 3316 Trumpet: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Baldwin, David B
Description: Student may contact the instructor or department for information.

MusA 3317 Trombone: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Ashworth, Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 3321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Hey, Philip C
Description: Student may contact the instructor or department for information.

MusA 3321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Meza, Fernando A.
Description: Student may contact the instructor or department for information.

MusA 3323 Guitar: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Radovanlija, Maja
Description: Student may contact the instructor or department for information.

MusA 5101 Piano: Elective (graduate non-major in music)
A-F only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Shaw, Paul Magnus
Description: Student may contact the instructor or department for information.

MusA 5104 Voice: Elective (graduate non-major in music)
A-F only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 5123 Guitar: Elective (graduate non-major in music)
A-F only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Nehring, Eric Richard
Description: Student may contact the instructor or department for information.

MusA 5123 Guitar: Elective (graduate non-major in music)
A-F only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Miric, Tanja
Description: Student may contact the instructor or department for information.
MusA 5401 Piano: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: STAFF
   Description: Individual piano instruction for graduate music majors who are not piano performance majors. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at http://music.umn.edu/students/Piano%20Ap%201401%205401.pdf
   Style: Individual lessons
   Grading: 40% final exam, 60% other evaluation. Weekly lesson preparation
   Exam Format: (Jury) Individual keyboard performance

MusA 5403 Organ: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: Billmeyer, Dean W
   Description: Student may contact the instructor or department for information.

MusA 5404 Voice: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: Zawisza, Philip David
   Description: Student may contact the instructor or department for information.

MusA 5404 Voice: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: Zabala, Adriana
   Description: Student may contact the instructor or department for information.

MusA 5408 Double Bass: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: Brown, Christopher Craig
   Description: Student may contact the instructor or department for information.

MusA 5413 Saxophone: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: Rousseau, Eugene E
   Description: Student may contact the instructor or department for information.

MusA 5414 Bassoon: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: Nielubowski, Norbert John
   Description: Student may contact the instructor or department for information.

MusA 5417 Trombone: Music Major Secondary (graduate)
   A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
   Instructor: Tranter, John Harrington
   Description: Student may contact the instructor or department for information.

MusA 8301 Piano: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Shaw, Paul Magnus
   Description: Student may contact the instructor or department for information.

MusA 8301 Piano: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Artymiw, Lydia
   Description: Student may contact the instructor or department for information.

MusA 8301 Piano: Music Major (graduate)
MusA 8303 Organ: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Braginsky, Alexander
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Del Santo, Jean Marie
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Kierig, Barbara G
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: De Haan, John
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Zabala, Adriana
Description: Student may contact the instructor or department for information.

MusA 8305 Violin: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.

MusA 8305 Violin: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: O’Reilly, Sally P
Description: Student may contact the instructor or department for information.

MusA 8305 Violin: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Bjork, Mark P
Description: Student may contact the instructor or department for information.

MusA 8306 Viola: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Konkol, Korey Bernard
Description: Student may contact the instructor or department for information.
MusA 8307 Cello: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Remenikova, Tanya
   Description: Student may contact the instructor or department for information.

MusA 8308 Double Bass: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Brown, Christopher Craig
   Description: Student may contact the instructor or department for information.

MusA 8309 Flute: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Bogorad, Julia A
   Description: Student may contact the instructor or department for information.

MusA 8309 Flute: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Davis, Immanuel
   Description: Student may contact the instructor or department for information.

MusA 8311 Oboe: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Snow, John D
   Description: Student may contact the instructor or department for information.

MusA 8312 Clarinet: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Fiterstein, Alexander
   Description: Student may contact the instructor or department for information.

MusA 8313 Saxophone: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Rousseau, Eugene E
   Description: Student may contact the instructor or department for information.

MusA 8314 Bassoon: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Miller Jr, John W
   Description: Student may contact the instructor or department for information.

MusA 8315 French Horn: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Gast, Michael C
   Description: Student may contact the instructor or department for information.

MusA 8316 Trumpet: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Baldwin, David B
   Description: Student may contact the instructor or department for information.

MusA 8316 Trumpet: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Bordner, Gary Alan
   Description: Student may contact the instructor or department for information.

MusA 8317 Trombone: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Ashworth, Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 8318 Euphonium: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Tranter, John Harrington
Description: Student may contact the instructor or department for information.

MusA 8319 Tuba: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Campbell, Steven C
Description: Student may contact the instructor or department for information.

MusA 8321 Percussion: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Meza, Fernando A.
Description: Student may contact the instructor or department for information.

MusA 8323 Guitar: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Radovanlija, Maja
Description: Student may contact the instructor or department for information.

MusA 8324 Accompanying/Coaching: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Lovelace, Timothy
Description: Student may contact the instructor or department for information.

Music Education 100 Ferguson Hall

MuEd 1201 Introduction to Music Teaching and Learning
A-F only, 3 credit(s);
Instructor: Sindberg PhD, Laura K
Description: Student may contact the instructor or department for information.

MuEd 1801 Introduction to Music Therapy
A-F only, 2 credit(s);
Instructor: Schwartzberg, Edward Todd
Description: Student may contact the instructor or department for information.

MuEd 3301 General Music I
A-F only, 3 credit(s);
Instructor: Addo PhD, Akosua O
Description: Welcome to MUED3301, a course designed to prepare you with materials, strategies and the field experience to plan and implement instruction for global arts understanding among elementary school children. Taking this course will, through experiential learning, prepare you to integrate international music and culture perspectives while planning and implementing sequential elementary music instruction. To be enrolled in this course, you must have completed the course sequence for Music Theory and Music History, and MusA 1401 Piano skills. A special focus of the course is international content and perspectives. Comparing and contrasting how the following approaches: Ghanaian traditional methods of teaching, Carl Orff (Austria), Zoltan Kodaly (Hungary), and Edwin Gordon (USA) have informed elementary music instruction in North America, this course will engage students in inter cultural immersion and constructively address cultural perspectives in US general music classrooms. The nations/cultures I will integrate will include: Ghana, Nigeria, Zimbabwe, England, Hungary, Austria, Russia, France, Jamaica and the USA. Together, we will sing, play instruments, sight read, and conduct music from cultures in today's world. We will also read and review series textbooks, materials, and handouts; plan, teach, and assess our lessons; and research and analyze intercultural repertoire for general music classes. Emphasis is placed on critical thinking and contextual references, written and oral communication, integration and synthesis of interdisciplinary and international information. As we begin our journey together it is important for you to know that, much of what will be done in our class is based on respect for the right of everyone to participate fully in cultural and artistic life. I therefore encourage active participation and
the voices of everyone in a safe and nurturing learning environment.

**MuEd 3416 Choral Conducting and Methods II**
- A-F only, 4 credit(s);
- **Instructor:** Owen, Christopher Steven
- **Description:** Student may contact the instructor or department for information.

**MuEd 3502 String Techniques and Teaching**
- A-F only, 2 credit(s), max credits 3, 1 completion allowed;
- **Instructor:** Bartsch, Julia Kay
- **Description:** Student may contact the instructor or department for information.

**MuEd 3503 Woodwind Techniques and Teaching**
- A-F only, 2 credit(s);
- **Instructor:** Clementson, Casey Jill
- **Description:** Student may contact the instructor or department for information.

**MuEd 3517 Instrumental Methods and Conducting II**
- A-F only, 4 credit(s);
- **Instructor:** Sindberg PhD, Laura K
- **Description:** This course will serve to examine instrumental methods, conducting, and rehearsal at the high school level. Topics included are: philosophy of music teaching and learning; organization and administration of the instrumental music program; planning and curriculum; assessment, measurement, and evaluation of teaching and learning; rehearsal techniques. This course includes a lab component, in which we will meet at an area school one class period each week.

**MuEd 3803 Guitar II for Music Education and Music Therapy Majors: Developing Group Songleading Skills**
- A-F only, 2 credit(s);
- **Instructor:** Schwartzberg, Edward Todd
- **Description:** Student may contact the instructor or department for information.

**MuEd 3807 Percussion Techniques for Music Therapists**
- A-F only, 2 credit(s);
- **Instructor:** Rappel, Adam A
- **Description:** Student may contact the instructor or department for information.

**MuEd 5011 Music in the Elementary Classroom Curriculum**
- 3 credit(s);
- **Instructor:** STAFF
- **Description:** This course is designed to prepare pre-service teachers with materials and strategies to plan and integrate multi-cultural music instruction for elementary school children. Students will need a tuning fork = A, soprano recorder with Baroque-English fingering and one blank VHS videotape. Students will sing, play instruments, sight read and conduct.
- **Style:** 20% Lecture, 40% Discussion, 40% Laboratory.
- **Grading:** 5% final exam, 20% quizzes, 40% in-class presentation, 15% class participation, 20% problem solving.
- **Exam Format:** Essay

**MuEd 5350 Student Teaching in Classroom Music**
- A-F only, 4-8 credit(s), max credits 8, 1 completion allowed;
- **Instructor:** Addo PhD, Akosua O
- **Description:** Welcome to a wonderful experience in the real world of teaching. My colleagues and I would like this to be a very positive experience for you. This course experience is designed to give you an opportunity to discuss the challenges and triumphs of learning to teach in elementary general music. Sign up for MuEd5650 Student Teaching seminar for course discussions, debriefing sessions and interactions with other professionals will assist in your transition to the world of public school teaching. Please remember that the triangle of responsibility during student teaching falls on the shoulders of the student teacher, the university supervisor and cooperating teacher. As university supervisors we are here to trouble shoot and facilitate a fulfilling relationship between you and your cooperating teacher. If during this process, you are having any concerns about your placement, it is important that you let us know sooner than later.

**MuEd 5550 Student Teaching in Instrumental Music**
A-F only, 4-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Sindberg PhD, Laura K
Description: Student may contact the instructor or department for information.

MuEd 5800 Group Music Leadership Skills
A-F only, 3 credit(s);
Instructor: Schwartzberg, Edward Todd
Description: Student may contact the instructor or department for information.

MuEd 5805 Music Therapy Methods and Procedures II
A-F only, 4 credit(s);
Instructor: Silverman, Michael J
Description: Student may contact the instructor or department for information.

MuEd 5806 Career Preparation
A-F only, 4 credit(s);
Instructor: Silverman, Michael J
Description: Student may contact the instructor or department for information.

MuEd 5808 Medical Music Therapy
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Silverman, Michael J
Description: Student may contact the instructor or department for information.

MuEd 5855 Music Therapy Internship
S-N only, 1-13 credit(s), max credits 13, 1 completion allowed;
Instructor: Silverman, Michael J
Description: Student may contact the instructor or department for information.

MuEd 8112 Introduction to Research Methods and Design in Arts Education
A-F only, 3 credit(s);
Instructor: Lipscomb, Scott D.
Description: A survey of the major paradigms and methods used in music education research, the principal sources of research information, and the challenges facing contemporary music education researchers and those who utilize research findings to inform teaching practice. As part of the research sequence, this course constitutes one of the core courses in the Music Education graduate program, leading to more advanced courses in research offered by music education faculty and faculty in other departments at the University of Minnesota. The primary purpose of this course is to help students understand how research can inform practice and serve as a springboard to future advanced work in the field of arts education, generally, and music education, specifically.
Style: 30% Lecture, 40% Discussion, 10% Student Presentation, 20% Demonstration.
Grading: 20% final exam, 35% reports/papers, 30% written homework, 15% other evaluation.

MuEd 8280 Seminar: Current Trends in Music Education: What Can Video Games Teach Us About Learning?
A-F only, 3 credit(s), max credits 30, 10 completions allowed;
Instructor: Lipscomb, Scott D.
Description: The purpose of this seminar is to explore the world of video games as a means of discovering the methods of learning incorporated with the primary intent of determining how similar approaches might be incorporated into the school classroom of the 21st century.

MuEd 8900 Seminar: Music Education Doctoral Seminar
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Lipscomb, Scott D.
Description: This seminar provides a unique opportunity for ongoing research-oriented collaborations between doctoral students and all Music Education & Music Therapy faculty members. Experience gained in this collaborative setting confirms that 1) familiarity with and understanding of primary research in the field are essential and 2) research constitutes a primary component of this advanced learning process, enhancing understanding within the field of music education at large. Collaborative research projects will continue from semester to semester until completed, including the process of conception, critical review of related literature, research design, development of a method, data collection, analysis, interpretation, production of a final written report, and submission for publication. Experience gained in this collaborative setting will clearly illustrate to doctoral students the fact that the most successful educator-
scholars are themselves life-long learners through the establishment of an active research agenda. 

**Style:** 100% Discussion. 

**Grading:** 100% special projects.

### Nanoparticle Science and Engineering  
**125 Mechanical Engineering**

**NPSE 8101 Nanoparticle Science and Engineering Seminar**
- **S-N only, 1 credit(s);**
- **Instructor:** Leighton, Chris
- **Description:** Student may contact the instructor or department for information.

### Naval Science  
**203 Armory**

**Nav 1000 Professional Training in Naval Science**
- **S-N only, 1 credit(s);**
- **Instructor:** Washa, Quincy M
- **Description:** Student may contact the instructor or department for information.

**Nav 1102 Seapower and Maritime Affairs**
- **A-F only, 3 credit(s);**
- **Instructor:** Hudgins, Gralon
- **Description:** Student may contact the instructor or department for information.

**Nav 2000 Professional Training in Naval Science**
- **S-N only, 1 credit(s);**
- **Instructor:** Washa, Quincy M
- **Description:** Student may contact the instructor or department for information.

**Nav 2202 Ship Systems II: Science and Technology in Naval Weapons Systems**
- **A-F only, 3 credit(s);**
- **Instructor:** Siedsma, Michael J
- **Description:** Student may contact the instructor or department for information.

**Nav 3000 Professional Training in Naval Science**
- **S-N only, 1 credit(s);**
- **Instructor:** Washa, Quincy M
- **Description:** Student may contact the instructor or department for information.

**Nav 3301 Navigation I: Piloting and Celestial Navigation**
- **A-F only, 3 credit(s);**
- **Instructor:** Wettschreck, Keith Ryan
- **Description:** Student may contact the instructor or department for information.

**Nav 4000 Professional Training in Naval Science**
- **S-N only, 1 credit(s);**
- **Instructor:** Washa, Quincy M
- **Description:** Student may contact the instructor or department for information.

**Nav 4402W Leadership and Ethics**
- **A-F only, 3 credit(s);** Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
- **Instructor:** DiNobile, Steve
- **Description:** Student may contact the instructor or department for information.

### Neurology  
**12-100 Phillips Wangensteen Bldg (Box 295 UMHC)**

**Neur 5240 Cerebrovascular Hemodynamics and Diseases II**
- **A-F only, 4 credit(s);**
Instructor: Divani, Afshin Andre
Description: Student may contact the instructor or department for information.

Neuroscience 6-145 Jackson Hall

NSc 5202 Theoretical Neuroscience: Systems and Information Processing
3 credit(s);
Instructor: Redish, David
Description: This class will cover the field of theoretical neuroscience, sometimes referred to as computational neuroscience, with an emphasis on theories of systems level processing. The first half of the semester will cover multiple ways of looking at theories of neural function, including general principles (e.g., distributed representations, spatial and temporal dynamical systems, information theory, etc.), models of single cells (both detailed and abstract models), and models of learning, memory, and decision-making. The first half will be based on lectures and discussion. The second half of the semester will be dedicated to discussions of specific systems and current theories about those systems. In each class session of the second half, a student will lead a discussion on one system. The list of systems to choose from include basal ganglia and the dopamine system, cerebellum, the head-direction system of the rodent, associative models of olfactory cortex, swimming in the leech, models of representations of space in parietal cortex, and many others. Although there are no explicit prerequisites, NSci 3101 and 3102 are recommended for undergraduate students. Graduate students should be members in an appropriate program (Neuroscience, Psychology, Biomedical Engineering, Scientific Computation, etc.).

NSc 5661W Behavioral Neuroscience
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Chafee PhD, Matthew Valentine
Description: Behavioral Neuroscience is a writing-intensive graduate survey course that will explore the underlying genetic, cellular, circuit, and systems mechanisms that enable animals to solve and respond to particular problems encountered in their natural environments. The course is comparative in nature and will highlight successful neural strategies and behavioral skills used by a diverse array of animals, from insects to humans. Techniques will range from recombinant DNA technology to fMRI. The course is divided into 3 9-class modules: Sensory/Motor, Plasticity, and Cognitive/Clinical. Key concepts may be covered from more than one point of view to enhance integrative understanding, e.g., sensory feedback will be discussed in terms of both motor control and developmental learning. The ability to critically evaluate scientific research in writing is an essential skill in scientific discourse. As such, this course aims to confer or advance critical writing abilities. Typically, ~50% of course attendees are graduate students. It is expected that undergraduate students rise to the level of this graduate-level course.
Style: 50% Lecture, 50% Discussion.
Grading: 15% mid exam, 15% final exam, 35% reports/papers, 10% quizzes, 10% additional semester exams, 15% class participation. 15% participation 10% 7 pop quizzes (average of 5, NO MAKE-UPS) 15% group researched/individually written writing assignment 20% individual writing assignment 10% 1st in-class essay exam 15% 2nd in-class essay exam 15% 3rd in-class essay exam

NSc 5661W Behavioral Neuroscience
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Nick PhD, Teresa A
Description: Behavioral Neuroscience is a writing-intensive graduate survey course that will explore the underlying genetic, cellular, circuit, and systems mechanisms that enable animals to solve and respond to particular problems encountered in their natural environments. The course is comparative in nature and will highlight successful neural strategies and behavioral skills used by a diverse array of animals, from insects to humans. Techniques will range from recombinant DNA technology to fMRI. The course is divided into 3 9-class modules: Sensory/Motor, Plasticity, and Cognitive/Clinical. Key concepts may be covered from more than one point of view to enhance integrative understanding, e.g., sensory feedback will be discussed in terms of both motor control and developmental learning. The ability to critically evaluate scientific research in writing is an essential skill in scientific discourse. As such, this course aims to confer or advance critical writing abilities. Typically, ~50% of course attendees are undergraduate students. It is expected that undergraduate students rise to the level of this graduate-level course.
Style: 50% Lecture, 50% Discussion.
Grading: 15% mid exam, 15% final exam, 35% reports/papers, 10% quizzes, 10% additional semester exams, 15% class participation. 15% participation 10% 7 pop quizzes (average of 5, NO MAKE-UPS) 15% group researched/individually written writing assignment 20% individual writing assignment 10% 1st in-class essay exam 15% 2nd in-class essay exam 15% 3rd in-class essay exam

NSc 8014 Small RNA Biology
A-F only, 2 credit(s);
Instructor: Subramanian PhD, Subree
Description: Student may contact the instructor or department for information.
**NSc 8211 Developmental Neurobiology**
A-F only, 3 credit(s);
Instructor: McLoon, Steven
Description: During development of the nervous system, a diverse array of neuronal and glial cell types is generated. These neuronal types are defined by unique morphological, physiological and biochemical characteristics. Different neuronal types develop complex and precise patterns of interconnections. Normal function of the mature nervous system depends on normal development of these features. This course will examine our current knowledge of how these features develop. General cellular and molecular mechanisms along with the experimental data demonstrating the mechanisms will be emphasized rather than a detailed account of specific developmental events. This is a "hands on? course that requires students to seek out information as well as to learn the assigned material. The course format allows flexibility in the topics students choose to study in detail.

**NSc 8216 Selected Topics in Autonomic and Neuroendocrine Regulation**
S-N only, 1 credit(s);
Instructor: Engeland, William C
Description: Student may contact the instructor or department for information.

**NSc 8217 Systems and Computational Neuroscience**
S-N only, 2 credit(s);
Instructor: Ghose, Geoffrey M
Description: The course will be in journal club format, in which participants present and discuss recent original research papers. All interested students, faculty members, and postdocs are encouraged to attend. The course typically attracts participants from a variety of departments and perspectives. Students enrolled in the course will be expected to lead ,the discussion of 1 or 2 papers each session. The course meets from 1:00-2:30 in Jackson 6-135 every Tuesday.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: McLoon, Steven
Description: Student may contact the instructor or department for information.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Fairbanks, Carolyn Ann
Description: Student may contact the instructor or department for information.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Pardo, Jose Victor
Description: Student may contact the instructor or department for information.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Yuan, LiLian
Description: Student may contact the instructor or department for information.

**NSc 8321 Career Skills and Understanding Responsibilities as a Neuroscientist**
S-N only, 0.5 credit(s), max credits 2, 4 completions allowed;
Instructor: Engeland, William C
Description: Student may contact the instructor or department for information.

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**Neuroscience Department**  
6-145 Jackson Hall

**Nsci 1001 Fundamental Neuroscience: Understanding Ourselves**
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Mermelstein, Paul G
Description: This course is designed for students interested in a better understanding about how our brains function. There are no prerequisites for the course other than a strong sense of curiosity. The course begins with several lectures that provide a biological foundation to appreciate the intricacies of our brains. These lectures will be easily accessible to students of all backgrounds.
Afterwards, using case studies as a basis for understanding general phenomena, students will learn about a variety of topics, including, how our brains observe the world, imagine, fall in love, feel pain, respond to injury, develop, and respond to drugs or psychotherapy. Brain-machine interface technologies and cutting edge findings will also be explored. By taking this course, students will gain an even greater appreciation for the human brain, the most complex machine in existence. This course fulfills the Liberal Education requirement of Technology and Society.

**Style:** 80% Lecture, 20% Film/Video.

**Grading:** Each exam 25%

**Exam Format:** short answer/essay

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**Nsci 3001W Neuroscience and Society**

A-F only, 4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive

**Instructor:** Dubinsky, Janet M

**Description:** Student may contact the instructor or department for information.

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**Nsci 3102W Introduction to Neuroscience II: Biological Basis of Behavior**

A-F only, 3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Ghose, Geoffrey M

**Description:** This is the second of the introductory neuroscience courses. It introduces fundamental concepts in systems and behavioral neuroscience with emphasis on the neural circuits underlying perception and sensorimotor integration. Lectures will examine the neural basis of specific behaviors arising from the oculomotor, visual and auditory systems and are available on iTunesU. Topics include: retinal processing, functional organization in the cerebral cortex, neural circuit development, language, reward, and addiction. Students must learn to read scientific papers, and to understand the main ideas well enough to synthesize them and communicate them both orally and in writing. The course is writing intensive: exams are in essay format, and a 10-15 page term paper is required. The course is required for students majoring in neuroscience but is open to all students with the required prerequisites. The course consists of two hours of lecture and one hour of discussion per week and is taught by Professors Ghose, Flanders, and Thomas.

**Style:** 67% Lecture, 33% Discussion.

**Grading:** 25% mid exam, 25% final exam, 15% reports/papers, 5% in-class presentation, 5% class participation, 25% other evaluation.

There are 3 non-cumulative exams (each worth 25%).

**Exam Format:** short answer/essay

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**Nsci 4167 Neuroscience in the Community**

A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Dubinsky, Janet M

**Description:** Students will be responsible for developing an experiment or inquiry-based activity to illustrate a basic neuroscience concept for a middle school science classroom. Students will be paired with a middle school science teacher who has become familiar with neuroscience through the BrainU program offered through the Department of Neuroscience. Over the course of the semester students will observe and assist in the middle school classroom in the implementation of already developed neuroscience activities. Students will choose a basic concept in an area of neuroscience in which they will develop an expertise and make an oral presentation. Students will then design and implement a new classroom activity to teach concepts in that area of neuroscience to middle school learners. By partnering with a middle school teacher and assisting in his/her classroom, the student participates in a service learning experience. Credit hours are proportional to the number of hours spent in the middle school classroom, 1 credit for every 50 hr. Weekly meetings with the instructor, journaling, and readings are required for all credit levels.

**Style:** Field work in service learning

**Grading:** 30% in-class presentation, 30% other evaluation. classroom activities and interactions; 25% teach evaluation of classroom activities and interactions; 15% journal

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**Nsci 4793W Directed Studies: Writing Intensive**

S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** Individual study of selected topics with emphasis on readings and use of scientific literature. This course is writing intensive. Students will have the opportunity to write a review article on a topic in their discipline of interest. They will learn to survey the current literature in a specific area of research, organize the data available relevant to the research topic, and effectively communicate this information in their paper. Also, students will draw conclusions from their investigations of the research topic and suggest directions for future research. Students are required to write a 10-15 page paper in the format of a scientific review article. An extensive survey of the literature will be required in order to present the most current information in the selected research area. This course is graded pass/fail, and the final grade is based on successful completion of the review article.

**Grading:** 100% reports/papers.
Nsci 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: This course consists of laboratory or field investigation of selected areas of research, done under the direction of a faculty mentor. The course is writing intensive. Students will have the opportunity to present the results of their research in the format of a scientific article. They will learn to survey the current literature in their area of research, organize data, use statistical analyses if appropriate, and effectively communicate the results of their experiments through construction of tables, graphs, and other figures. Also, students will draw conclusions from their data and use persuasive arguments to convince readers of their interpretations of the data. Students will be required to write a 10-15 page paper in the format of a scientific article. This course is graded pass/fail, and the final grade is based on successful completion of the article.  
Grading: 100% reports/papers.

Nsci 4993 Directed Studies  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Nsci 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Nsci 5110 Dental Neuroscience for Graduate Students  
A-F only, 2 credit(s);  
Instructor: Simone, Donald A  
Description: Student may contact the instructor or department for information.

Nsci 6110 Neuroscience for Dental Students  
A-F only, 2 credit(s);  
Instructor: Simone, Donald A  
Description: Student may contact the instructor or department for information.

Norwegian  
320 Folwell Hall

Nor 1002 Beginning Norwegian  
5 credit(s); 1001 Credit will not be granted if credit has been received for: NOR 4002;  
Instructor: Zmijewska-Emerson, Hanna  
Description: Description: The course continues the beginning language students' acquisition of proficiency in all four areas of Norwegian: listening, speaking, reading and writing. Students will also gain knowledge of Norwegian culture through various means, including: the required text, "PA VEI" and the CD. Lecture, class discussions and classroom exercises will be conducted in Norwegian. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course.  
Style: 10% Lecture, 70% Discussion, 20% Laboratory.

Nor 1004 Intermediate Norwegian  
5 credit(s); 1103 Credit will not be granted if credit has been received for: NOR 4004;  
Instructor: Zmijewska-Emerson, Hanna  
Description: Description: This course continues the presentation of Norwegian language skills begun in 1001-2. It is designed to review and expand your knowledge of Norwegian language structure, and to increase your comprehension and communicative abilities in the language. The primary text for the course is Stein pa stein by Ellingsen and MacDonald with an accompanying workbook with CD. Students should expect to prepare at home for proficiently and actively participating in large and small-group interactive communicative activities in class. At this level, you will be reading and listening to more advanced authentic Norwegian material and you will expand and refine your vocabulary and your knowledge of grammar. The 1003-1004 course sequence will prepare you for the Language Proficiency Exam (LPE) that you will take toward the end of 1004.  
Style: 10% Lecture, 70% Discussion, 20% Laboratory.

Nor 4002 Beginning Norwegian
2 credit(s); 1004 in another language or passing score on LPE or grad student
Credit will not be granted if credit has been received for: NOR 1002;
Instructor: Zmijewska-Emerson, Hanna
Description: Description: The course continues the beginning language students' acquisition of proficiency in all four areas of Norwegian: listening, speaking, reading and writing. Students will also gain knowledge of Norwegian culture through various means, including: the required text, "PA VEI" and the CD. Lecture, class discussions and classroom exercises will be conducted in Norwegian. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course.
Style: 10% Lecture, 70% Discussion, 20% Laboratory.

NOR 4004 Intermediate Norwegian
2 credit(s); 1004 in another language or passing score on LPE or grad student
Credit will not be granted if credit has been received for: NOR 1004;
Instructor: Zmijewska-Emerson, Hanna
Description: Description: This course continues the presentation of Norwegian language skills begun in 1001-2. It is designed to review and expand your knowledge of Norwegian language structure, and to increase your comprehension and communicative abilities in the language. The primary text for the course is Stein pa stein by Ellingsen and MacDonald with an accompanying workbook with CD. Students should expect to prepare at home for proficiently and actively participating in large and small-group interactive communicative activities in class. At this level, you will be reading and listening to more advanced authentic Norwegian material and you will expand and refine your vocabulary and your knowledge of grammar. The 1003-1004 course sequence will prepare you for the Language Proficiency Exam (LPE) that you will take toward the end of 1004.
Style: 10% Lecture, 70% Discussion, 20% Laboratory.

Nursing 5-140 Weaver-Densford Hall

Nurs 2001 Human Growth and Development: A Life Span Approach
3 credit(s);
Instructor: Alaniz PhD, Karin Lue
Description: Theoretical, personal and culturally determined views of human life span development are examined from the prenatal period through the dying experience. Grand and emergent theories are applied to the biosocial, cognitive and psychosocial domains of life span development.
Style: 80% Lecture, 5% Film/Video, 10% Discussion, 5% Small Group Activities.
Grading: 20% reports/papers, 60% quizzes, 20% attendance.

Nurs 2001 Human Growth and Development: A Life Span Approach
3 credit(s);
Instructor: Hamilton, Ella Kathryn
Description: Theoretical, personal and culturally determined views of human life span development are examined from the prenatal period through the dying experience. Grand and emergent theories are applied to the biosocial, cognitive and psychosocial domains of life span development.
Style: 80% Lecture, 5% Film/Video, 10% Discussion, 5% Small Group Activities.
Grading: 20% reports/papers, 60% quizzes, 20% attendance.

Nurs 3115 Health Informatics and Information Technology
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Kerr, Madeleine June
Description: Student may contact the instructor or department for information.

Nurs 3690 Life Span, Growth, and Development I
2 credit(s);
Instructor: Davis PhD, Joan Audray
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course uses a life span perspective to explore transitions and changes from conception through early adulthood. It provides students with a broad background in human growth and development across the life span. Nurses and other health care professionals need to understand normal development in order to effectively help people deal with health problems. This course provides a good foundation for further study in a specialty area, and many students will choose to take additional courses that deal with specific developmental periods. The course will appeal to a broad range of students who are
interested in learning about the biosocial, cognitive, and psychosocial forces that shape human lives.

**Style:** This is a printed correspondence section.

**Grading:** written assignments = 80 points midcourse exam = 60 points final exam = 60 points.

**Exam Format:** Supervised, in-person exams.

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**Nurs 3691 Life Span, Growth, and Development II**

1 credit(s);  
**Instructor:** Davis PhD, Joan Audray  
**Description:** This is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course we use a life span perspective to explore transitions and changes in middle and late adult development. The course provides students with a broad background in human growth and development across the life span. Nurses and other health care professionals need to understand normal development in order to effectively help people deal with health problems. This course provides a good foundation for further study in a specialty area, and many students will choose to take additional courses that deal with specific developmental periods. This course will appeal to a broad range of students who are interested in learning about the biosocial, cognitive, and psychosocial forces that shape human lives.

**Style:** This is a printed correspondence section.

**Grading:** 60% final exam, 40% written homework. If you register for the S/N grade option, your average must be at least 70% to receive an S (satisfactory). We encourage prenursing and nursing students to take the course A-F if they want to have the course count in their accumulated GPA.

**Exam Format:** Supervised, in-person (not online) exam.

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**Nurs 3705 Nursing Interventions**

A-F only, 2 credit(s);  
**Instructor:** Martin, Lisa C.  
**Description:** Student may contact the instructor or department for information.

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**Nurs 3705 Nursing Interventions**

A-F only, 2 credit(s);  
**Instructor:** Flaten, Carol  
**Description:** Student may contact the instructor or department for information.

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**Nurs 3801 Patient Centered Care of Adults/Older Adults I**

A-F only, 3 credit(s);  
**Instructor:** Dunlap, Karen J  
**Description:** Student may contact the instructor or department for information.

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**Nurs 3802 Patient Centered Care: Nursing Care of Families I**

A-F only, 3 credit(s);  
**Instructor:** Dean EdD, Patrick Joseph  
**Description:** Student may contact the instructor or department for information.

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**Nurs 3802 Patient Centered Care: Nursing Care of Families I**

A-F only, 3 credit(s);  
**Instructor:** Adwan, Jehad Zaki  
**Description:** Student may contact the instructor or department for information.

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**Nurs 3802 Patient Centered Care: Nursing Care of Families I**

A-F only, 3 credit(s);  
**Instructor:** Kraft, Linda  
**Description:** Student may contact the instructor or department for information.

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**Nurs 3802H Nursing Care of Families I Honors**

A-F only, 4 credit(s);  
**Instructor:** Dean EdD, Patrick Joseph  
**Description:** Student may contact the instructor or department for information.

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**Nurs 3803 Application of Genetics in Nursing**
A-F only, 2 credit(s);
Instructor: Rowan, Mary M.
Description: Student may contact the instructor or department for information.

Nurs 3803 Application of Genetics in Nursing
A-F only, 2 credit(s);
Instructor: Avery, Melissa D
Description: Student may contact the instructor or department for information.

Nurs 4205V Honors: Nursing Theory and Research
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Looman PhD, Wendy Sue
Description: Student may contact the instructor or department for information.

Nurs 4205W Nursing Theory and Research
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Lindquist, Ruth Ann
Description: Student may contact the instructor or department for information.

Nurs 4205W Nursing Theory and Research
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Herrick, Linda Marie
Description: Student may contact the instructor or department for information.

Nurs 4301 Person Centered Care of Adults and Older Adults II
A-F only, 3 credit(s);
Instructor: Steffes, Mary Teresa
Description: Student may contact the instructor or department for information.

Nurs 4303 Practicum: Person Centered Care of Adults in Acute Care
A-F only, 3 credit(s);
Instructor: Steffes, Mary Teresa
Description: Student may contact the instructor or department for information.

Nurs 4305 Practicum: Community-based Care of Families Across Life Span
A-F only, 3 credit(s);
Instructor: Chowen, Maryann Rose
Description: Student may contact the instructor or department for information.

Nurs 4305 Practicum: Community-based Care of Families Across Life Span
A-F only, 3 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.

Nurs 4305 Practicum: Community-based Care of Families Across Life Span
A-F only, 3 credit(s);
Instructor: Larson, Karin J
Description: Student may contact the instructor or department for information.

Nurs 4305 Practicum: Community-based Care of Families Across Life Span
A-F only, 3 credit(s);
Instructor: Flaten, Carol
Description: Student may contact the instructor or department for information.

Nurs 4312 Nursing Care of Families II
A-F only, 3 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.
Nurs 4312 Nursing Care of Families II
A-F only, 3 credit(s);
Instructor: Larson, Karin J
Description: Student may contact the instructor or department for information.

Nurs 4321 Public Health Nursing
A-F only, 2 credit(s);
Instructor: Fidorff, Mary Jocelyn
Description: Student may contact the instructor or department for information.

Nurs 4325 Cultural Immersion and Service Learning in Public Health Nursing
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Monsen PhD, Karen A
Description: Student may contact the instructor or department for information.

Nurs 4325 Cultural Immersion and Service Learning in Public Health Nursing
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Darst, Elaine
Description: Student may contact the instructor or department for information.

Nurs 4402 Taking Ethical Action in Health Care
A-F only, 1 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: O’Conner-Von PhD, Susan K.
Description: Student may contact the instructor or department for information.

Nurs 4402 Taking Ethical Action in Health Care
A-F only, 1 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Rhudy, Lori M
Description: Student may contact the instructor or department for information.

Nurs 4500W Nursing Leadership and Health Care Systems
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Herrick, Linda Marie
Description: Student may contact the instructor or department for information.

Nurs 4500W Nursing Leadership and Health Care Systems
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Adwan, Jehad Zaki
Description: Student may contact the instructor or department for information.

Nurs 4500W Nursing Leadership and Health Care Systems
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Dunlap, Karen J
Description: Student may contact the instructor or department for information.

Nurs 4502 Clinical Immersion
A-F only, 6 credit(s);
Instructor: Dunlap, Karen J
Description: Student may contact the instructor or department for information.

Nurs 4502 Clinical Immersion
A-F only, 6 credit(s);
Instructor: Rhudy, Lori M
Description: Student may contact the instructor or department for information.

Nurs 4504 Professional Issues
A-F only, 2 credit(s);
Instructor: Herrick,Linda Marie
Description: Student may contact the instructor or department for information.

Nurs 4504 Professional Issues
A-F only, 2 credit(s);
Instructor: Kumpula EdD,Renee
Description: Student may contact the instructor or department for information.

Nurs 4800 Nursing Topics: Nurs Topics: Phillips Neighborhood Clinic
A-F only, 2 credit(s);
Instructor: Rowan,Mary M.
Description: Student may contact the instructor or department for information.

Nurs 5011 Interprofessional Diabetes Experience
A-F only, 2 credit(s);
Instructor: Rowan, Mary M.
Description: Student may contact the instructor or department for information.

Nurs 5031 Human Response to Health and Illness: Adults and Elders
A-F only, 6 credit(s);
Instructor: Kessler,Penny
Description: Student may contact the instructor or department for information.

Nurs 5032 Human Response to Health and Illness: Children and Childbearing Families
A-F only, 6 credit(s);
Instructor: Frisvold,Melissa Hanner
Description: Student may contact the instructor or department for information.

Nurs 5040H Seeking Solutions to Global Health Issues
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Duckett,Laura J
Description: Student may contact the instructor or department for information.

Nurs 5115 Interprofessional Health Care Informatics
A-F only, 3 credit(s);
Instructor: Monsen PhD,Karen A
Description: Student may contact the instructor or department for information.

Nurs 5225 Psychopharmacology Advanced Practice Psychiatric/Mental Health Nursing
3 credit(s);
Instructor: Kaas,Merrie Jean
Description: Student may contact the instructor or department for information.

Nurs 5229 Clinical Pharmacotherapeutics
2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Dierich, Mary Therese
Description: Student may contact the instructor or department for information.

Nurs 5229 Clinical Pharmacotherapeutics
2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Benbenek, Mary Mescher
Description: Student may contact the instructor or department for information.

Nurs 5229 Clinical Pharmacotherapeutics
2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: White,Kathryn W
Description: Student may contact the instructor or department for information.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 5800</td>
<td>Nursing Topics</td>
<td>1-4</td>
<td>Frisvold, Melissa Hanner</td>
<td>Student may contact the instructor or department for information.</td>
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<tr>
<td>Nurs 5800</td>
<td>Nursing Topics: State of Science in Obesity Prevention and Family II</td>
<td>1</td>
<td>Fulkerson, Jayne</td>
<td>Student may contact the instructor or department for information.</td>
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<td>Nurs 5800</td>
<td>Nursing Topics</td>
<td>1-4</td>
<td>Peden-McAlpine, Cynthia Jeanne</td>
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<td>Nurs 5812</td>
<td>Global Health Through Study Abroad</td>
<td>S-N only</td>
<td>Larson, Karin J</td>
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<tr>
<td>Nurs 5830</td>
<td>Advanced Clinical Nursing: Perioperative Nursing</td>
<td>1-6</td>
<td>Darst, Elaine</td>
<td>Student may contact the instructor or department for information.</td>
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<tr>
<td>Nurs 5925</td>
<td>Grant Writing and Critique</td>
<td>1</td>
<td>Duckett, Laura J</td>
<td>Student may contact the instructor or department for information.</td>
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<td>Nurs 6100</td>
<td>Evidence-based Practice</td>
<td>A-F only</td>
<td>Rhudy, Lori M</td>
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<td>Nurs 6105</td>
<td>Systems Analysis and Design</td>
<td>A-F only</td>
<td>Clancy, Thomas R</td>
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<td>Nurs 6110</td>
<td>Epidemiology in Nursing</td>
<td>2</td>
<td>Halcon PhD, Linda Luciente</td>
<td>Student may contact the instructor or department for information.</td>
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<tr>
<td>Nurs 6110</td>
<td>Epidemiology in Nursing</td>
<td>2</td>
<td>Findorff, Mary Jocelyn</td>
<td>Student may contact the instructor or department for information.</td>
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<td>Nurs 6200</td>
<td>Science of Nursing Intervention</td>
<td>A-F only</td>
<td>Treat-Jacobson PhD, Diane Jeanette</td>
<td>Student may contact the instructor or department for information.</td>
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<td>Nurs 6200</td>
<td>Science of Nursing Intervention</td>
<td>A-F only</td>
<td>Treat-Jacobson PhD, Diane Jeanette</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
</tbody>
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Nurs 6212 Primary Care Practicum: for Midwives
A-F only, 3 credit(s);
Instructor: Bliss PhD, Donna Zimmaro
Description: Student may contact the instructor or department for information.

Nurs 6306 Women's Reproductive Healthcare Practicum
S-N only, 1 credit(s);
Instructor: Frisvold, Melissa Hanner
Description: Student may contact the instructor or department for information.

Nurs 6502 Assessment and Management of Health for Advanced Practice Nurses, II
A-F only, 3 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 6504 Assessing, Managing Psychiatric Disorders in Adv Practice Psychiatric-Mental Health Nursing
2 credit(s);
Instructor: Vanderhoef, Dawn
Description: Student may contact the instructor or department for information.

Nurs 6505 PMH/APN Prac II: Assessing, Managing Psychiatric Disorders in Adv Prac Psychiatric-Mental Health Nurs
S-N only, 2 credit(s);
Instructor: Vanderhoef, Dawn
Description: Student may contact the instructor or department for information.

Nurs 6702 Executive Leadership Seminar
S-N only, 3 credit(s);
Instructor: Herrick, Linda Marie
Description: Student may contact the instructor or department for information.

Nurs 6902 Nurse Anesthesia Care: Cardiothoracic Disease
A-F only, 2 credit(s);
Instructor: Lovinaria, Danilo Nestor Pajarillo
Description: Student may contact the instructor or department for information.

Nurs 6912 Nurse Anesthesia Care: Cardiothoracic Disease Practicum
S-N only, 3 credit(s);
Instructor: Lovinaria, Danilo Nestor Pajarillo
Description: Student may contact the instructor or department for information.

Nurs 6920 Primary Care: Assessment of Health and Care of Well Children
A-F only, 3 credit(s);
Instructor: Poe, Christine R
Description: Student may contact the instructor or department for information.

Nurs 6921 Assessment of Health and Care of Well Children: Primary Care Practicum
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Poe, Christine R
Description: Student may contact the instructor or department for information.

Nurs 6925 Advanced Concepts in Women's Health for Nurse Practitioners
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.
Nurs 6926 Advanced Concepts in Women's Health for ANP/WHNP Practicum
2 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 6934 Population-focused Assessment and Prioritization
A-F only, 3 credit(s);
Instructor: Robertson, Cheryl Lee
Description: Student may contact the instructor or department for information.

Nurs 6938 Emergency Preparedness for Public Health Nursing Leaders
A-F only, 2 credit(s);
Instructor: Pfeiffer, Jeanne
Description: Student may contact the instructor or department for information.

Nurs 6939 Public Health Nursing Emergency Preparedness Leadership Practicum
S-N only, 1 credit(s);
Instructor: Pfeiffer, Jeanne
Description: Student may contact the instructor or department for information.

Nurs 7005 Nurse Anesthesia Practicum B
S-N only, 5 credit(s);
Instructor: Fagerlund, Kathleen A
Description: Student may contact the instructor or department for information.

Nurs 7100 DNP Seminar I
A-F only, 2 credit(s);
Instructor: Lindquist, Ruth Ann
Description: Student may contact the instructor or department for information.

Nurs 7101 DNP Seminar II
A-F only, 3 credit(s);
Instructor: Lindeke PhD, Linda L
Description: Student may contact the instructor or department for information.

Nurs 7102 DNP Seminar III
A-F only, 2 credit(s);
Instructor: Lindeke PhD, Linda L
Description: Student may contact the instructor or department for information.

Nurs 7103 Nursing Research Methods
3 credit(s);
Instructor: Hooke, Mary Catherine M
Description: Student may contact the instructor or department for information.

Nurs 7103 Nursing Research Methods
3 credit(s);
Instructor: Kerr, Madeleine June
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Lindquist, Ruth Ann  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Frisvold, Melissa Hanner  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Avery, Melissa D  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Halcon PhD, Linda Luciente  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Schadewald, Diane Marie  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Lindquist, Ruth Ann  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Edwardson, Sandra R  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Frisvold, Melissa Hanner  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Lindeke PhD, Linda L  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Herrick, Linda Marie  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Steffes, Mary Teresa  
Description: Student may contact the instructor or department for information.
Nurs 7111 DNP Project Direction II: Implementation
  S-N only, 1 credit(s);
  Instructor: Garcia PhD, Carolyn Marie
  Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
  S-N only, 1 credit(s);
  Instructor: Fagerlund, Kathleen A
  Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
  S-N only, 1 credit(s);
  Instructor: Wyman, Jean Frances
  Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
  S-N only, 1 credit(s);
  Instructor: White, Kathryn W
  Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
  S-N only, 1 credit(s);
  Instructor: Yu, Fang
  Description: Student may contact the instructor or department for information.

Nurs 7113 Clinical Decision Support: Theory
  A-F only, 2 credit(s);
  Instructor: Westra, Bonnie L.
  Description: Student may contact the instructor or department for information.

Nurs 7118 Human Factors and Human-Computer Interaction in Health Informatics
  A-F only, 3 credit(s);
  Instructor: Westra, Bonnie L.
  Description: Student may contact the instructor or department for information.

Nurs 7200 Economics of Health Care
  A-F only, 3 credit(s);
  Instructor: Clancy, Thomas R
  Description: Student may contact the instructor or department for information.

Nurs 7202 Moral and Ethical Positions and Actions in Nursing
  A-F only, 2 credit(s);
  Instructor: Duckett, Laura J
  Description: Student may contact the instructor or department for information.

Nurs 7213 Midwifery Clinical and Professional Integration
  S-N only, 3 credit(s);
  Instructor: Frisvold, Melissa Hanner
  Description: Student may contact the instructor or department for information.

Nurs 7214 Integrative Health and Healing III
Nurs 7215 Integrative Health and Healing Practicum III  
A-F only, 1 credit(s);  
Instructor: Kreitzer, Mary Jo  
Description: Student may contact the instructor or department for information.

Nurs 7300 Program Evaluation  
A-F only, 3 credit(s);  
Instructor: Findorff, Mary Jocelyn  
Description: Student may contact the instructor or department for information.

Nurs 7310 ANP/WHNP Clinical and Professional Integration  
2 credit(s);  
Instructor: Schadewald, Diane Marie  
Description: Student may contact the instructor or department for information.

Nurs 7400 Health Policy Leadership  
A-F only, 3 credit(s);  
Instructor: Chesney PhD, Mary L  
Description: Student may contact the instructor or department for information.

Nurs 7406 Advanced Nursing Practicum in Adult-Gerontology Health  
S-N only, 3 credit(s);  
Instructor: Dierich, Mary Therese  
Description: Student may contact the instructor or department for information.

Nurs 7503 Reproductive Health Care of Women Practicum for Family Nurse Practitioners  
S-N only, 1 credit(s);  
Instructor: Schadewald, Diane Marie  
Description: Student may contact the instructor or department for information.

Nurs 7505 Assessment and Management of Health for Advanced Practice Nurses Practicum II  
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;  
Instructor: Dierich, Mary Therese  
Description: Student may contact the instructor or department for information.

Nurs 7505 Assessment and Management of Health for Advanced Practice Nurses Practicum II  
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;  
Instructor: Benbenek, Mary Mescher  
Description: Student may contact the instructor or department for information.

Nurs 7507 Assessment Management of Health Practicum IV: Community Health Leadership for Family Nurse Pract  
S-N only, 1 credit(s);  
Instructor: Benbenek, Mary Mescher  
Description: Student may contact the instructor or department for information.

Nurs 7508 Assessment Management of Health Practicum V: Clinical Specialty Care for Family Nurse Practitioner  
S-N only, 1 credit(s);  
Instructor: Benbenek, Mary Mescher  
Description: Student may contact the instructor or department for information.

Nurs 7509 Assessment and Management of Health Practicum VI: Primary Care for the Family Nurse Practitioner  
S-N only, 1 credit(s);  
Instructor: Benbenek, Mary Mescher  
Description: Student may contact the instructor or department for information.
Nurs 7604 Executive Leadership Seminar IV: Boundary Spanning Leadership  
A-F only, 2 credit(s);  
Instructor: Krichbaum PhD, Kathleen Elaine  
Description: Student may contact the instructor or department for information.

Nurs 7605 Executive Leadership Practicum III: Boundary Spanning Leadership  
S-N only, 3 credit(s);  
Instructor: Krichbaum PhD, Kathleen Elaine  
Description: Student may contact the instructor or department for information.

Nurs 7606 Relationship-Based Leadership and Management  
A-F only, 3 credit(s);  
Instructor: Potter PhD, Teddie Michelle  
Description: Explore the concepts, theories and practices that support relationship-based leadership and management and introduce a framework and set of tools to provide leadership in an empowered organization.

Nurs 7610 Health Innovations and Leadership  
A-F only, 3 credit(s);  
Instructor: Martin, Lisa C.  
Description: Student may contact the instructor or department for information.

Nurs 7612 Psychiatric/Mental Health Advanced Practice Nursing: Professional Seminar  
1 credit(s);  
Instructor: Kaas, Merrie Jean  
Description: Student may contact the instructor or department for information.

Nurs 7613 Psychiatric/Mental Health Advanced Practice Nursing: Practicum V  
S-N only, 2 credit(s);  
Instructor: Kaas, Merrie Jean  
Description: Student may contact the instructor or department for information.

Nurs 7900 Scholarship of Teaching and Learning in Nursing  
3 credit(s);  
Instructor: Potter PhD, Teddie Michelle  
Description: Course Description: Critical analysis of evidence about essential elements that comprise effective teaching and learning in order to design innovative teaching-learning models and create educational experiences that facilitate achievement of desired learner outcomes in nursing.

Nurs 7925 Systems of Care for Children and Youth With Special Health Care Needs Practicum  
A-F only, 2 credit(s);  
Instructor: Friedrich, Cheri L  
Description: Student may contact the instructor or department for information.

Nurs 7926 Advanced Assessment, Intervention in Families of Children and Youth With Special Health Care Needs  
A-F only, 2 credit(s);  
Instructor: Looman PhD, Wendy Sue  
Description: Student may contact the instructor or department for information.

Nurs 7927 Adv Assessment, Intervention in Families of Children and Youth With Special Health Care Needs Prac  
A-F only, 1 credit(s);  
Instructor: Looman PhD, Wendy Sue  
Description: Student may contact the instructor or department for information.

Nurs 7930 Public Health Nursing Leadership Practicum  
S-N only, 3 credit(s);  
Instructor: Olson Keller, Linda  
Description: Student may contact the instructor or department for information.
Nurs 7940 Individual, Interpersonal, Community, and Organizational Change
  3 credit(s);
  Instructor: Findorff, Mary Jocelyn
  Description: Student may contact the instructor or department for information.

Nurs 8134 Interventions and Outcomes Research
  A-F only, 3 credit(s);
  Instructor: Henly, Susan J
  Description: Student may contact the instructor or department for information.

Nurs 8171 Qualitative Research Design and Methods
  3-4 credit(s), max credits 4, 1 completion allowed;
  Instructor: Peden-McAlpine, Cynthia Jeanne
  Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
  S-N only, 2 credit(s);
  Instructor: Lindquist, Ruth Ann
  Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
  S-N only, 2 credit(s);
  Instructor: Chlan, Linda Lee
  Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
  S-N only, 2 credit(s);
  Instructor: Monsen PhD, Karen A
  Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
  S-N only, 2 credit(s);
  Instructor: Looman PhD, Wendy Sue
  Description: Student may contact the instructor or department for information.

Nurs 8190 Critical Review in Health Research
  A-F only, 2 credit(s);
  Instructor: Henly, Susan J
  Description: Student may contact the instructor or department for information.

Nurs 8195 Mixed Methods in the Social, Behavioral, and Applied Health Sciences
  A-F only, 3 credit(s);
  Instructor: Gaugler PhD, Joseph E
  Description: The purpose of this course is for students to integrate qualitative strategies with quantitative approaches in research designs. Students will examine the strengths and challenges of using a mixed-methodological framework when studying the etiology of phenomena or evaluating clinical interventions.
  Style: 75% Discussion, 15% Student Presentation, 10% Demonstration.
  Grading: 20% reports/papers, 35% special projects, 10% in-class presentation, 35% class participation.

Nurs 8361 Special Topics in Nursing
  1-4 credit(s), max credits 4, 1 completion allowed;
  Instructor: Olson Keller, Linda
  Description: Student may contact the instructor or department for information.

Nurs 8361 Special Topics in Nursing
  1-4 credit(s), max credits 4, 1 completion allowed;
  Instructor: Bearinger, Linda Holm
Description: Student may contact the instructor or department for information.

Nurs 8361 Special Topics in Nursing
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Treat-Jacobson PhD,Diane Jeanette
Description: Student may contact the instructor or department for information.

Nurs 8361 Special Topics in Nursing
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Monsen PhD,Karen A
Description: Student may contact the instructor or department for information.

Nutrition 225 Food Science & Nutrition Building

Nutr 5622 Vitamin and Mineral Biochemistry
3 credit(s);
Instructor: Gallaher,Daniel David
Description: This course focuses on the physiological functions and biochemical actions of vitamins and essential minerals. Topics discussed for each include absorption, transport, storage, metabolic function, reaction mechanism, excretion, and toxicity. Examples of deficiency signs are given extensively. Also considered are interactions among vitamins and essential minerals, approaches to biochemical assessment of status, and dietary requirements. The format is primarily lecture, with in-class discussion. The class is intended for graduate students with an interest in nutrition and undergraduate nutrition science students.
Style: 95% Lecture, 5% Student Presentation.
Grading: 64% mid exam, 16% final exam, 20% reports/papers. Exams are semi-cumulative.
Exam Format: Exams are primarily essay with some multiple choice. Essay questions are a combination of short and long answers. Exams are not time-limited.

Nutr 5626 Nutritional Physiology
A-F only, 3 credit(s);
Instructor: Mashek,Douglas
Description: This course is designed to provide students with an understanding of whole body macronutrient metabolism especially as it relates to the etiology of metabolic diseases. This course will specifically emphasize signaling between tissues to control homeostasis and how dysregulation of this crosstalk can lead to metabolic diseases. We will discuss how organ physiology, diets, dietary components or physiological processes such as exercise, starvation and caloric restriction impact metabolism. Also, the regulation of food intake and energy expenditure will also be covered. We will commonly use primary research articles and often discuss data so that students will have a better understanding of designing, analyzing and interpreting research data.
Style: 100% Lecture.
Grading: 50% mid exam, 33% final exam, 17% special projects.

Nutr 5627 Nutritional and Food Toxicology
A-F only, 3 credit(s); BIOC 3021; designed for students majoring in [nutrition or food science or toxicology] Credit will not be granted if credit has been received for: FSCN 4622;
Instructor: Chen,Chi
Description: Course Description Nutritional toxicology is to provide an overview of principles and elements (toxic agents, organisms, and toxic effects) that are important in the toxic events, with a focus on food toxicants and nutrient-toxicant interaction. This course is designed for senior undergraduate and graduate students majoring in Nutrition and other relevant programs. It comprises two parts. Each part has its corresponding exam. Part 1: Principle of toxicology: toxicokinetics; adsorption, distribution, metabolism and excretion (ADME) of xenobiotics; system toxicity; organ toxicity. Part 2: Primary research on food and nutritional toxicology: safety assessment on dietary components; case studies on the toxic (or detoxification) events associated with food intake and environmental exposure; in vivo and in vitro techniques for toxicological research. Course Objectives After taking this course, the students should be able to: understand the basic concepts of toxicology; understand the molecular mechanism behind the chemical-induced toxicities; comprehend the impact and risk of dietary chemicals to human health; be capable of critically reviewing the primary research papers in the nutritional toxicology field; learn the principles of research techniques used in the toxicological projects; form their own opinion on the risk assessments of dietary components; address and discuss the issues related to the chemical-induced toxicities Overall, the goal of this course is to provide the students an intellectual platform to comprehend the potential adverse effects of foreign compounds into the biological system. Textbooks and Materials: Some of course contents are originated from 2 textbooks below: ---Casarett & Doull's Toxicology, The Basic Science of Poisons. 7th Edition. Edited by Curtis D. Klaassen, 2007 (ISBN-10: 0071470514) ---Food and Nutritional Toxicology. Stanley T. Omaye. CRC Press. 2004. (ISBN-10: 1587160714) Handouts, references and reading assignments will be posted at the Moodle site after the lecture.
Nutr 8620 Advances in Nutrition
2 credit(s);
Instructor: Csallany, A Saari
Description: Student may contact the instructor or department for information.

Nutr 8695 Independent Study: Nutrition
1-10 credit(s), max credits 30, 3 completions allowed;
Instructor: Cariad-Barrett, Anna
Description: Student may contact the instructor or department for information.

Obstetrics and Gynecology 12-211 MoosT (Box 395 UMHC)

Obst 8224 Gynecological Endocrinology I
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Carson MD, Linda F
Description: Student may contact the instructor or department for information.

Obst 8225 Gynecological Endocrinology II
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Carson MD, Linda F
Description: Student may contact the instructor or department for information.

Obst 8226 Obstetrical Physiology and Anesthesiology
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Carson MD, Linda F
Description: Student may contact the instructor or department for information.

Obst 8227 Preceptorship in Clinical Practice
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Carson MD, Linda F
Description: Student may contact the instructor or department for information.

Obst 8240 Human Gametes and Fertilization
3 credit(s);
Instructor: Carson MD, Linda F
Description: Student may contact the instructor or department for information.

Obst 8241 Human Gametes and Fertilization Laboratory
2 credit(s);
Instructor: Carson MD, Linda F
Description: Student may contact the instructor or department for information.

Obst 8243 Topics in Family Planning
2-8 credit(s), max credits 12;
Instructor: Carson MD, Linda F
Description: Student may contact the instructor or department for information.

Occupational Therapy 271 Children’s Rehabilitation Center (Box 388 UMHC)

OT 1003 Orientation to Occupational Therapy
S-N only, 1 credit(s);
Instructor: Jacobs, C
Description: This is a fully online section (no face to face classroom sessions) offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently at your own pace in a nine month extended term, beginning the month of registration, with term registrations open each month. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is designed to help you decide whether a career in occupational therapy is the right choice for you. In this course, you will...
learn what occupational therapy is and how occupational therapists use activity as a treatment modality as well as an outcome. The lessons will describe some of the treatment settings and populations with which you might work as an occupational therapist. The course is offered S/N only, assessments of learning include online quizzes for each lesson, several short-answer written assignments, and a comprehensive open-book style written exam. This course is recommended if you wish to apply to the master's program in occupational therapy at the University of Minnesota.

**Style:** Online  
**Grading:** 54% final exam, 16% quizzes, 30% written homework. S/N  
**Exam Format:** Final take-home essay.

**OT 5395 Independent Study in Occupational Therapy**  
1-4 credit(s), max credits 16, 16 completions allowed;  
**Instructor:** Martin PhD,Peggy Mae  
**Description:** Student may contact the instructor or department for information.

**OT 6200 Public and Professional Engagement II**  
S-N only, 0.5 credit(s), max credits 1.5, 3 completions allowed;  
**Instructor:** Bourland,Christina H  
**Description:** Student may contact the instructor or department for information.

**OT 6201 Functional Anatomy and Kinesiology**  
A-F only, 3 credit(s);  
**Instructor:** Mathiowetz PhD,Virgil G  
**Description:** Student may contact the instructor or department for information.

**OT 6202 Occupational Therapy Process for Individuals: Occupation Through Compensation**  
A-F only, 5 credit(s);  
**Instructor:** McGee,Corey Weston  
**Description:** Student may contact the instructor or department for information.

**OT 6203 Occupational Therapy Process for Family**  
A-F only, 2 credit(s);  
**Instructor:** Schaber PhD,Patricia Louise  
**Description:** This course examines the influence of family systems on health, well-being, and occupational participation of individual members. Five family theories are explored as they inform a family-centered care model of intervention. Assignments include non-standardized OT assessment in families of very young children and of elders with dementia. Course includes conditions related to at-risk families.

**OT 6213 Occupational Therapy Process for Individuals: Medical Contexts**  
A-F only, 2 credit(s);  
**Instructor:** Jones,Terrianne Thielen  
**Description:** Student may contact the instructor or department for information.

**OT 7201 Scholarly Inquiry in Health Sciences**  
A-F only, 4 credit(s);  
**Instructor:** Mathiowetz PhD,Virgil G  
**Description:** Student may contact the instructor or department for information.

**OT 7596 Occupational Therapy Level II Fieldwork I**  
S-N only, 6 credit(s);  
**Instructor:** Bourland,Christina H  
**Description:** Student may contact the instructor or department for information.

**OT 7696 Occupational Therapy Level II Fieldwork II**
OT 7796 Occupational Therapy Level II Fieldwork III: Optional
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Bourland, Christina H
Description: Student may contact the instructor or department for information.

Off-Campus Study 220 Johnston Hall

OCS 3550 National Student Exchange: Off-Campus Study
S-N only, 0 credit(s);
Instructor: STAFF
Description: This course registration allows students to study in a different part of the United States for up to a year through National Student Exchange. There are more than 170 National Student Exchange (NSE) institutions in Hawaii, Florida, and 48 other states and regions, including Puerto Rico, Guam, the Virgin Islands, and Canada. The application deadline for participation in the following academic year is mid-February. Prerequisite: application and acceptance into the National Student Exchange program in the Career and Community Learning Center.

Office of Undergraduate Education 220 Morrill Hall

OUE 2100 Academic Planning and Exploration
1 credit(s);
Instructor: Anderson, Jeffrey Alan
Description: This web-based, one credit course is for undergraduate students who are undecided with their academic major or planning to apply to competitive undergraduate majors. Through a combination of online course modules and in-person meetings, this course will help undecided and competitive-major students engage in the academic and career decision-making process. Students will develop an Exploratory Action Plan to help them discover and declare a best-fit major that matches their interests, values, and academic skills. Course assignments will be customized to meet the student’s needs and will include self-assessment inventories, reflective essays, and an action plan project. This course is offered primarily online but also requires students to attend two in-person meetings with the instructor during the term (in the third and eighth weeks of the course). Prerequisites: Because of the unique nature of this course, students are required to complete a pre-registration survey to determine if this course is a good fit. Priority will go to undecided students who have completed at least 15 academic credits.
Style: 20% Lecture, 80% Web Based.
Grading: 20% special projects, 70% reflection paper, 10% in-class presentation.

OUE 2100 Academic Planning and Exploration
1 credit(s);
Instructor: Kachgal, Mera M
Description: This web-based, one credit course is for undergraduate students who are undecided with their academic major or planning to apply to competitive undergraduate majors. Through a combination of online course modules and in-person meetings, this course will help undecided and competitive-major students engage in the academic and career decision-making process. Students will develop an Exploratory Action Plan to help them discover and declare a best-fit major that matches their interests, values, and academic skills. Course assignments will be customized to meet the student’s needs and will include self-assessment inventories, reflective essays, and an action plan project. This course is offered primarily online but also requires students to attend two in-person meetings with the instructor during the term (in the third and eighth weeks of the course). Prerequisites: Because of the unique nature of this course, students are required to complete a pre-registration survey to determine if this course is a good fit. Priority will go to undecided students who have completed at least 15 academic credits.
Style: 20% Lecture, 80% Web Based.
Grading: 20% special projects, 70% reflection paper, 10% in-class presentation.

OUE 3051 Introduction to Peer Tutoring
S-N only, 1 credit(s);
Instructor: Walters, Matthew
Description: This 1-credit course offered through the University of Minnesota's Office of Undergraduate Education introduces Peer Learning Consultants to the field of peer tutoring, including educational theories and research, informed practice, and social and political tensions. The intent is to enhance not only students' effectiveness as peer tutoring practitioners, but also their understanding
of the academic field of peer education.

### Ojibwe 19 Scott Hall

**Ojib 1102 Beginning Ojibwe II**
- 5 credit(s); 1101
- Credit will not be granted if credit has been received for: OJIB 4102;
- **Instructor:** Jones, Dennis
- **Description:** Student may contact the instructor or department for information.

**Ojib 3104 Intermediate Ojibwe II**
- 5 credit(s); 1102, 1102, 3103
- Credit will not be granted if credit has been received for: OJIB 4104;
- **Instructor:** Fairbanks, Brendan George
- **Description:** Student may contact the instructor or department for information.

**Ojib 4102 Beginning Ojibwe II**
- 3 credit(s); 1004 in another language or passing score on LPE or grad student
- Credit will not be granted if credit has been received for: OJIB 1102;
- **Instructor:** Jones, Dennis
- **Description:** Student may contact the instructor or department for information.

**Ojib 4104 Intermediate Ojibwe II**
- 3 credit(s); 1102, 3102
- Credit will not be granted if credit has been received for: OJIB 3104;
- **Instructor:** Fairbanks, Brendan George
- **Description:** Student may contact the instructor or department for information.

**Ojib 4109 Advanced Ojibwe Language II**
- A-F only, 3 credit(s);
- **Instructor:** Fairbanks, Brendan George
- **Description:** Student may contact the instructor or department for information.

**Ojib 5109 Advanced Ojibwe Language II**
- A-F only, 3 credit(s), max credits 12, 4 completions allowed;
- **Instructor:** Fairbanks, Brendan George
- **Description:** This class will focus on improving overall speaking skills, pronunciation, stress, intonation, and fluency through immersion. Therefore, this class will be delivered in the Ojibwe language. The use of English will usually be restricted to the explanation of difficult concepts. We will continue to focus on grammar patterns, sentence patterns, reduplication, mii-phrases, discourse markers, as well as the VTA paradigm.

### Operations and Management Sciences 3-140 Carlson School of Management

**OMS 2550 Business Statistics: Data Sources, Presentation, and Analysis**
- A-F only, 4 credit(s); [Math 1031 or equiv], at least 30 cr
- Credit will not be granted if credit received for: 1550
- Credit will not be granted if credit has been received for: OMS 2550H;
- **Instructor:** STAFF
- **Description:** Student may contact the instructor or department for information.

**OMS 3001 Introduction to Operations Management**
- A-F only, 3 credit(s);
- **Instructor:** STAFF
- **Description:** Basic concepts, principles, and techniques for managing manufacturing and service operations. Emphasis on decision making in the operations function of organizations. Quantitative and qualitative methods for improving the management of operations stressed. Management students provided with an appreciation of the operations function of organizations.
- **Style:** 50% Lecture, 30% Discussion. interactive games
- **Grading:** 20% mid exam, 30% final exam, 10% quizzes, 15% class participation, 25% problem solving.
- **Exam Format:** multiple choice, short answer, problem solving

**OMS 3045 Sourcing and Supply Management**
A-F only, 2 credit(s);
Instructor: Novitzki, Thomas
Description: Student may contact the instructor or department for information.

OMS 3056 Supply Chain Planning and Control
A-F only, 4 credit(s);
Instructor: STAFF
Description: Concepts and principles related to designing, controlling, and improving production and inventory management systems throughout the supply chain. Topics include capacity planning, inventory planning, production planning, forecasting methods, Materiel Requirements Planning (MRP), Just-in-Time, and theory of constraints.

OMS 3059 Quality Management and Lean Six Sigma
A-F only, 4 credit(s);
Instructor: STAFF
Description: Planning and organizing performance improvement of processes, products, and services; Six Sigma process management systems; quality aspects of product/service design; quality determination cost, customer/vendor relations; process control; quality control; management of improvement process; and organizational assessment of quality. Introduction to concepts relevant to service/manufacturing.

OMS 3072 Managing Technologies in the Supply Chain
A-F only, 2 credit(s);
Instructor: Sinha, Kingshuk Kanti
Description: Student may contact the instructor or department for information.

OMS 4065W Supply Chain and Operations Strategy
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Donohue, Karen Lisa
Description: This course is the Senior Capstone for the Supply Chain and Operations major. As such, we will cover not only the latest concepts in supply chain and operations strategy, but also work to develop the leadership and communication skills necessary to succeed as a supply chain and operations professional. Special emphasis will be placed on developing written communication skills, as evidenced by the course's designation as a Writing Intensive (W-I) course. The course will be valuable for students going into consulting, distribution, manufacturing, sourcing, and other supply chain and operations centric careers. Supply chain and operations management has been one of the major growth areas in consulting over the past few years and an increasing number of industries consider expertise in this area vital; these include retailing, high-tech, consumer goods, automotive, chemical, pharmaceutical and food & beverage industries. Students taking this course will learn the fundamentals of successfully exploiting global supply chains by looking strategically at the full supply chain, understanding the total cost economics, and adjusting for the appropriate industry dynamics.
Style: The course is case-based and discussion driven. Class time will be spent discussing cases and assigned readings, taking part in exercises, practicing informal writing, and engaging in interactive lectures. The course will feature a number of guest

OMS 6041 Project Management
A-F only, 2 credit(s);
Instructor: Siemsen, Enno
Description: In the course of their careers, contemporary managers will spend a significant amount of time either participating in or leading projects. Projects are frequently used as proving-grounds for high-potentials. The skills that are required in project management are often the very same attributes that are required for successfully managing a business. While every project is by definition unique, some concepts and tools in project management apply to a wide range of different types of projects. The aim of this course is to equip students with these concepts and tools, and to develop them into successful project managers (and team members). The goal of this course is neither to further refine existing project-management specialists in their expertise, nor to specifically train students for Project Management Certification. Rather, the objective is to equip business generalists (i.e., any career concentration) with project management related skills that will be useful throughout their careers. With that aim in mind, the course will focus on broadly applicable concepts and methods and will cover both qualitative and quantitative aspects of project management.
Style: 50% Lecture, 15% Discussion, 25% Small Group Activities, 10% Guest Speakers.
Grading: 30% mid exam, 40% reports/papers, 20% written homework, 10% other evaluation.

OMS 6056 Managing Supply Chain Operations
A-F only, 4 credit(s);
Instructor: Donohue, Karen Lisa
Description: Student may contact the instructor or department for information.
OMS 6072 Managing Technologies in the Supply Chain
A-F only, 2 credit(s);
Instructor: Sinha,Kingshuk Kanti
Description: Student may contact the instructor or department for information.

OMS 6081 Global Operations Strategy
A-F only, 4 credit(s);
Instructor: Siemsen,Enno
Description: The central tenet of this course is that a company’s ability to deliver products at low cost, high quality, at high speed, and with the flexibility to handle variety, is a result of key configuration decisions within the supply chain. The course is designed to familiarize students with the operational implications of strategic decisions, such as global facility location, outsourcing, supplier selection and relationship management, process automation and standardization, concurrent product development, etc. To better understand the influence of globalization on supply chain configurations, the course is centered on a global project on supply-chain design. Our students form teams with students at a business school in Asia or Europe, and jointly explore different supply chain configurations for a particular product or service. Relevant products or services for these projects either stem from the companies these students work for, or are exogenously obtained from partnering companies. Students will learn current best practices for managing virtual teams and work to apply these practices during their project. Class time will be provided for students to virtually meet with their global team members.
Style: 40% Lecture, 30% Discussion, 15% Small Group Activities, 15% Guest Speakers.
Grading: 30% mid exam, 40% special projects, 20% written homework, 10% other evaluation.

OMS 8735 Supply Chain Management
A-F only, 3 credit(s);
Instructor: Mehrotra,Mili
Description: Student may contact the instructor or department for information.

Oral Biology 15-209 MoosT

OBio 8012 Basic Concepts in Skeletal Biology
A-F only, 2 credit(s);
Instructor: Mansky,Kim
Description: Student may contact the instructor or department for information.

OBio 8022 Oral Neuroscience
2 credit(s);
Instructor: Bereiter,David A
Description: Student may contact the instructor or department for information.

OBio 8024 Genetics and Human Disease
1 credit(s);
Instructor: Gopalakrishnan,Rajaram
Description: Student may contact the instructor or department for information.

OBio 8028 Molecular Basis of Cellular and Microbial Adhesion
A-F only, 2 credit(s);
Instructor: Herzberg,Mark C
Description: Student may contact the instructor or department for information.

OBio 8030 Oral Biology Seminar
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Gopalakrishnan,Rajaram
Description: Student may contact the instructor or department for information.

Oral and Maxillofacial Surgery 7-174 MoosT

OSur 5257 Ambulatory General Anesthesia for the Oral and Maxillofacial Surgeon
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Hughes,Pamela Jean
OSur 5276 Medicine Rotation for the Oral and Maxillofacial Surgeon  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8250 Oral and Maxillofacial Surgery Rotation for the Oral and Maxillofacial Surgeon  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8251 Oral and Maxillofacial Surgery Core Curriculum  
S-N only, 0-2 credit(s), max credits 2, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8253 Case Presentations and Chief Conferences  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8255 General Surgery Rotation for the Oral and Maxillofacial Surgeon  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8256 Contemporary Anesthesia Literature Review  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8260 Surgical Rounds for the Oral and Maxillofacial Surgeon  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8262 Plastic Surgery Rotation for the Oral and Maxillofacial Surgeon  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

OSur 8267 Anesthesia Rotation for the Oral and Maxillofacial Surgeon  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes, Pamela Jean  
Description: Student may contact the instructor or department for information.

Organizational Leadership, Policy and Development  
330 Wulling Hall

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Darg, Jules  
Description: This section of PA 1961W WILL MEET FOR ONLY EIGHT (8) CLASSROOM SESSIONS EVERY OTHER WEEK, IN COMBINATION WITH A DYNAMIC ONLINE COMMUNITY THROUGHOUT THE COURSE. This BLENDED (partially online, partially in-class) allows students the SCHEDULING FLEXIBILITY of an online course, while creating an opportunity to build a rich, interpersonal community with your classmates during eight interactive classroom sessions. This 1xxx-level course introduces leadership through personal perspectives and frameworks where students examine their own and other classmates' views on leadership, explore the differences between personal and positional leadership, and study characteristics of effective leadership,
including leaders at the University of Minnesota and beyond. Students will also learn about leadership though the development of a social betterment project within the UMTC community and the importance of personal development. The eight in-class meetings are on Mondays from 4:00 p.m. ? 6:30 p.m. on the following dates: 1/23, 2/6, 2/20, 3/6, 3/19, 4/20, 4/16, and 4/30. PA 1961W also fulfills the 1xxx-level core course requirement for the Leadership Minor.

**Style:** 50% Lecture, 50% Web Based. This class is entirely online.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Bjarnadottir, Thorunn
Description: Student may contact the instructor or department for information.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Timm, Jeffrey Scott
Description: Student may contact the instructor or department for information.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Russell, Kathrine Anna
Description: Student may contact the instructor or department for information.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Knudson, Laura J
Description: Student may contact the instructor or department for information.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Selby, Katie M
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: McFadden, Colin Hamilton
Description: Student may contact the instructor or department for information.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Cunningham, Lance Edward
Description: Student may contact the instructor or department for information.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Fredrickson, Brian Steven
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Marcy, Ben
Description: Student may contact the instructor or department for information.

**OLPD 1301W Personal Leadership in the University**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Harris, Margaret McKenny
OLPD 1302 Personal Leadership in the University
A-F only, 3 credit(s); credit will not be granted if credit already received for: EdPA 1302 or EdPA 1301W Credit will not be granted if credit has been received for: PA 1961W;
Instructor: Omari, Abdul Majid
Description: This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership and positive change. This course is reserved for BME and HRD majors.
Style: 10% Lecture, 80% Discussion, 5% Small Group Activities, 5% Student Presentation.
Grading: 10% reports/papers, 50% special projects, 10% attendance, 15% reflection paper, 15% class participation.

OLPD 1396 Supervised Career and Technical Education Teaching
S-N only, 4 credit(s);
Instructor: Stertz EdD, Tom
Description: This course is a supervised teaching experience for beginning on-the-job and pre-service instructors in Career and Technical Education. The course can be used to satisfy the Minnesota Secondary Career and Technical Teacher licensure requirement. The course is delivered in an individualized mode with the U of M instructor acting as a supervisor and resource person. An on-site career and technical instructor or supervisor will also serve as a mentor. All work agreed upon by the student and the BIE 1396 instructor.

OLPD 2811 Societies of the Future: Changing Work Contexts
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Harkins, Arthur M
Description: COURSE DESCRIPTION This course provides basic, personalized experiences with the evolution of technology, social contexts and work, with special emphasis on conditions likely to be encountered within the near future. The course repurposes fundamental liberal arts content as effective components of decision-making processes set in short, medium-, and long-range social and work trends and projections. In this course, students and instructors will consider a wide range of technologies, all the way from the basic American highway system to the latest developments in the Cloud. Throughout this consideration, students will be guided in the exploration and analysis of the implications and choices around development, adoption and use of these technologies. Of particular importance is the role of context, control, and ambiguity, and how these each influence our interactions and uses of technologies. Through course readings, in-class discussions, weekly reflection papers, and group projects, over the course of the semester, students will work towards the articulation of a more formal framework for the evaluation of technologies. Such a framework will center around critical questions that we will ask ourselves and each other in class and in writing. We will be looking at technology and particularly the future of technology at work, but through the lens of the questions and queries raised by the liberal arts. STATEMENT OF COURSE OBJECTIVES Upon completion of the course, students will be able to: Understand what liberal education is, with a particular focus on technologies of the future and work of the future, and understand what this means for them as students and as citizens; Describe the rapidly evolving social (economic, political, cultural and technological) circumstances within which work changes, and explore the ethical aspects of these possible changes; Connect knowledge and practice when explaining the study of the future as a trans-disciplinary field, a professional field, and a highly customizable intellectual technology; Consider the impact of technology from multiple perspectives that include developers, users/consumers, as well as others in society; Discuss the history of human societies, with particular emphasis upon technological evolution and implications for the world of work. Emphasize the importance of alternative perspectives when considering future social contexts and associated work patterns, and develop skills in constructing a framework for evaluating conflicting views of exiting or emerging technologies; Describe the explosive development of human capital, and the risks of institutional lag; Explain how future-oriented personal development can contribute to improved organizational effectiveness in the face of change; and Discuss the selective personalization of proactive responses to forces shaping human capital developing in the 21st century.
OLPD 2811H Societies of the Future: Changing Work Contexts, Honors
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Harkins, Arthur M
Description: Student may contact the instructor or department for information.

OLPD 3201 Adult Education Overview
A-F only, 1 credit(s);
Instructor: Hanes Goodlander, Lisa Ann
Description: This online course represents an overview of the theory and practice of adult learning and adult development, which, together, comprise the field of adult education (AdEd). This course is intended for undergraduates, primarily those who are in the undergraduate HRD degree program and want an AdEd Certificate, as these two programs are integrated. Other undergraduates who would like the AdEd Certificate may also use this course to complete the requirements.

OLPD 3202 Introduction to Strategies for Teaching Adults
A-F only, 3 credit(s);
Instructor: Park, Rosemarie J
Description: Best practice theories and practices of adult teaching and learning are the focus of this course. This course covers a variety of teaching and learning perspectives, learner and instructor styles, methods that align with the perspectives of teaching, applications of teaching in diverse settings, a site visit (student choice) to assess best practices when teaching adults, a micro-teaching (group or alone), and learners crafting a teaching philosophy. By the end of AdEd 3101 learners will be able to: - Create a comprehensive glossary for relevant course terms, theorists, and MN organizations focused on teaching or training adults. - Identify and compare teaching and learning strategies and distinguish best practice strategies for the perspectives. - Identify why you and other adults resist learning, and, recommend best practice strategies for addressing learning resistance. - Identify best practice suggestions for teaching in diverse settings, and apply these to modify international training games to reflect best practice suggestions. - Describe possible ethical issues with teaching and learning. - Assess and present on dominant teaching and learning perspectives and practices used during your site visit observation, and, recommend course design and delivery improvements for site visit instructor(s). - Apply best practice suggestions from the course to design and deliver 15 minutes of face-to-face, blended, or online instruction on topic of choice. - Formulate your teaching philosophy and best practice preferences for teaching others.
Style: 10% Lecture, 10% Film/Video, 40% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Field Trips. This course is taught half in-class and half online.
Grading: 66% - Weekly Assignments, Discussion Postings and Class Participation (attendance) 11% - Teaching and Learning Case Study 11% - Micro Teaching Assignment (assignment + group evaluation) 12% - Ethics and Teaching Philosophy

OLPD 3202 Introduction to Strategies for Teaching Adults
A-F only, 3 credit(s);
Instructor: Woldeab, Daniel
Description: Student may contact the instructor or department for information.

OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s); [1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302 Credit will not be granted if credit has been received for: PA 3961;
Instructor: Ve Lure Roholt, Christine Elizabeth
Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine their own views of leadership and social change, learn about leadership theory and core concepts of Public Achievement, and apply knowledge to practice utilizing the Public Achievement model. Particular attention is given to group leadership and the effectiveness of groups and organizations accomplishing change. There are a few aspects to the content of this course which make it unique when compared to traditional collegiate and leadership instruction: As a method of examining leadership capacities within a social change movement, this class will utilize the history, current status, and stories about the issue of poverty as a context. As the theme for the course, many portions of the class content and discussion will explore the issue of poverty. This method is meant as an example of public leadership happening within the intricacies of a social movement and issue. Another major content component of this course is the Public Achievement model. A little less than half of the assigned class days will be dedicated to working within smaller groups (encompassing about 1/3 of the class in each) on a Public Achievement project. For these projects, each of the instructors, in addition to a teaching assistant, will be assigned as a coach for one Public Achievement group. More information about Public Achievement is available in the subsequent pages of this syllabus.
Style: 10% Lecture, 5% Film/Video, 20% Discussion, 50% Small Group Activities, 10% Student Presentation, 5% Guest Speakers. The major portion of this class is the Public Achievement process.
Grading: 20% final exam, 20% reports/papers, 5% quizzes, 5% attendance, 10% journal, 35% in-class presentation, 5% class participation.
Exam Format: Final exam is a take-home written essay.
OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s); [1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302 Credit will not be granted if credit has been received for: PA 3961;
Instructor: Asmundson, Aaron R
Description: Leadership and leadership capacities from multicultural/multidimensional perspectives. Students examine their own views on leadership. Leadership theory/practice, group dynamics/behavior, applying knowledge.

OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s); [1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302 Credit will not be granted if credit has been received for: PA 3961;
Instructor: Fredrickson, Brian Steven
Description: Student may contact the instructor or department for information.

OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s); [1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302 Credit will not be granted if credit has been received for: PA 3961;
Instructor: Hellstrom, David P
Description: Student may contact the instructor or department for information.

OLPD 3306 Leadership Minor: Field Experience
A-F only, 3 credit(s); 3302 with grade of at least C credit will not be granted if credit already received for: EdPA 3402 Credit will not be granted if credit has been received for: PA 3971;
Instructor: Ve Lure Roholt, Christine Elizabeth
Description: Student may contact the instructor or department for information.

OLPD 3306 Leadership Minor: Field Experience
A-F only, 3 credit(s); 3302 with grade of at least C credit will not be granted if credit already received for: EdPA 3402 Credit will not be granted if credit has been received for: PA 3971;
Instructor: Frazzini, Ronald Michael
Description: Student may contact the instructor or department for information.

OLPD 3306 Leadership Minor: Field Experience
A-F only, 3 credit(s); 3302 with grade of at least C credit will not be granted if credit already received for: EdPA 3402 Credit will not be granted if credit has been received for: PA 3971;
Instructor: Nobbe, June Elly
Description: Student may contact the instructor or department for information.

OLPD 3310 Special Topics for Undergraduates
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description: Inquiry into educational policy and administration problems and issues. No special topic has yet been approved for Fall 2000.

OLPD 3318 Introduction to Project Management
3 credit(s);
Instructor: Fitzgerald-Sisk, Meg
Description: The focus of this course is project management for business and industry. Students will learn the basics of project management, project lifecycles, deliverables, and processes as they are commonly used in the workplace. By the end of the course, students will be able to: 1. distinguish between projects, programs, and phases, 2. distinguish between project management processes and project processes, 3. choose the appropriate elements and activities from the project management process to use for any given project, 4. design a project management plan, 5. analyze the risk of a proposed project and develop a risk management plan, 6. distinguish between change management, change control, quality assurance, and quality control, and design management plans for each, 7. predict the outcome of a project, given specific information about the process at the midpoint, 8. justify and plan for a go/no-go decision based on project status reports, and 9. evaluate a project at its close.
Style: 25% Lecture, 40% Discussion, 35% Small Group Activities.
Grading: 44% special projects, 30% in-class presentation, 26% class participation.
OLPD 3336 Religion, Ethics, and Educational Policy
3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Osburn Jr, Robert H
Description: Most appropriate for students who have taken at least one year of coursework, the course examines the increasing complexity of religious life in America and disputes regarding the place of religion and religious practice in public life. These call for discernment in the classroom, as well as greater skill in understanding the historical and contemporary role of religious belief and expression in K-12 and higher education. Students will interact with community and religious leaders, consider legal and ethical issues in schooling, as well as issues of religion and science, values education, school prayer, students’ and educators’ rights and responsibilities with respect to religious expression, religion in the global educational context, and related topics. The course includes weekly guest presentations and dinner (once during the semester) at the course instructor's home.
Style: 30% Lecture, 20% Discussion, 5% Small Group Activities, 5% Field Trips, 40% Guest Speakers.
Grading: 35% reports/papers, 25% quizzes, 25% reflection paper, 15% class participation.

OLPD 3401 Teaching Marketing Promotion
A-F only, 3 credit(s);
Instructor: Plachecki, Frank John
Description: Student may contact the instructor or department for information.

OLPD 3424 Sales Training
A-F only, 3 credit(s);
Instructor: Gaddey Jr, Roy Arthur
Description: The class will provide an introduction to the skills and characteristics needed to be successful in sales. The course will cover: * Developing a Personal Selling Philosophy * Developing a Relationship Strategy * Developing a Product Strategy * Developing a Customer Strategy * Developing a Presentation Strategy * Management of Self

OLPD 3451 Technical Development: Advanced
1-32 credit(s), max credits 32, 12 completions allowed;
Instructor: Stertz EdD, Tom
Description: Individualized advanced technical development in construction, communication technology, manufacturing, power and energy, and transportation.

OLPD 3461 Professional Sales Management
A-F only, 3 credit(s);
Instructor: Mueller, Wayne G
Description: Student may contact the instructor or department for information.

OLPD 3461 Professional Sales Management
A-F only, 3 credit(s);
Instructor: Yawson, Robert Mayfield
Description: Student may contact the instructor or department for information.

OLPD 3601 Introduction to Human Resource Development
A-F only, 3 credit(s);
Instructor: Quast, Louis Neumann
Description: This course provides an introduction to Human Resource Development (HRD) theories, principles, concepts, and practices. CLASS STRUCTURE: Class sessions include lectures, small and large discussion groups, and audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more from each other’s opinions, knowledge and experience, and active participation is a required part of this course. You will have a variety of sources, including assigned readings and other materials presented in class. COURSE OUTCOMES Upon completion of the course, students will be able to: 1) Describe the economic, psychological, cultural, and technological forces within which HRD functions; 2) Explain HRD as a discipline, a professional field of practice, and its history; 3) Discuss the theory and philosophy of HRD; 4) Contrast the alternative perspectives within HRD; 5) Describe the development of human expertise through personnel training and development; 6) Explain how organization development contributes to improved organizational effectiveness in the face of change, and; 7) Discuss the forces shaping human resource development in the 21st century (e.g., career development, strategic roles, accountability, globalization, and technology).

OLPD 3620 Introduction to Training and Development
A-F only, 3 credit(s);
Instructor: Christesen PhD, David Allen
OLPD 3620 Introduction to Training and Development
A-F only, 3 credit(s);
Instructor: Novillo,Walter E.
Description: Student may contact the instructor or department for information.

OLPD 3640 Introduction to Organization Development
A-F only, 3 credit(s);
Instructor: Fritsch,Jocelyn M
Description: Student may contact the instructor or department for information.

OLPD 3640 Introduction to Organization Development
A-F only, 3 credit(s);
Instructor: Noh,Jae Hang
Description: Student may contact the instructor or department for information.

OLPD 3696 Profession and Practice of Human Resource Development
A-F only, 2 credit(s);
Instructor: Opall,Brent S.
Description: Course Description: This course is designed to help undergraduate HRD students develop the skills necessary for a successful career in the field of Human Resource Development, and also to prepare for the undergraduate HRD internship (HRD 4196). The course will provide students with an introduction to the profession and practice of HRD, the requirements of the internship, and some experience in planning and developing a post-baccalaureate career. Learning Objectives: By the end of this course it is expected that students will be able to: 1. Understand and use the Career Development Process model. 2. Understand the importance of self-knowledge and self-reflection in managing and thriving in future work. 3. Access and use information related to career planning and the job search process. 4. Develop and produce an HRD-focused resume and cover letter. 5. Search for, find and apply to an appropriate entry-level position in the HRD field. 6. Know the requirements of the HRD 4196 internship experience, and increase level of confidence in searching for, applying to and obtaining this internship. 7. Gain deeper understanding of the difference between HRM and HRD, and be able to articulate this difference to others. 8. Gain more understanding of some typical HRD/HRM careers.

OLPD 3828 Diversity in the Workplace
A-F only, 3 credit(s);
Instructor: Simmons,Verna Cornelia
Description: Student may contact the instructor or department for information.

OLPD 4303W Leadership for Global Citizenship
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Werner,Linnette
Description: Student may contact the instructor or department for information.

OLPD 4303W Leadership for Global Citizenship
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Asmundson,Aaron R
Description: Student may contact the instructor or department for information.

OLPD 4401 E-Marketing
A-F only, 3 credit(s);
Instructor: Novak,Ryan P
Description: Student may contact the instructor or department for information.

OLPD 4426 Customer Service Training
A-F only, 3 credit(s);
Instructor: Selander,Julie Ann
Description: Student may contact the instructor or department for information.
Instructor: Johnson, Karen R
Description: Student may contact the instructor or department for information.

**OLPD 4496 Internship: Business and Marketing Education**
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Snyder, Lynn M.
Description: Student may contact the instructor or department for information.

**OLPD 4602 Managing Work Teams**
A-F only, 3 credit(s);
Instructor: Clemmer, Gary F
Description: 

**OLPD 4696 Internship: Human Resource Development**
S-N only, 1-10 credit(s), max credits 10;
Instructor: Snyder, Lynn M.
Description: Student may contact the instructor or department for information.

**OLPD 4870 Introduction to Integrating Human Rights into Organizational Leadership**
A-F only, 3 credit(s);
Instructor: Rudelius-Palmer, Kristi Lynn
Description: COURSE DESCRIPTION In the last few decades, some business organizations have increasingly embraced their responsibility to contribute to the promotion and protection of human rights, while others are still struggling with their moral and legal obligations. What are human rights and what do they mean for business professionals today? What policies and practices exist locally and internationally to integrate human rights into organizational leadership and management? How do we integrate human rights through human rights education, training, and organization culture? This course provides a foundation of knowledge about Human Rights and creates a forum to explore these issues. COURSE OBJECTIVES 1. Articulate and discuss major international human rights documents; 2. Identify and discuss elements of the Human Rights Management Framework; 3. Identify and research strategies, policies, practices, and norms related to integrating human rights into organizational leadership and management; 4. Understand the role and impact of businesses in the promotion and protection of human rights; 5. Analyze business-related human rights policies and strategies for promoting and protecting human rights in the workplace; 6. Apply Human Rights Education methods to facilitate discussions and training about human rights-friendly business practices; 7. Represent human rights and organizational leadership and management concepts creatively in a multi-media format.
Style: This is an online, web-based course, and all students are expected to have internet access and a basic understanding of computer use. Students are expected to check email at least once every 48 hours. More guidelines in class.
Grading: 22% reports/papers, 42% special projects, 36% class participation.

**OLPD 5001 Formal Organizations in Education**
3 credit(s);
Instructor: Brunner, C Cryss
Description: Classical/current theories of organizations. Applications to education and related fields.

**OLPD 5080 Special Topics: Educational Policy and Administration**
1 credit(s), max credits 24, 24 completions allowed;
Instructor: Stout PhD, Karen Evans
Description: Student may contact the instructor or department for information.

**OLPD 5080 Special Topics: Educational Policy and Administration**
3 credit(s), max credits 24, 24 completions allowed;
Instructor: Krueger, Richard A
Description: Student may contact the instructor or department for information.

**OLPD 5080 Special Topics: Educational Policy and Administration: International Higher Education**
3 credit(s), max credits 24, 24 completions allowed;
Instructor: Hendel, Darwin Dale
Description: Student may contact the instructor or department for information.

**OLPD 5080 Special Topics: Educational Policy and Administration**
OLPD 5080 Special Topics: Educational Policy and Administration
3 credit(s), max credits 24, 24 completions allowed;
Instructor: Furco, Andrew
Description: This course is designed to introduce students to the study and practice of public engagement in higher education. During this nine-week session, students and instructors will consider the civic roles of postsecondary education institutions both past and present. Special attention will be paid to contemporary philosophies and practices of engagement, and how engagement is expressed in various institutional contexts. This course is designed for both practitioners and scholars who seek to deepen their understandings about the ways in which institutions might become more productively involved with communities they serve. Upon completion of this course, students will be able to: understand and discuss higher education’s role in society and how this role has evolved over time; articulate various philosophies and theoretical frameworks that guide engagement research and practice, and how these conceptual pieces inform the development of engagement programs; identify and apply best practices of engaged teaching and learning, scholarship, and service, and relate these practices to unique institutional missions and contexts; develop strategies for supporting engagement on their own campuses; consider future directions for research on engagement.

OLPD 5095 Problems: Educational Policy and Administration
1-3 credit(s), max credits 24, 24 completions allowed;
Instructor: STAFF
Description: Course or independent study on specific topic within department program emphasis.

OLPD 5096 Internship: Educational Policy and Administration
1-9 credit(s), max credits 24, 24 completions allowed;
Instructor: STAFF
Description: Internship in elementary, secondary, general, or postsecondary administration, or other approved field-related setting.

OLPD 5121 Educational Reform in International Context
3 credit(s);
Instructor: Chapman, David W
Description: Critical policy analysis of educational innovation and reform in selected countries. Uses theoretical perspectives and a variety of policy analysis approaches to examine actual educational reforms and their implementation.

OLPD 5132 Intercultural Education and Training: Theory and Application
3 credit(s);
Instructor: Goh PhD, Michael P.
Description: Student may contact the instructor or department for information.

OLPD 5201 Strategies for Teaching Adults
A-F only, 3 credit(s);
Instructor: Park, Rosemarie J
Description: Student may contact the instructor or department for information.

OLPD 5204 Designing the Adult Education Program
A-F only, 3 credit(s);
Instructor: Twohig, Catherine Carol
Description: Student may contact the instructor or department for information.

OLPD 5211 Introduction to the Undereducated Adult
A-F only, 1 credit(s);
Instructor: Digby PhD, Cynthia LB
Description: OLPD 5211: This course focuses on issues of adult literacy, and best practices when teaching adult basic education,
and-or adult English Language Learners in the workplace or in your community. We will briefly consider: who the undereducated adults are in our society, what literacy means, what the statistics indicate about poverty and education, what the statistics indicate about lower levels of literacy and the work prospects for adults who have lower levels of literacy, adult basic education and adult English Language Learning options in Minnesota, and best practices when teaching adult basic education and adult English Language Learning.

**Style:** 100% Web Based.

**Grading:** 75% - Weekly Assignments, Discussion Postings and Responses to others, and Wiki Assignment Posting and Editing

25% - Final/Site Visit Assignment

**OLPD 5224 Formal Assessment of Adult Literacy**

A-F only, 1 credit(s);

**Instructor:** Digby PhD, Cynthia LB

**Description:** Assessment of adult English/literacy skills needed for work, family, community, and continuing education. Formal testing policy, techniques, standardized tests. Underlying assumptions about testing, cultural bias, and interpretation of formal tests. Test preparation programs.

**Style:** 100% Web Based.

**Grading:** 25% special projects, 75% written homework.

**OLPD 5225 Informal Assessment of Adult Literacy**

A-F only, 1 credit(s);

**Instructor:** Digby PhD, Cynthia LB

**Description:** Student may contact the instructor or department for information.

**OLPD 5233 Methods of Teaching Beginning Adult Literacy**

A-F only, 1 credit(s);

**Instructor:** Twohig, Catherine Carol

**Description:** Student may contact the instructor or department for information.

**OLPD 5234 Methods of Teaching Intermediate Adult Literacy**

A-F only, 1 credit(s);

**Instructor:** Twohig, Catherine Carol

**Description:** Student may contact the instructor or department for information.

**OLPD 5296 Field Experience in Adult Education**

S-N only, 3-6 credit(s), max credits 6, 1 completion allowed;

**Instructor:** Twohig, Catherine Carol

**Description:** Student may contact the instructor or department for information.

**OLPD 5310 Data-Driven Decision Making I**

1 credit(s);

**Instructor:** Nielsen, Kristine Bryan

**Description:** Student may contact the instructor or department for information.

**OLPD 5323 Women in Leadership**

3 credit(s);

**Instructor:** Brunner, C Cryss

**Description:** Provides opportunities for male and female students to consider, learn about, explore, examine, research, think about, and discuss the topic of women in leadership within the context of larger systems and their own lives. Designed to advance the greater aims of supporting equity and equality across all areas of difference.

**OLPD 5324 Strategic Financial Planning and Policy for Educational Leaders**

3 credit(s);

**Instructor:** Alexander, Nicola

**Description:** Provides an overview of state-local school finance systems, budgeting, governmental fund accounting, and interpretation of financial information. For graduate students pursuing licensure as elementary-secondary principals and superintendents.

**OLPD 5348 Leaders of Human Resources Administration**

2 credit(s);
Instructor: Lovett, Michael James  
Description: Student may contact the instructor or department for information.

OLPD 5356 Disability Policy and Services  
3 credit(s);  
Instructor: Hewitt, Amy S  
Description: Student may contact the instructor or department for information.

OLPD 5361 Project in Teacher Leadership  
S-N only, 3 credit(s), max credits 6, 1 completion allowed; MEd student in Teacher Leadership Program credit will not be granted if credit already received for: EdPA 5361 Credit will not be granted if credit has been received for: CI 5178;  
Instructor: Brunner, C Cryss  
Description: Student may contact the instructor or department for information.

OLPD 5368 Leadership for Special Education Services  
3 credit(s);  
Instructor: Sonenblum, Christine W  
Description: Class Description: Overview of special services administration including curriculum and instruction, finance, personnel and, legislative, procedural, executive, and judicial actions that affect the management and administration of services to children with special needs and their families within public education. For administrators, supervisors, and other professionals responsible for providing leadership in general and special education programs.  
Style: 30% Lecture, 3% Film/Video, 20% Discussion, 20% Small Group Activities, 15% Student Presentation, 2% Guest Speakers, 10% Web Based.

OLPD 5385 Licensure Seminar: Program Policies and Inclusionary Leadership  
S-N only, 1 credit(s);  
Instructor: Taipale, Lyle Eugene  
Description: Student may contact the instructor or department for information.

OLPD 5386 Leadership Portfolio Seminar  
S-N only, 1 credit(s);  
Instructor: Latimer, Sally  
Description: Student may contact the instructor or department for information.

OLPD 5387 Leadership for Teaching and Learning  
2 credit(s);  
Instructor: York-Barr, Jennifer  
Description: Administration of teaching/learning as a system in an inclusive school system. Multiple experts present components of system. Focuses on questions an administrator must address when functioning as leader of learning.

OLPD 5389 Community Education Leadership  
3 credit(s);  
Instructor: Latimer, Sally  
Description: Philosophy/administration of community/alternative education programs. Competencies of leadership, community relations, communication, community assessment, program development, program evaluation. This class meets once on campus and the remaining classes are on-line. Two on-line classes are in real time.

OLPD 5393 Leading School Finance Elections  
S-N only, 1 credit(s);  
Instructor: Blaesing, Ted  
Description: Student may contact the instructor or department for information.

OLPD 5396 Field Experience in PK-12 Administration: Authentic Practice in Leadership  
S-N only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Dragseth, Kenneth Allen  
Description: This course provides practical field experience for aspiring school administrators who are seeking Minnesota licensure as PK-12 Principal, District Superintendent, Director of Special Education, or Director of Community education. It features practical experience in the appropriate field under the guidance of a practicing school administrator and the University instructor. Each planned
field experience (internship) is designed by the mentoring administrator, the university instructor, and the administrative intern based upon the State of Minnesota required competencies for each administrative license and the student's preassessment of competencies. Four required plus four elective administrative projects are required of each class member.

Grading: 75% special projects, 10% attendance, 15% class participation. S/N

OLPD 5457 Methods of Teaching Business Employment and Marketing Employment
A-F only, 3 credit(s);
Instructor: Cudworth, Rachel Beth
Description: Student may contact the instructor or department for information.

OLPD 5501 Principles and Methods of Evaluation
3 credit(s); credit will not be granted if credit already received for: EdPA 5524
Instructor: STAFF
Description: Student may contact the instructor or department for information

OLPD 5524 Evaluation Colloquium
S-N only, 1 credit(s), max credits 24, 24 completions allowed; 5501 or EPSY 5243 credit will not be granted if credit already received for: EdPA 5524
Instructor: STAFF
Description: Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

OLPD 5528 Focus Group Interviewing Research Methods
3 credit(s);
Instructor: Krueger, Richard A
Description: Students will develop skills needed to conduct focus group interviews which involve learning and practicing techniques that result in successful focus groups. Students will be expected to conduct a focus group study and report results for the final class session. Attention is placed on using focus groups in interpretative environments suitable for academic research, or as mixed-method applied research in areas such as health, medical, educational, governmental and non-profit environments.

OLPD 5601 Foundations of Human Resource Development
1 credit(s);
Instructor: Amenume, Felix K.
Description: Student may contact the instructor or department for information.

OLPD 5605 Strategic Planning Through Human Resources
A-F only, 3 credit(s);
Instructor: Peterson, Shari L
Description: This course explores the strategic nature of organizations and how HRD can achieve their goals which must be aligned with those of the organization. Strategic planning is viewed holistically and framed within the context of systems thinking. The focus is on identifying ways that HRD senior managers can become strategic and maintain that status so as to be recognized as a strategic player in the organization. Course Objectives During this course, students will have an opportunity, through participation in discussion and through individual and group activity to engage in critical thinking in order to: 1. Identify and describe the strategic role of human resource development. 2. Identify objectives and strategies for getting HRD to the strategic planning table. 3. Understand the business goals of an organization and how HRD initiatives contribute to achieving those goals. 4. Explain the relationship between organizational core competencies and competitive advantage, and how these constructs are related to HRD initiatives. 5. Analyze organizational missions and identify relevant HRD contributions. 6. Identify strategies for achieving high-level performance from human resources. 7. Understand the strategic nature of financial accountability for HRD. 8. Enhance writing and critical thinking skills.

OLPD 5607 Organization Development
A-F only, 3 credit(s);
Instructor: Christesen PhD, David Allen
Description: Student may contact the instructor or department for information.

OLPD 5610 Survey of Research Methods and Emerging Research in Human Resource Development
A-F only, 3 credit(s);
Instructor: Brown, James M
Description: Student may contact the instructor or department for information.
OLPD 5611 Facilitation and Meeting Skills
1 credit(s);
Instructor: Sandstrom, Krista Lynn
Description: Student may contact the instructor or department for information.

OLPD 5615 Training and Development of Human Resources
A-F only, 3 credit(s);
Instructor: Christesen PhD, David Allen
Description: Student may contact the instructor or department for information.

OLPD 5619 Planning and Decision-Making Skills
1 credit(s);
Instructor: Sandstrom, Krista Lynn
Description: Student may contact the instructor or department for information.

OLPD 5696 Internship: Human Resource Development
S-N only, 1-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Peterson, Shari L
Description: Student may contact the instructor or department for information.

OLPD 5704 College Students Today
3 credit(s); credit will not be granted if credit already received for: EdPA 5704 Credit will not be granted if credit has been received for: EPSY 5451;
Instructor: Hendel, Darwin Dale
Description: Issues involving population of students in colleges/universities. College student development theory, students' expectations/interests. How college affects student outcomes. Role of curricular/extracurricular activities. Student-faculty interaction.

OLPD 5704 College Students Today
3 credit(s); credit will not be granted if credit already received for: EdPA 5704 Credit will not be granted if credit has been received for: EPSY 5451;
Instructor: Gupton, Jarrett Temple
Description: Student may contact the instructor or department for information.

OLPD 5724 Leadership and Administration of Student Affairs
2-3 credit(s), max credits 3, 1 completion allowed; credit will not be granted if credit already received for: EdPA 5724 Credit will not be granted if credit has been received for: EPSY 5421;
Instructor: Wambach, Cathrine A
Description: Student may contact the instructor or department for information.

OLPD 5819 Using Research in Work and Human Resource Education
3 credit(s);
Instructor: Twohig, Catherine Carol
Description: Student may contact the instructor or department for information.

OLPD 5822 Work-Based Learning Practices
3 credit(s);
Instructor: Brown PhD, James M
Description: Student may contact the instructor or department for information.

OLPD 5823 Work-Based Learning Policies
2 credit(s);
Instructor: Brown PhD, James M
Description: Student may contact the instructor or department for information.

OLPD 5893 Directed Study in WHRE
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Quast, Louis Neumann
OLPD 5898 Teaching Internship
3-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Cudworth, Rachel Beth
Description: Student may contact the instructor or department for information.

OLPD 5899 Teaching Internship: Extended
1 credit(s);
Instructor: Cudworth, Rachel Beth
Description: Student may contact the instructor or department for information.

OLPD 8015 Research Design and Educational Policy
A-F only, 3 credit(s);
Instructor: Vavrus, Frances
Description: Student may contact the instructor or department for information.

OLPD 8022 Education and Globalization: Anthropological Perspectives
A-F only, 3 credit(s);
Instructor: Demerath, Peter
Description: Student may contact the instructor or department for information.

OLPD 8087 Seminar: Educational Policy and Administration
1-3 credit(s), max credits 24, 24 completions allowed;
Instructor: Dejaeghere, Joan Geralyn
Description: Student may contact the instructor or department for information.

OLPD 8121 Doctoral Seminar: Comparative and International Development Education
S-N only, 1-6 credit(s), max credits 6, 4 completions allowed;
Instructor: Magnusson PhD, Deanne L.
Description: Student may contact the instructor or department for information.

OLPD 8502 Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives
3 credit(s);
Instructor: Yeh, Stuart S
Description: EdPA 8502 is an intermediate-level seminar course focusing on analysis of problems and issues in evaluation. The course text is a set of key articles by major figures in the field of evaluation. The course begins with an examination of a basic problem facing evaluators—the difficulty of conducting valid evaluations of complex social and educational programs and policies. Each evaluation approach is then examined as a response to this problem of complexity.
Style: 30% Lecture, 70% Discussion.
Grading: 50% term paper, 10% class participation, 40% group papers

OLPD 8595 Evaluation Problems
1-6 credit(s), max credits 24, 24 completions allowed;[5501 or EPsy 5243, instr consent credit will not be granted if credit already received for: EdPA 8595Credit will not be granted if credit has been received for: EPSY 8295;
Instructor: King, Jean A.
Description: Student may contact the instructor or department for information.
OLPD 8596 Evaluation Internship
1-9 credit(s), max credits 24, 24 completions allowed; [5501 or EPsy 5243], instr consent credit will not be granted if credit already received for: EdPA 8596 Credit will not be granted if credit has been received for: EPSY 8296;
Instructor: Pejsa, Laura J
Description: Student may contact the instructor or department for information.

OLPD 8596 Evaluation Internship
1-9 credit(s), max credits 24, 24 completions allowed; [5501 or EPsy 5243], instr consent credit will not be granted if credit already received for: EdPA 8596 Credit will not be granted if credit has been received for: EPSY 8296;
Instructor: Yeh, Stuart S
Description: Student may contact the instructor or department for information.

OLPD 8602 Advanced Organization Development
A-F only, 3 credit(s);
Instructor: Ardichvili, Alexandre A
Description: This course is focused on an in-depth investigation of organization development (OD) theory and research, and a critical review of selected practices. The course is a primary elective for HRDWE graduate students focusing on OD and is a required course for students in HRD M.A, Ed.D., and Ph.D. programs who have already taken HRD 5301 (OLPD5607) Organization Development, or its equivalent. Prerequisites HRD 5301 (OLPD5607) or HRD3301 (OLPD3640): Organization Development, or concurrent, or with instructor’s permission based on experience; Graduate Student Course Objectives By the completion of this course, students will have: 1. Identified, articulated, compared, and facilitated a class session on views and approaches to a specific organization development issue 2. Discussed the OD issues in the broad, global context 3. Read research and writings foundational to the practice and theory of OD, as identified by the instructor, colleagues and individually 4. Synthesized and integrated the literature related to their identified OD topic, appropriate for conference presentation and submission to a refereed journal 5. Interconnect as a scholarly community regarding the implications of theory and practice in organization development Instructional Strategies The course will primarily utilize student-guided seminars, scholarly dialogue, and written assignments.

OLPD 8702 Administration and Leadership in Higher Education
3 credit(s);
Instructor: Weerts, David J
Description: Student may contact the instructor or department for information.

OLPD 8815 Ethics and Responsible Research
A-F only, 1 credit(s);
Instructor: Brown PhD, James M
Description: Student may contact the instructor or department for information.

OLPD 8842 Comparative Systems in Work and Human Resource Education
3 credit(s);
Instructor: Ardichvili, Alexandre A
Description: This is a required course for doctoral students in HRDWE programs. The course examines and compares country systems of skill formation intended to enable people to perform work and community roles. The unit of analysis is a country. Examples are taken from a broad range of countries that differ on variables such as culture and stage of socio-economic development. The term ‘systems’ in this course refers to institutional mechanisms (such as Extension, Apprenticeship, Vocational Education, Community-based Adult Basic Education, or Workplace-based training and development) that provide people with skills, knowledge and attitudes needed for work and community life.

OLPD 8890 Research Seminar
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Brown PhD, James M
Description: Student may contact the instructor or department for information.

Orthodontics 15-209 MoosT

Otho 7103 Growth & Development
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Beyer, John Paul
Description: Student may contact the instructor or department for information.
Otho 7113 Diagnosis & Treatment Planning  
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Vayda, Patricia  
Description: Student may contact the instructor or department for information.

Otho 7203 Clinical Orthodontics  
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Beyer, John Paul  
Description: Student may contact the instructor or department for information.

Otho 8123 Orthodontic Seminar  
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Pliska DDS, MS, Benjamin T  
Description: Student may contact the instructor or department for information.

Otho 8133 Topics in Orthodontics  
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Ekim, Suzan  
Description: Student may contact the instructor or department for information.

Otho 8143 Research in Orthodontics  
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Miller DDS, MS, James Robert  
Description: Student may contact the instructor or department for information.

Otolaryngology  
Otolng 8241 Cancer of the Head and Neck  
A-F only, 1 credit(s), max credits 12, 12 completions allowed;  
Instructor: Yueh, Bevan  
Description: Student may contact the instructor or department for information.

Otol 8248 Directed Readings in Auditory Physiology  
1-2 credit(s), max credits 2, 1 completion allowed; instr consent Credit will not be granted if credit has been received for: NSC 8248;  
Instructor: Anderson, John Harold  
Description: Student may contact the instructor or department for information.

Otol 8250 Advanced Biochemistry of the Auditory System  
1 credit(s);  
Instructor: Juhn, Steven Sung-Kyun  
Description: Student may contact the instructor or department for information.

Pediatric Dentistry  
PDen 7000 Directed Research in Pediatric Dentistry  
S-N only, 1 credit(s);  
Instructor: Jones, Robert S  
Description: Student may contact the instructor or department for information.

PDen 8010 Pediatric Dentistry Diagnosis and Treatment Planning  
A-F only, 1 credit(s), max credits 5, 5 completions allowed;  
Instructor: Grothe, Ronald  
Description: Student may contact the instructor or department for information.

PDen 8100 Hospital Pediatric Dentistry  
S-N only, 1 credit(s);
Instructor: Grothe, Ronald
Description: Student may contact the instructor or department for information.

PDen 8110 Pediatric Dentistry Outreach Experiences
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Grothe, Ronald
Description: Student may contact the instructor or department for information.

PDen 8110 Pediatric Dentistry Outreach Experiences
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Grothe, Ronald
Description: Student may contact the instructor or department for information.

Pediatrics 13-118 PWB (Box 391 UMHC)

Ped 6121 Conflict, Anger, Aggression, Violence
A-F only, 2 credit(s);
Instructor: Potegal, Michael
Description: Student may contact the instructor or department for information.

Pharmaceutics 9-177 Weaver-Densford Hall

Phm 8100 Seminar: Pharmaceutics
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Suryanarayanan, Raj
Description: Student may contact the instructor or department for information.

Phm 8120 Readings in Central Nervous System (CNS) Drug Delivery
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Fairbanks, Carolyn Ann
Description: Student may contact the instructor or department for information.

Phm 8150 Pharmacokinetics Research Seminar
S-N only, 1 credit(s), max credits 12, 12 completions allowed; Grad Phm major Credit will not be granted if credit has been received for: PHAR 6223;
Instructor: Elmquist, William Frederick
Description: Student may contact the instructor or department for information.

Phm 8421 Advanced Pharmacokinetics
A-F only, 4 credit(s);
Instructor: Elmquist, William Frederick
Description: Student may contact the instructor or department for information.

Pharmacology 6-120 Jackson Hall

Phcl 3100 Pharmacology for Pre-Med and Life Science Students
A-F only, 2 credit(s);
Instructor: Wei, Li-Na
Description: This introductory course in modern pharmacology is suitable for students interested in clinical medicine, biological science research, pharmaceutical industry and development of modern therapeutic agents -- or those just wanting a taste of how drugs work. The emphasis will be on the big picture of "therapeutic drugs" in general, and to prepare students for future success in modern medicine, research, industry, or matriculation to health science programs. This course covers different drug categories for major organ systems including the nervous systems, the cardiovascular system, and the endocrine/reproductive systems, as well as drugs for conditions like cancers and infectious and inflammatory diseases. The course will also briefly introduce concepts in modern drug design such as gene and cell therapy and application of pharmacogenomics. Optional Textbook: "Pharmacology Condensed, 2nd Edition", Dale and Haylette, Churchill Livingstone (2009). Additional Info: Please contact course directors directly or visit the website: Class URL: http://www.pharmacology.med.umn.edu/PHCL3100.html

Phcl 4010 Current Research Topics in Pharmacology
A-F only, 1 credit(s), max credits 2;
Instructor: Hiasa, Hiroshi
Description: The goal of this course is to expose students to a wide variety of cutting-edge research projects in Pharmacology. The
course will be consisted of research seminars, literature studies, and discussion sessions.

Phcl 4993 Directed Studies
  S-N only, 1-3 credit(s), max credits 6;
  Instructor: Wei, Li-Na
  Description:

Phcl 4994 Directed Research
  S-N only, 1-3 credit(s), max credits 12, 4 completions allowed;
  Instructor: Wei, Li-Na
  Description:

Phcl 5103 Pharmacology for Dental Students
  3 credit(s);
  Instructor: Romero, Daniel Patrick
  Description: Student may contact the instructor or department for information.

Phcl 5109 Problems in Pharmacology
  1-18 credit(s), max credits 18, 1 completion allowed;
  Instructor: Loh, Horace H
  Description: Research projects and special problems by arrangement.

Phcl 5111 Pharmacogenomics
  A-F only, 3 credit(s);
  Instructor: Campbell, Colin R
  Description: Student may contact the instructor or department for information.

Phcl 5212 Pharmacology
  A-F only, 3 credit(s);
  Instructor: Thayer, Stanley A
  Description: Student may contact the instructor or department for information.

Phcl 8014 Small RNA Biology
  A-F only, 2 credit(s);
  Instructor: Subramanian PhD, Subree
  Description: Student may contact the instructor or department for information.

Phcl 8110 Advanced Pharmacology
  A-F only, 4 credit(s);
  Instructor: Loh, Horace H
  Description: Student may contact the instructor or department for information.

Phcl 8209 Substance Abuse at the Bedside
  S-N only, 1 credit(s);
  Instructor: Bart, Gavin Bryce
  Description: Student may contact the instructor or department for information.

Phcl 8209 Substance Abuse at the Bedside
  S-N only, 1 credit(s);
  Instructor: Roy, Sabita
  Description: Student may contact the instructor or department for information.

Phcl 8216 Signal Transduction and Gene Expression
  3 credit(s);
  Instructor: Kim, Do-Hyung
  Description: The BIOC8216/PHCL8216 is a graduate-level course focused on mechanisms of cellular signal transduction. This course emphasizes intensive discussion in class on focused, selected topics. This year, the theme of the course is "insulin signaling, metabolism, and ageing". Except some introductory class as well as some lectures given by invited speakers, the class will discuss
topics focused on the theme above. The course will have a couple of class to discuss about the basic principles of signal transduction, briefly introducing several well-characterized cell signaling pathways and important, useful experimental approaches to study signal transduction. The first two weeks will be given for lectures on general introduction on signal transduction. After that, we will discuss several specific topics on cell signaling based on literatures pertaining to the theme above. A general structure is that a lecture will be given for one day for general introduction on a specific cell signaling topic, which will be followed by discussion based on literature that will be assigned by each lecturer. Through employing this structure, the course will help expose students to basic, broad, and current knowledge on cell signaling mechanisms and their impacts on human diseases, and to experimental approaches on cell signaling studies. The course will require each student to submit a two-page concise proposal, and at the end of the course students will present their proposal. We will not have exams, and the grade will be based on the proposal, presentation, and attendance. For further inquiry, please email dhkim@umn.edu

**Phcl 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Fairbanks, Carolyn Ann
Description: Student may contact the instructor or department for information.

**Pharmacy**
5-110 Weaver-Densford Hall

**Phar 1001 Orientation to Pharmacy**
2 credit(s);
Instructor: Lounsbery, Jody Leigh
Description: This is not a self-study course. While it is completely online, there are deadlines for assignments and assessments throughout the semester. No late registrations will be accepted. This course is designed for students seeking an overview of the profession of pharmacy, including the pharmaceutical care practice model, various pharmacy settings, pharmacy education and current opportunities and challenges within the profession. Students use LMS to view audio-narrated presentations and download handout materials (also available for purchase). Course information is sent to the U of M email addresses of registered students shortly before, and/or on, the first day of classes each Fall, Spring, and Summer term. For more information, contact pharintr@umn.edu or 612-625-4235.

**Phar 1002 Health Sciences Terminology**
2 credit(s);
Instructor: Taylor, Charles T
Description: Interested in learning the difference between an antigen and an antibiotic? During this course, you’ll not only increase your medical vocabulary by more than 2500 words in a self-paced manner, you will also learn to identify and articulately describe a wide variety of medical conditions and processes. The many means of communicating medically-relevant disease states, procedures, and diagnostics in health care can sometimes seem like another language? this course will help you recognize medical abbreviations, understand surgical procedures and comprehend the meaning of medical terminology by analyzing words at their roots. If you are interested in the healthcare fields or would like to understand more about your own medical care, we encourage you to learn more in this course.

**Phar 1003 Non-Prescription Medications and Self-Care: Treating Minor Conditions**
2 credit(s);
Instructor: Milone PharmD, Anna S
Description: Many patients are interested in having control over their healthcare choices, and as a result, turn to self-medication therapies like over-the-counter drugs and natural, holistic solutions. These solutions, called nonprescription medications, comprise a large market within the healthcare industry. Throughout this course, you’ll learn about these medications and other self-care remedies available to treat many different medical conditions. Topics discussed include allergies, cough and cold, pain, diarrhea and constipation, insomnia, smoking cessation, medication use in children and the elderly, methods of birth control, and the use of dietary supplements. For each condition discussed, you will learn basic causes, signs and symptoms, basic self-care guidelines, and when to see a health care provider. This course will help you gain a better understanding of how nonprescription and self-care products can be used safely and effectively. Additionally, you will explore various drug information resources, and will learn how to find reliable sources of drug information both on the internet and from your pharmacist. This class is primarily self-paced, with modules made up of lectures, handouts, learning activities, and online class discussions.
Style: 90% Web Based.

**Phar 1004 Common Prescription Drugs and Diseases**
2 credit(s);
Instructor: Milone PharmD, Anna S
Description: Are you interested in understanding how some of the most common prescription medications work, why they are used,
and how they should be used when treating common ailments? Perhaps you would like to recognize the most common causes of specific diseases, identify their symptoms and recognize the diagnostic criteria associated with them. Throughout this course, you will learn why some medications can’t be used by certain people, understand how prescription drugs are regulated and examine the correlation between common prescription drugs and diseases. Topics covered in this class range from drug regulation and advertising to depression to hypertension and high cholesterol. Additionally, you will explore various drug information resources, and will learn how to find reliable sources of drug information. This class is primarily self-paced, with modules made up of learning activities, lectures, reflection questions and online class discussion. There will be due-dates for certain aspects at times throughout the semester.

**Style:** 90% Web Based.

**Phar 1005 Introduction to Drug Therapies of Addiction: Medicine or Menace?**
2 credit(s);

Instructor: Lichtblau PhD, Leonard

**Description:** This online two credit course provides students with the opportunity to explore the drug therapy (pharmacotherapy) of addiction. Through audio-narrated presentations, handouts, and additional online resources, students will gain basic drug therapy knowledge in the area of addiction; including, but not limited to topics such as drug regulation, drug therapy strategies used to treat pain, and how the concepts of tolerance, physical dependence, and addiction influence care. Mechanism of action of various illicit and prescription medications which are commonly misused (e.g. Ritalin), as well as the drug therapy of addiction (e.g. Methadone) will also be covered.

**Style:** 100% Web Based. This is a self study course with one deadline for all coursework.

**Grading:** 12% reports/papers, 87% additional semester exams.

**Exam Format:** There are 4 online, timed exams which have multiple-choice and true/false questions. Exam 4 contains a written portion (paper) in addition to multiple choice and true/false questions.

**Phar 1006 Health Literacy**
2 credit(s);

Instructor: Lowry, Ann E.

**Description:** Student may contact the instructor or department for information.

**Phar 3601 Basic Human Physiology for the Health Professions**
A-F only, 3 credit(s), max credits 6;

Instructor: Lichtblau PhD, Leonard

**Description:** This course is entirely online and is designed for pre-health professional students to prepare for more in depth courses. Normal functions (physiology) of the major human organ systems and diseases (pathophysiology) in those systems. There is a simulated lab component to this course.

**Style:** 83% Lecture, 17% Laboratory. There are five (5) required exams worth 50 points each which are timed and administered online through the LMS. Students have 75 minutes to complete each exam and must complete each exam during a 2-day window.

**Grading:** 83% quizzes, 17% laboratory evaluation.

**Exam Format:** Multiple choice and true/false

**Phar 3700 Fundamentals of Pharmacotherapy**
A-F only, 3 credit(s);Medical terminology Credit will not be granted if credit has been received for: PHAR 5700;

Instructor: Milone PharmD, Anna S

**Description:** Pharmacotherapy, the treatment of disease through the administration of medications, is a field particularly interesting to many healthcare workers. This course is designed to introduce you to some of the main drug classes available for the treatment of particular diseases. You will also learn about basic pharmacology, recognize brand and generic drug names and explore their common uses and therapeutic classes. A basic understanding of treatment options available for common disease states will also be developed during this course. Additionally, the course also develops basic proficiency in the use of drug information resources. This class is made up of 3 sections, with due dates throughout the semester. Learning modules are made up of study guides, drug information activities, online lectures, and handouts.

**Style:** 100% Web Based.

**Grading:** 100% quizzes.

**Phar 3800 Pharmacotherapy for the Health Professions**
A-F only, 3 credit(s);

Instructor: Lounsbery, Jody Leigh

**Description:** This online course provides enrolled nursing and respiratory care students with a general understanding of drug therapy and its implications in patient care. (See course website for exact prereqs for each health professional program.) There is no textbook for this course. Students use Vista to: view audio-narrated powerpoint presentations, download handout materials, complete self-assessments, and take exams. Course information is sent to the U of M email addresses of registered students shortly before, and/or
Phar 4200W Drugs and the U.S. Health Care System
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PHAR 5200; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Milone PharmD, Anna S
Description: Phar 4200W Drugs and the US Healthcare System 3 cr. Prereqs: none Instructor: Milone, Anna, PharmD. This is not a self-study course. This completely online course prepares students to be informed and responsible users of medications within the healthcare system and fulfills a writing intensive requirement. Medication development, regulation and distribution in the US are explored, along with the business, political and legal/ethical issues involved. Through weekly reading and writing assignments, participants identify and substantiate their own stances on issues. Requirements include short writing assignments (finished writing in the form of postings to a discussion board) each week, self-reflections, and a Final Project allowing exploration of issues of interest to you. For more information, contact rxsystem@umn.edu or 612-625-4235.
Style: 100% Web Based.
Grading: 35% reports/papers, 30% reflection paper, 35% in-class presentation. Class participation is defined as weekly postings to course discussion board.
Exam Format: there are no exams

Phar 5200 Drugs and the U.S. Health Care System
A-F only, 3 credit(s); [Grad or professional] student Credit will not be granted if credit has been received for: PHAR 4200W; Instructor: Milone PharmD, Anna S
Description: Phar 5200 Drugs and the US Healthcare System 3 cr. Prereqs: graduate student or permission of instructor
Instructors: Milone, Anna, PharmD. This online course prepares students to be informed and responsible participants in debates related to medications within the U.S. healthcare system. Medication development, regulation and distribution in the US are explored, along with the business, political and legal/ethical issues involved. Through weekly reading and writing assignments, participants identify and substantiate their own stances on issues. Requirements include short writing assignments (finished writing in the form of postings to a discussion board) each week, self-reflections, and a Final Project allowing exploration of issues of interest to you. For more information, contact rxsystem@umn.edu or 612-625-4235.
Style: 100% Web Based.
Grading: 35% reports/papers, 30% reflection paper, 30% class participation.

Phar 5201 Health Sciences Applied Terminology
2 credit(s);
Instructor: Taylor, Charles T
Description: Interested in learning the difference between an antigen and an antibiotic? During this course, you’ll not only increase your medical vocabulary by more than 2500 words in a self-paced manner, you will also learn to identify and articulately describe a wide variety of medical conditions and processes. The many means of communicating medically-relevant disease states, procedures, and diagnostics in health care can sometimes seem like another language? this course will help you recognize medical abbreviations, understand surgical procedures and comprehend the meaning of medical terminology by analyzing words at their roots.

Phar 5205 Obesity: More Than Just a Prescription
A-F only, 2 credit(s);
Instructor: Boosalis, Maria G
Description: Student may contact the instructor or department for information.

Phar 5206 Health Literacy: Decoding Health Information Gobbledygoo
A-F only, 2 credit(s);
Instructor: Lowry, Ann E.
Description: Student may contact the instructor or department for information.

Phar 5700 Applied Fundamentals of Pharmacotherapy
A-F only, 3 credit(s); [Medical terminology, admission to grad program] or instr consent Credit will not be granted if credit has been received for: PHAR 3700;
Instructor: Pittenger, Amy Louise
Description: Prerequisite: Medical Terminology and admitted to a graduate program (or permission of instructor) This course is designed for students pursuing careers that require them to have a basic familiarity with drug therapy. This course is offered totally online and will focus on recognition of brand and generic drug names, their therapeutic classes and common uses. In addition,
participants will develop a basic proficiency in the use of drug information resources. With the competencies developed, participants of the course can expect to better review medication lists and work with health communication/documentation. As compared to Phar 3700, Phar 5700 participants will complete a multimedia project on a drug-related topic of their choosing, in addition to completing additional learning modules on subjects appropriate to their profession.

Style: 100% Web Based.
Grading: 10% special projects, 90% additional semester exams.
Exam Format: multiple choice/online

Phar 6165 Pharmaceutical Calculations
A-F only, 1 credit(s);
Instructor: George, Angela
Description: Student may contact the instructor or department for information.

Philosophy 831 Heller Hall

Phil 1001 Introduction to Logic
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1001H; Meets CLE req of Mathematical Thinking
Instructor: Berrier, Monica Jean
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Logic and logical are words that we use every day with a variety of meanings, but you may still wonder what a course in logic is actually about. Logic is about sentences and relationships between sentences. What does that mean? Humans' primary means of communicating information is through language, and language is embodied in sentences. However, when we receive information via sentences, we can reason about the information contained in those sentences. So, if you hear someone is an orphan, you would infer that that person's parents died and he or she probably grew up with relatives. This seems like a reasonable inference to make. Logic provides an explanation for why these inferences are reasonable. That is, logic is the study of reliable methods of drawing conclusions from given information.

Style: This is a printed correspondence section.
Grading: 20% mid exam, 20% final exam, 60% written homework.
Exam Format: Supervised, in-person exams

Phil 1001 Introduction to Logic
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1001H; Meets CLE req of Mathematical Thinking
Instructor: Nelson, Stephen Mikkel
Description: Student may contact the instructor or department for information.

Phil 1002W Introduction to Philosophy
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1006W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Kortbein, Josh
Description: Student may contact the instructor or department for information.

Phil 1002W Introduction to Philosophy
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1006W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Panagopoulos, Anastasia
Description: This is a fully online course offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Many of the questions that you hear about on TV and in the popular press today are actually philosophical problems: Should abortion be permitted? Do animals have rights? Can computers think? Philosophy, however, isn't only a set of questions. It also includes its own methodology, one that uses logical arguments in an attempt to answer questions. In this course, you will read articles about ethics, knowledge, religious belief, and the human condition. These articles will speak to the issues that are most central to your being--your beliefs and ideologies, your sense of yourself, and your relations with others and with the world. You will be asked to do philosophy, not merely to report on it, and in doing so, you will need to consider alternate viewpoints, make arguments, be critical, and spend some time thinking about what you read.

Style: Online
Grading: 100% written homework.

Phil 1003W Introduction to Ethics
Phil 1003W Introduction to Ethics
Credit will not be granted if credit has been received for: PHIL 1003V; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Stoner, Ian M
Description: Student may contact the instructor or department for information.

Phil 1006W Philosophy and Cultural Diversity
Credit will not be granted if credit has been received for: PHIL 1002W; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Scheman, Naomi
Description: 'Philosophy' refers both to a particular discipline and more broadly to discussions about what people are fundamentally like; how thinking, feeling, sensing, desiring, and acting are related; how we ought to behave toward other humans and other living and non-living things; what the sources of authority and respect are and what claims they have on us; and the scope and limits of our knowledge. In this sense every culture and all individuals philosophize. An aim of the course is to broaden the disciplined conversation by bringing into it voices that have been "disciplined out"-some of them in course readings and some of them our own. Questions about authority, obedience and disobedience, anger, the nature and sources of rights, as well as about how we are connected to each other and how we decide what really matters and why, have all taken on new urgency after the attacks of September 2001 and in light of the U.S. government's responses to those attacks. A guiding idea of the course is that canonical philosophers have something to contribute to the conversations that we-the diverse people who are here and now, in the U.S. in the 21st century-need to be having with each other about issues that concern us all. The course has five sections, each of which pairs a selection of 20th C U.S. texts with one canonical text. After each section you will have a choice of topics on which to write a one-page essay.
Style: 75% Lecture, 25% Discussion. not including discussion sections
Grading: 100% reports/papers. extra credit for participation in class or on the web
Exam Format: no exams

Phil 1905 Topics: Freshman Seminar: Socrates and Philosophy
A-F only, 3 credit(s), max credits 6;
Instructor: Peterson, Sandra Lynne
Description: The execution of Socrates in 399 BC for corrupting the youth of Athens is considered a founding event of Western philosophy. We will study Socrates as depicted in Plato's dialogues, since Socrates himself wrote nothing. We will read (i) Plato's depiction of Socrates' defense speech at his trial, (ii) Plato's depiction of conversation between Socrates and some adolescent interlocutors, and (iii) Plato's depiction of conversation between Socrates and some professional educators of Athenian youth. We will attempt to understand what Socrates meant when, in reaction to the Delphic oracle's pronouncement that no one was wiser than Socrates, Socrates said that he knew nothing important. We will attempt to understand why those who convicted Socrates thought he was corrupting young people, and to understand why reflecting on Socrates might improve us today. Course readings will include Plato's Apology, Lysis, Hippias Minor, Gorgias, and part of Plato's Republic.
Style: 50% Discussion, 50% Small Group Activities.
Grading: 80% reports/papers, 20% attendance. I include under 'attendance' informed and attentive presence at the class discussions, but I don't require actually speaking out.

Phil 3005W General History of Western Philosophy: Modern Period
Credit will not be granted if credit has been received for: PHIL 3005V; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Bix, Brian H
Description: The course covers the History of Philosophy during the "Modern Period," from Descartes to the present. The emphasis is on reading and understanding primary texts -- understanding great works in their historical and philosophical context. Along with Descartes, major figures discussed will include John Locke, David Hume, Immanuel Kant, G.W.F. Hegel, Friedrich Nietzsche, and Ludwig Wittgenstein.
Style: 80% Lecture, 20% Discussion.
Grading: 30% mid exam, 40% final exam, 30% reports/papers.
Exam Format: Essay and Short Answer (Closed Book)

Phil 3302W Moral Problems of Contemporary Society
Credit will not be granted if credit has been received for: PHIL 3322W; Meets CLE req of Civic Life and Ethics;
meets CLE req of Writing Intensive  
Instructor: Stoner, Ian M  
Description: Student may contact the instructor or department for information.

Phil 3304 Law and Morality  
4 credit(s);  
Instructor: Holtman, Sarah Williams  
Description: What is law? What if any moral requirements must it satisfy? What moral demands should it make, and what moral protections should it offer? We will address these questions by appeal to philosophical texts, legal cases, and nonacademic discussions of contemporary issues. Civil disobedience, equality of opportunity and just punishment will be among our more concrete topics.  
Style: 80% Lecture, 20% Discussion. There will be a service-learning option for interested students.  
Grading: 25% final exam, 75% reports/papers. All percentages are approximate.  
Exam Format: Essay

Phil 3311W Introduction to Ethical Theory  
4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Tiberius, Valerie  
Description: Student may contact the instructor or department for information.

Phil 3601W Scientific Thought  
4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Bausman, William  
Description: Student may contact the instructor or department for information.

Phil 3602 Science, Technology, and Society  
A-F only, 3 credit(s);  
Instructor: Gorham, Geoffrey A  
Description: Science has an immense impact on modern society through medicine, technology and industry. But has science made our society better or worse? And as science and technology advance at an accelerating pace, what are the most significant promises and risks for society and for human well-being? We begin with a philosophical examination of science itself: Is there such a thing as 'the scientific method'? How do factors like economics and gender influence science? What is the relation between science and technology? We then explore a number of pressing social and moral issues of contemporary science and technology, such as: ? What is the proper role of science in a democracy? Who should 'control' science? ? What does modern science reveal about human behavior like morality and sexuality? ? Should we modify and 'enhance' human nature though genetics? ? Is our natural environment likely to be degraded or protected by future science and technology? ? How will future technologies transform society and humanity itself? Are we are becoming 'post-human'?

Phil 3607 Philosophy of Psychology  
4 credit(s);  
Instructor: Owens, Joseph I  
Description: Mental phenomena present the philosopher with a number of deep but inescapable challenges. We tend to suppose that we know what it is to have a mind, to have beliefs, desires, etc., All of this is surely amazing; indeed it verges on the outrageous. We admit to not knowing the makeup of the simplest structures, to not knowing how to explain the behavior of the simplest organisms--we leave such issues to scientific investigators--and at the same time we think we know how to explain the behavior of this most complex of systems; we know how to do it, and we know what we are talking about when we explain behavior by citing the relevant beliefs, desires, etc. Strange indeed. We start our investigation with a brief look at Descartes, who is usually supposed to have expressed our shared intuitive conception of mind. For our purposes, Descartes' vision is best viewed as posing the central problems rather than answering them. The body of the course is then taken up with investigating current and recent theories of mind and psychology. Special attention will be given to cognitive psychology and artificial intelligence approaches--contemporary theories that attempt to understand intelligent systems as programmed systems.  
Style: 75% Lecture, 25% Discussion.  
Grading: 100% reports/papers.

Phil 3993 Directed Studies  
1-3 credit(s), max credits 6, 6 completions allowed;  
Instructor: STAFF  
Description: Students may contact the instructor or department for information.
Phil 4330 Contemporary Moral Theories
3 credit(s);
Instructor: Tiberius, Valerie
Description: This course presents an overview of recent work in moral psychology. It will cover topics such as the nature of moral reasons, moral motivation, virtue, and moral emotions. We will also consider research in empirical psychology and its relevance to philosophical questions in the field of moral psychology.

Phil 4510 Philosophy of the Individual Arts
3 credit(s); 3502 Credit will not be granted if credit has been received for: PHIL 5510;
Instructor: Kac, Michael B
Description: Topic: philosophy of music Music is a highly controversial subject in the philosophy of art. Some consider it to be the expressive art par excellence while others deny that it is capable of expressing anything. Against those who take it as self-evident that music is a kind of language are those who would deny that this is so. Analogies are constantly drawn between music and other areas of human endeavor, such as mathematics, architecture and literature, while skeptics warn of the dangers of pressing these analogies too far. Music is described as making a direct appeal to the emotions and as having nothing to do with the emotions. This course will investigate these and other controversies. The second half will be devoted to an in-depth analysis of a single work "Mussorgsky's Pictures at an Exhibition" which provides an interesting case study in regard to a variety of philosophically interesting questions about music. Technically, PHIL 3502 is a prerequisite, but will be waived for students with appropriate alternative background. The ability to read music is helpful but not essential.
Style: 100% Lecture.
Grading: 50% mid exam, 50% final exam.
Exam Format: essay

Phil 4993 Directed Studies
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phil 5211 Modal Logic
4 credit(s);
Instructor: Cook, Roy Thomas
Description: Student may contact the instructor or department for information.

Phil 5221 Philosophy of Logic
3 credit(s);
Instructor: Cook, Roy Thomas
Description: Student may contact the instructor or department for information.

Phil 5415 Philosophy of Law
3 credit(s);
Instructor: Bix, Brian H
Description: The course will offer an overview of a wide variety of topics in legal philosophy, from issues in analytical philosophy (e.g., regarding the nature of law, the requirements of justice, and whether there is a moral obligation to obey the law) to modern critical schools (e.g., law and economics, critical race theory, legal realism, and feminist legal theory). The course is aimed at graduate philosophy students and law students, though other graduate students and undergraduates willing and able to work at a graduate-student level are welcome. The readings come mostly from articles available on-line, supplemented by one short overview book. Course grades are based primarily on one term paper and one (closed book) final essay exam.
Style: 70% Lecture, 30% Discussion.
Grading: 45% final exam, 45% reports/papers, 10% class participation.
Exam Format: essay (closed book)

Phil 5510 Philosophy of the Individual Arts
3 credit(s); 3502 Credit will not be granted if credit has been received for: PHIL 4510;
Instructor: Kac, Michael B
Description: Student may contact the instructor or department for information.

Phil 5602 Scientific Representation and Explanation
3 credit(s);
Instructor: Hellman, Geoffrey
Description: What qualifies as a scientific explanation? What general criteria can be stated as necessary requirements? How is explanation related to laws, to prediction, to probabilities, to specification of causes, to unification, to "understanding"? In what sense is explanation "contextual"? To what extent is it "subjective" or "anthropocentric" as opposed to fully "objective"? Leading accounts in the philosophy of science literature will be examined critically in connection with these questions; and they will be confronted with some contrasting examples of highly successful science, e.g. the historical (largely non-predictive) science of evolutionary biology, on the one hand, and the quintessentially experimental (and predictive) science of quantum mechanics on the other. (We will not presuppose formal background in these subjects, aiming instead for a self-contained presentation of essential aspects.) In the latter case, we will confront certain striking limits to explanation as it has traditionally been conceived, bearing on "indeterminism" and "ultimate randomness in nature", as well as what appear to be "inexplicable" correlations between spatially separated phenomena.

Grading: Class participation app. 20%.

Exam Format: Midterm and Final written assignments, take-home essay format.

Phil 5993 Directed Studies
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phil 8085 Seminar: History of Philosophy--Modern Philosophers
3 credit(s);
Instructor: Lewis, Douglas E
Description: We will address central problems of metaphysics (e.g., the existence of external and independent objects), epistemology (whether and how we acquire knowledge), and ethics (what is incumbent on us as moral beings and why it is so) and the solutions proposed in the contrasting philosophies of Descartes and Hume. I emphasize historical context and contemporary influence and also raise the question of what philosophy is and what it can accomplish.

Phil 8130 Seminar: Epistemology
3 credit(s), max credits 6;
Instructor: Scheman, Naomi
Description: GWSS 8190/Phil 8130 Feminist Epistemology The seminar will take up themes that inform a book I am in the early stages of conceptualizing. My hope is both to engage members of the seminar in that project as well as to make connections with students' own research interests; and specific directions in the seminar will be shaped by student interest. The working title of my book is Stones, Stories, and the Future of the Research University. I start with a way of thinking of objects (stones, for example) as nodes of distinctiveness in webs of relationship, that is, as narratives of distinctive ways of affecting and being affected by the other things around them. One consequence of such a conception is an ethics and politics of epistemology: as knowers, how ought we to engage with the objects of our knowledge and with the other things that are implicated in those objects' stories? Putting notions like narrative, salience, diversity, distinctiveness, and relationship at the heart of what I think of as an ontological attitude--how we orient ourselves towards the world and the things in it we seek to know--reframes how we think about research universities as particular, and particularly authoritative, sites of knowledge production. I want to articulate a sustainable epistemology, one that cultivates, rather than undermining or poisoning, the ground on which those who follow us can come to know about their world. Such cultivation calls for respectful engagement and a focus on the conditions of trustworthiness, which include institutional commitments to social justice. In the seminar, we will explore these questions with specific focus on forms of knowledge and ignorance concerning race, gender, sexuality, and environmental justice. Readings include: Charles Mills, The Racial Contract Ladelle McWhorter, Racism and Sexual Oppression in Anglo-America Bunyan Bryant, ed. Environmental Crisis or Crisis of Epistemology: Working for Sustainable Knowledge and Environmental Justice Other readings will be available on the course website
Style: 15% Lecture, 75% Discussion, 10% Student Presentation. students will be responsible for leading discussion for one meeting
Grading: 55% reports/papers, 15% reflection paper, 15% in-class presentation, 15% class participation. Percentages are very rough.
What will count most is how students best contribute to the work of the seminar. Participation includes in-class and on-line.
Exam Format: N/A

Phil 8180 Seminar: Philosophy of Language
3 credit(s), max credits 6;
Instructor: Owens, Joseph I
Description: Student may contact the instructor or department for information.

Phil 8310 Seminar: Moral Philosophy
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Mason, Michelle N
Description: Spring 2012 Topic: Valuing Persons What is it to value something? What modes of valuing take persons, in particular, as their objects? In virtue of what do persons warrant these evaluative attitudes? How might attending to the modes of valuing persons
that an ethical theory privileges (as opposed to asking what criteria for morally right action the theory defends) affect our understanding and assessment of that theory? We will conclude by considering how the distinction between so-called negative versus positive emotions at least, the subset that comprises person-focused evaluative attitudes bears on questions of their normative warrant. For example, is there an asymmetry between negative and positive attitudes so far as the possibility of their warrant (prudential, moral, etc.) is concerned? This seminar will treat these and related questions in the context of a selective survey in the meta-ethics of value and of the implications of Kantian, Millian, and Aristotelian commitments for the normative ethics of person-focused evaluative attitudes. It is intended for graduate students with prior experience in moral philosophy. Space permitting, other prepared students may be admitted by application to the instructor.

Grading: Grading will be based on seminar participation, presentation, and written seminar paper.

Phil 8610 Seminar: History of Modern Physical Sciences
3 credit(s), max credits 6;
Instructor: Uffink, Jozef Bernardus
Description: Student may contact the instructor or department for information.

Physical Education  220 Cooke Hall

PE 1004 Diving: Springboard
OPT No Aud, 1 credit(s);
Instructor: Street, Meagan A
Description: All class materials provided. Course open to anyone interested in learning about diving as a sport. Course involves notes on technical aspects of competitive diving, actual participation in learning how to dive, safely and correctly.

PE 1007 Beginning Swimming
OPT No Aud, 1 credit(s);
Instructor: Novotny, Jessica Lynn
Description: Introduction to basic aquatic safety, fundamentals of swimming and hydrodynamics. Principles of hydrodynamics and stroke mechanics; five basic strokes; basic rescue techniques with use of pool equipment; hydrotherapy for disabilities and other conditions, opportunities for competitive activities, lifetime enjoyment of aquatics.

PE 1012 Beginning Running
OPT No Aud, 1 credit(s);
Instructor: Hippen, Lois Margarete

PE 1014 Conditioning
OPT No Aud, 1 credit(s);
Instructor: Brown, Scott
Description: Conditioning is a beginning-level class. It is designed to introduce the basic fundamentals of personal fitness. The topics covered are the following: principles of fitness, health-related and motor-skill related components of fitness, principles of training/conditioning programs; nutrition; weight control; common fitness injuries; motivation and consistency in fitness programs; stress management. Heart rate monitor required; may be purchased at URCTR for approximately $50.
**PE 1014 Conditioning**
- OPT No Aud, 1 credit(s);
- **Instructor:** Ostrem, Joe Dwayne
- **Description:** Student may contact the instructor or department for information.

**PE 1015 Weight Training**
- OPT No Aud, 1 credit(s);
- **Instructor:** Mikl, Cody Lee
- **Description:** Introduction to weight training. Basic aspects of weight training including exercise selection and technique, charting workouts, program design, nutritional considerations, and safety.

**PE 1015 Weight Training**
- OPT No Aud, 1 credit(s);
- **Instructor:** Polikowsky, Laura Adelaide
- **Description:** Student may contact the instructor or department for information.

**PE 1016 Posture and Individual Exercise**
- OPT No Aud, 1 credit(s);
- **Instructor:** Lemler, Lisa Lynn
- **Description:** Good posture techniques, individual exercises, fitness concepts, and mental techniques. Specific overall sound body and mind techniques to include flexibility exercises, cardiovascular fitness, resistance training, nutrition management, weight control, stress management, and self-thought.

**PE 1029 Handball**
- OPT No Aud, 1 credit(s);
- **Instructor:** Hiber, Matthew Frank
- **Description:** This course has been designed as an introductory level activity program for handball players. Its intent is to familiarize students with the rules of handball and teach the fundamental skills of this challenging sport. Daily activities will focus on entry-level drills, playing games, and learning appropriate handball etiquette. Students will be expected to purchase handball gloves, handballs, and protective eyewear. There will be a $35 equipment fee.
- **Style:** 10% Lecture. skills and activities
- **Grading:** 10% mid exam, 10% final exam, 80% class participation.
- **Exam Format:** One T/F test and one short answer test

**PE 1029 Handball**
- OPT No Aud, 1 credit(s);
- **Instructor:** Nett, Andrew J
- **Description:** Student may contact the instructor or department for information.

**PE 1032 Badminton**
- OPT No Aud, 1 credit(s);
- **Instructor:** Allaire, Claud
- **Description:** Fundamentals including etiquette, terminology, game rules for singles and doubles, footwork, shot selection, and strategy.

**PE 1034 Judo**
- OPT No Aud, 1 credit(s);
- **Instructor:** Crone, Tom
- **Description:** The judo class instructs students in the basic skills of throwing, grappling (matwork), choking and arm lock techniques, and falling skills. These are the basic skills used in contest judo, and also have personal defense application of a very realistic and practical nature. Students are also given an appreciation of the evolution of judo from Jiu-Jitsu, and they learn the fundamental rules and scoring of contest. Action videos are used both for instruction of techniques and appreciation of contests. The principles of judo and its philosophy as they apply to daily life enhancement, are also covered.
- **Style:** 5% Lecture, 5% Discussion. Physical instruction of judo techniques and skill application.
- **Grading:** 15% mid exam, 20% final exam, 65% class participation. There is a final physical skills exam which is factored into the overall Class Participation grade. It consists of student chosen techniques from the semester.
- **Exam Format:** Mid Term & Final: Matching, multiple choice, true/false Physical Exam: Demonstration of skills
PE 1035 Karate
OPT No Aud, 1 credit(s);
Instructor: Fusaro, Robert L
Description: This course will introduce the student to Japanese Shotokan Karate (traditional karate); a style of karate that is natural and functional. Students will learn proper posture and methods to develop power and control utilizing feet, legs, and hips. The principal of body dynamics, which Shotokan Karate is noted for, will enable a person of 100 pounds or less to develop power capable of defending themselves against a person of greater size and weight. Shotokan Karate is a non-contact martial art in which no protective gear or gloves of any type is worn. Therefore, control is essential. Men, women, and children can participate in this exhilarating martial art without fearing for their well-being. Structural foundation is essential for developing a delivery system for blocking, kicking, and punching, techniques which are basic elements of self-defense. These movements will be reviewed throughout the entire semester. A portion of the latter half of the course will be devoted to application of these basic techniques. Purchase of GI uniform is encouraged; GI uniform is available through the instructor at a cost of $35.
Style: 15% Discussion, training; 5% exams
Grading: 20% mid exam, 70% final exam, 10% other evaluation. Attendance
Exam Format: Mid-term: 20 short multiple choice questions; Final: physical test on basic movements worked on during the semester.

PE 1036 Racquetball
OPT No Aud, 1 credit(s);
Instructor: Morrissey, Sean Patrick
Description: Fundamentals of racquetball, including equipment; safety and etiquette; terminology; game rules of singles, doubles, and cutthroat; grips; basic strategies; serves and shots.

PE 1036 Racquetball
OPT No Aud, 1 credit(s);
Instructor: Hoffman, Mitchell Lee
Description: Fundamentals of racquetball, including equipment; safety and etiquette; terminology; game rules of singles, doubles, and cutthroat; grips; basic strategies; serves and shots.

PE 1037 Squash Racquets
OPT No Aud, 1 credit(s);
Instructor: Stever, John Ball
Description: This course has been designed as an introductory-level activity program for novice squash players. Its intent is to familiarize the individual with the play, rules, equipment, and courts of the game. Weekly lessons will focus on entry-level technique as well as safety on and around the court. Upon completion of this course, students will: 1) have learned the mechanics of the basic squash strokes; 2) understand positioning and movement on the court; 3) understand and apply the international rules for play; 4) be able to describe the basic dimensions and markings of an international squash rackets court; and 5) be able to select and care for equipment. The texts for the course include the well-illustrated Squash: Steps to Success by Yarrow (1997), and the "International Squash Rules" as published by the World Squash Association on the Internet.
Style: 15% Lecture, 10% Film/Video. 75% on court for drills and games. Much of lecture is also on court.
Grading: 20% mid exam, 20% attendance, 60% other evaluation. On court evaluation of improvement on basic techniques
Exam Format: Multiple choice, T/F

PE 1038 Beginning Tennis
OPT No Aud, 1 credit(s);
Instructor: Sanny, John H
Description: Fundamental strokes, including forehands, backhands, volleys, lobs, overheads, and serves; introduction to doubles play; terminology, rules, and etiquette.

PE 1038 Beginning Tennis
OPT No Aud, 1 credit(s);
Instructor: Haertl, Daniel Thomas
Description: Fundamental strokes, including forehands, backhands, volleys, lobs, overheads, and serves; introduction to doubles play; terminology, rules, and etiquette.
PE 1044 Self-Defense
OPT No Aud, 1 credit(s);
Instructor: Bendickson, Anita Olivia
Description: Course consists of learning basic physical and psychological skills to help the student recognize and act in crisis and pre-crisis situations: to avoid or stop physical assault, harassment, irritating and/or dangerous situations and encounters. Physical skills include basic striking, kicking, shifting (learning to move out of the way), blocking, and specialized techniques for specific situations. Psychological skills include learning to analyze self-defense situations, i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.
Style: 10% Discussion.
Grading: 50% final exam, 20% reports/papers, 30% class participation.
Exam Format: Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front, 3) response to a grab from behind, 4) one special situation.

PE 1044 Self-Defense
OPT No Aud, 1 credit(s);
Instructor: Brandl, Mary Kathryn
Description: Course consists of learning basic physical and psychological skills to help the student recognize and act in crisis and pre-crisis situations: to avoid or stop physical assault, harassment, irritating and/or dangerous situations and encounters. Physical skills include basic striking, kicking, shifting (learning to move out of the way), blocking, and specialized techniques for specific situations. Psychological skills include learning to analyze self-defense situations, i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.
Style: 10% Discussion.
Grading: 50% final exam, 20% reports/papers, 30% class participation.
Exam Format: Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front 3) response to a grab from behind 4) one special situation.

PE 1045 Rock Climbing
OPT No Aud, 1 credit(s);
Instructor: Tracy, Shawn Patrick
Description: Safety, knots, equipment, techniques, and anchor systems used in climbing. Course includes all necessary equipment. Held at St. Paul Gym climbing wall.

PE 1045 Rock Climbing
OPT No Aud, 1 credit(s);
Instructor: Bipes, Theresa Helen
Description: Student may contact the instructor or department for information.

PE 1045 Rock Climbing
OPT No Aud, 1 credit(s);
Instructor: Hoffman, Mitchell Lee
Description: Safety, knots, equipment, techniques, and anchor systems used in climbing. Course includes all necessary equipment. Held at St. Paul Gym climbing wall.

PE 1048 Bowling
OPT No Aud, 1 credit(s);
Instructor: Schmid, Michael F
Description: Fundamentals, including stance, approach and delivery, scoring, bowling terminology, and etiquette. Every student is given personalized instruction on an individual basis each class session. Everyone will learn to throw a hook.
OPT No Aud, 1 credit(s);
**Instructor:** Gasior, Lisa J

**Description:** Fundamentals, including stance, approach and delivery, scoring, bowling terminology, and etiquette.

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**PE 1053 Ice Skating**

OPT No Aud, 1 credit(s);
**Instructor:** Anderson, Kristina

**Description:** Ice Skating is a course intended for students who are looking to learn the skill of ice skating and develop a lifelong activity. Students will be taught the fundamentals of basic ice skating, be allowed time to practice these skills, with incremental progressions for more advanced students.

**Grading:** 10% final exam, 90% attendance.

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**PE 1055 Golf**

OPT No Aud, 1 credit(s);
**Instructor:** Ause, Angela Jean

**Description:** Proper grip, stance, ball address, swing, club selection, psychological management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.

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**PE 1057 Beginning Skiing**

OPT No Aud, 1 credit(s);
**Instructor:** Peterson, Glen James

**Description:** Alpine skiing. How to stop, turn, and use lifts. Safety, etiquette, and purchase of equipment. Class held at Highland Hills ski area in Bloomington.

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**PE 1058 Snowboarding**

OPT No Aud, 1 credit(s);
**Instructor:** Peterson, Glen James

**Description:** Alpine snowboarding. Uses American Teaching System. Classes are split into nine skill levels, beginning through advanced. Held at Hyland Ski and Snowboard School in Bloomington.

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**PE 1059 Track and Field**

OPT No Aud, 1 credit(s);
**Instructor:** Ostrem, Joe Dwayne

**Description:** Student may contact the instructor or department for information.

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**PE 1065 Beginning Tumbling and Gymnastics**

OPT No Aud, 1 credit(s);
**Instructor:** Eklund, Shelly M

**Description:** Rolls, handstands, cartwheels, extensions, handsprings, tucks (flips). Spotting techniques. Skills on bars, vault, and beam.

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**PE 1067 Basketball**

OPT No Aud, 1 credit(s);
**Instructor:** Brown, Scott

**Description:** Fundamental skills and rules of basketball, with emphasis on basic court movement and different offensive and defensive strategies.

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**PE 1071 Beginning Cricket**

OPT No Aud, 1 credit(s);
**Instructor:** Peterson, Charles E

**Description:** Fundamentals of Cricket. Laws of Cricket, bowling/batting techniques, competitive/recreational Cricket opportunities.

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**PE 1072 Soccer**
OPT No Aud, 1 credit(s);
Instructor: Adamcsek, Viktor Istvan
Description: Fundamentals of soccer including sporting behavior both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, practical instruction in strategy.

PE 1074 Beginning Volleyball
OPT No Aud, 1 credit(s);
Instructor: Shingles, Kori Elizabeth
Description: Basic skills, team play, rules, officiating, and strategy.

PE 1074 Beginning Volleyball
OPT No Aud, 1 credit(s);
Instructor: Schull, Vicki Denise
Description: Student may contact the instructor or department for information.

PE 1076 Flag Football
OPT No Aud, 1 credit(s);
Instructor: Medina, Jaime Gerardo
Description: Student may contact the instructor or department for information.

PE 1077 Lacrosse
OPT No Aud, 1 credit(s);
Instructor: Larson, Erin
Description: Student may contact the instructor or department for information.

PE 1078 Ultimate Disc
OPT No Aud, 1 credit(s);
Instructor: Williams, Gregory Donald
Description: Introduction to ultimate disc, techniques, field positions, rules, regulations. Students participate in vigorous exercise activities including running, throwing, and catching.

PE 1082 Broomball
OPT No Aud, 1 credit(s);
Instructor: Johnson, Matthew Lloyd
Description: Beginning broomball is the perfect course for any student looking to get into a sport that is uniquely Minnesotan, while staying in the warm confines of Ridder Arena. The course will be 85% on ice training. The PAP program will provide helmets, sticks and balls. Other protective equipment is recommended but not required.
Grading: 30% final exam, 50% attendance, 20% class participation.

PE 1107 Intermediate Swimming
OPT No Aud, 1 credit(s);
Instructor: Madeiros, Ness
Description: Student may contact the instructor or department for information.

PE 1135 Intermediate Karate
OPT No Aud, 1 credit(s);
Instructor: Fusaro, Robert L
Description: Techniques of Japanese traditional Shotokan Karate taught through Ippon Kumite (one step sparring), San Kumite (three step sparring), and Heian Shodan Kata/Nidan Kata (forms). Testing for orange belt is optional.

PE 1137 Intermediate Squash
OPT No Aud, 1 credit(s);
Instructor: Stever, John Ball
Description: The Intermediate course builds on the Beginning Squash course where the strokes and court movement were introduced but where insufficient time exists to become proficient in any of them. This course will focus on improving stroke mechanics, shot placement consistency, pace, court movement and positioning, and court strategy. Understanding of the fitness requirements, joint and muscle stresses, and development of weight training for squash play is included in the course. With the intermediate course, students begin to play well enough to realize the superior exercise value of squash. The primary outcomes for students taking this class will be:
1. Ability to control the ball as measured by placement in a drill setting
2. Ability to control the court as measured in a competitive game setting
3. An understanding of the benefits and potentially a commitment to a lifestyle that includes rigorous physical activity

Thorough knowledge of on court squash etiquette

**Style:** 10% Lecture, 5% Film/Video, 80% Small Group Activities, 5% Demonstration.

**Grading:** 20% mid exam, 60% final exam, 20% attendance.

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**PE 1146 Intermediate Tae Kwan Do**

**OPT No Aud, 1 credit(s);**

**Instructor:** Kim, Aaron Hyun Sik

**Description:** Student may contact the instructor or department for information.

**PE 1174 Intermediate Volleyball**

**OPT No Aud, 1 credit(s);**

**Instructor:** Shingles, Kori Elizabeth

**Description:** Volleyball systems of play. Incorporating offensive/defensive formations. Team play, transition, coaching, officiating.

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**PE 1205 Scuba and Skin Diving**

**OPT No Aud, 1 credit(s);**

**Instructor:** Karl, Robert J

**Description:** This course is available to all students and prospective students (through CCE) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. Students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. Please check the website http://SuperiorExpeditions.com for forms and notes for requirements and limitations for SCUBA diving. There will be a $118 course fee. Additionally there is a $60 course Kit that needs to be purchased from the instructor the first day of class.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 33% final exam, 33% quizzes, 33% class participation.

**Exam Format:** multiple choice

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**PE 1262 Marathon Training**

**OPT No Aud, 3 credit(s);**

**Instructor:** Ingraham PhD, Stacy Jean

**Description:** Physical challenge achieved through physiological/psychological adaptation. Goal setting that fosters adaptation in many facets of life. Marathon history.

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**PE 1262 Marathon Training**

**OPT No Aud, 3 credit(s);**

**Instructor:** Lundstrom, Christopher J

**Description:** Physical challenge achieved through physiological/psychological adaptation. Goal setting that fosters adaptation in many facets of life. Marathon history.

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**Physical Therapy 382 Children’s Rehabilitation Center**

**PT 1002 Orientation to Physical Therapy**

**S-N only, 1 credit(s);**

**Instructor:** Kukulka, Carl G

**Description:** Student may contact the instructor or department for information.

**PT 6214 Clerkship II**

**A-F only, 2 credit(s);**

**Instructor:** Lojovich, Jeanne Marie

**Description:** Student may contact the instructor or department for information.
PT 6216 Clerkship IV
A-F only, 1 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 6220 Clinic Volunteer
No Grade, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Anderson, Kathleen
Description: Student may contact the instructor or department for information.

PT 6221 Therapeutic Procedures
A-F only, 4 credit(s);
Instructor: Olson-Kellogg, Becky Jo
Description: Student may contact the instructor or department for information.

PT 6282 Scientific Foundations II: Neuromotor Control
A-F only, 3 credit(s), max credits 45, 1 completion allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

PT 6284 Musculoskeletal Rehabilitation II
A-F only, 4 credit(s);
Instructor: Anderson, Kathleen
Description: Student may contact the instructor or department for information.

PT 6287 Neurorehabilitation
A-F only, 8 credit(s);
Instructor: Leuty, Lynnette K
Description: Student may contact the instructor or department for information.

PT 6297 Clinical Internship III
S-N only, 10 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 6298 Clinical Internship IV
S-N only, 10 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 7001 Topics in Musculoskeletal PT
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Anderson, Kathleen
Description: Student may contact the instructor or department for information.

PT 7003 Topics in Integumentary Physical Therapy
A-F only, 2 credit(s);
Instructor: Cole, Pamela S
Description: Student may contact the instructor or department for information.

PT 7005 Topics in Pediatric Physical Therapy
A-F only, 1 credit(s);
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

PT 7011 Topics in Geriatric Rehabilitation II
S-N only, 2 credit(s);
Instructor: Olson-Kellogg, Becky Jo
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Anderson, Kathleen
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Gillick, Bernadette Therese
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Nuckley PhD, David J
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.
PT 8193 Research Problems in Physical Therapy  
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Kimberley,PT, PhD,Teresa Jacobson  
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy  
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Di Fabio,Richard P  
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy  
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Thompson PhD,LaDora V  
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy  
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Ludewig,Paula M  
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy  
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Kukulka,Carl G  
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy  
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: Nuckley PhD,David J  
Description: Student may contact the instructor or department for information.

Physics 148 Tate Laboratory of Physics  

Phys 1001W Energy and the Environment  
4 credit(s);Meets CLE req of Environment; meets CLE req of Physical Sciences; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: This course addresses current issues of the relationship between energy use and the environment by starting with the fundamental physics principles of force and energy, and demonstrating how these concepts apply to Electricity and Magnetism, Thermodynamics, Chemical Physics and Nuclear Power generation. These principles are applied to specific applications by examining topics such as power production, acid rain and fuel resources. The consequences of fundamental physics on public policy will also be discussed in this context. Math skills at the level of high school algebra are assumed. The accompanying laboratory is a series of short experiments which illustrate the concepts as they are presented in class.

Phys 1011 Physical World  
A-F only, 3 credit(s);  
Instructor: Cassola,Robert L  
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The underlying purpose of this course is to provide you with a firm, elementary understanding of the principles of physics. The material covered in this course is fundamental and forms the basis for virtually all future courses in physics and engineering. It is hoped that as you proceed through this course, you will not only gain some facility in applying the concepts of physics to problems of practical interest, but that you will also gain an awareness of, and an appreciation for, the unifying principles on which physics is based.  
Style: This is a printed correspondence section.  
Grading: 40% mid exam, 30% final exam, 30% written homework.  
Exam Format: Supervised, in-person exams

Phys 1101W Introductory College Physics I  
4 credit(s);Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF  
Description: This is the first part of a course sequence designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires an in depth understanding of the material. Phys 1101W will emphasize the dynamics approach to physics emphasizing the description of motion of interacting objects and the forces that they exert on each other. No previous physics knowledge is assumed, but it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean Theorem. A laboratory requires you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives you the opportunity to discuss your conceptual understanding and problem solving skills while you practice solving problems with other students. The laboratory and discussions sections emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

Phys 1102W Introductory College Physics II  
4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: This is the second term of a course sequence designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires an in depth understanding of the material. This course will emphasize the application of the principles and skills learned in Physics 1101W to more complex, abstract, and realistic situations involving topics from fluids, thermal physics, waves, electricity, magnetism, optics, and atomic physics. A laboratory requires you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives you the opportunity to discuss your conceptual understanding and problem solving skills while you practice working problems with other students. The laboratory and discussions sections emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

Exam Format: .

Phys 1108 Introductory Physics Online II  
4 credit(s);  
Instructor: Border,Pete Mac  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Phys 1108 is the second semester of the University of Minnesota's introductory algebra-based physics sequence, presented online. We will cover thermal physics, electricity and (a little) magnetism, waves, and some modern physics. Throughout the course the emphasis will be on understanding and problem-solving rather than mathematical rigor. Laboratories are a required part of the course.  
Style: online with handwritten exams  
Grading: -Weekly problem sets from the textbook (35%) -6 multipart labs, including data analysis activities and lab reports (20%) - Midcourse and final exams (45%)  
Exam Format: Supervised, in-person (not online) exams

Phys 1201W Introductory Physics for Biology and Pre-medicine I  
5 credit(s); [High school or college] calculus, trigonometry, algebra  
Credit will not be granted if credit has been received for: PHYS 1301W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: This is the first semester of a 2 semester course designed primarily for students majoring in the biological sciences or preparing for medical school. This is not a survey course of all physics but requires an in-depth understanding of fundamental principles and their application. A course in calculus equivalent to Math 1271, 1371 or 1281 taken previously or simultaneously is required. Students should have a working knowledge of derivatives as well as algebra and the geometry of right triangles. The course emphasizes an understanding of the fundamental principles of physics and their use in solving realistic quantitative problems of the type found in biological applications. The first semester develops the concepts of forces and conservation principles to determine the behavior of a system. The importance of energy transfer between objects in a system and between systems will be emphasized, especially within the framework of thermodynamics. A required laboratory illustrates the application of the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives the opportunity to discuss your conceptual understanding and problem solving skills by practicing working problems with other students. The laboratory and discussions sections emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.
Phys 1202W Introductory Physics for Biology and Pre-medicine II
5 credit(s); 1201WCredit will not be granted if credit has been received for: PHYS 1302W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the continuation of physics 1201W designed primarily for students majoring in the biological sciences or preparing for medical school. This is not a survey course of all physics but requires an in-depth understanding of fundamental principles and their application. A course in calculus equivalent to Math 1272, 1272 or 1282 taken previously or simultaneously is required. Students should have a working knowledge of derivatives and integrals as well as all of the mathematics skills used in 1201W. The course emphasizes an understanding of the fundamental principles of physics and their use in solving quantitative problems of the type found in biological applications. The second semester involves the study of the optics, electrical circuits, the properties of the electric and magnetic force, and nuclear processes relevant to biological systems. A required laboratory illustrates the application of the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections will emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

Phys 1251 Physics I
A-F only, 4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Technology and Society
Instructor: Aryal, Bijaya
Description: Student may contact the instructor or department for information.

Phys 1301W Introductory Physics for Science and Engineering I
4 credit(s); Concurrent registration is required (or allowed) in Math 1271 or Concurrent registration is required (or allowed) in Math 1371 or Concurrent registration is required (or allowed) in Math 1571 Credit will not be granted if credit has been received for: PHYS 1201W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the first of a three semester introductory course in physics for students in sciences and engineering. 1301W/1302W, 2303 or 2503 is designed to prepare you for work in your field by: building a solid conceptual understanding of fundamental principles of physics, and their applications; applying those principles to new situations, using logical reasoning and quantitative problem-solving skills; learning to communicate technical information effectively. To achieve these goals, this course requires you to understand the material in depth. 1301W will emphasize the study of mechanical systems, beginning with the description of motion of interacting objects, the forces that they exert on each other and the quantities that are conserved in those interactions. A laboratory is included to allow you to apply physical principles to the real word in a carefully controlled environment, and will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills, by practicing working problems with other students. This is a calculus-based course, and students will be expected to use the basic concepts of differential and integral calculus, as well as algebra and trigonometry.

Phys 1302W Introductory Physics for Science and Engineering II
4 credit(s); 1301W, Concurrent registration is required (or allowed) in Math 1272 or Math 1372 or Math 1572 Credit will not be granted if credit has been received for: PHYS 1202W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the 2nd of a 3 semester intro course in physics for students in science and engineering. 1302W emphasizes the application of the physical principles learned in 1301W to electrical and magnetic interactions. The course is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. Emphasis will be given to the application of physics principles to real-life situations, and will use problems designed to simulate such situations. This course assumes a good working knowledge of the concepts and skills in 1301W. Because of the nature of this material, this course will be more abstract and mathematical than 1301W. A lab is included to allow you to apply both the concepts and problem solving skills to the real world. It will also emphasize technical communications skills. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills with other students.

Phys 1402V Honors Physics II
4 credit(s); Honors student and permission of University Honors Program Credit will not be granted if credit has been received for: PHYS 1202W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the second of a three semester introductory course in physics for students in the IT Honors Program. It is
designed to prepare you for work in your field by: having a solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. This course requires you to understand the material in depth; it will go at a faster pace than Physics 1302W and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and problems will be designed to simulate such situations. 1402V will emphasize the application of the principles learned in 1401V to the electromagnetic interaction. Fundamental ideas will be applied to complex systems using abstract concepts such as vector fields. Students should have the ability and desire to use mathematics not yet introduced in math class. A laboratory is included to allow you to apply physical principles to the real world in a carefully controlled environment, and will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills, by practicing working problems with other students.

Phys 1905 Freshman Seminar: Science and Pseudoscience
A-F only, 2 credit(s), max credits 6;
Instructor: Goldman, Allen M
Description: Student may contact the instructor or department for information.

Phys 1910W Freshman Seminar: Writing Intensive: How Common is Extraterrestrial Life?
A-F only, 2 credit(s), max credits 3, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: Halley, J Woods
Description: The goal of this course is to make students familiar with the main available scientific facts and arguments which bear on the question of the likelihood of extraterrestrial life. A second goal is to familiarize students with aspects of the various relevant disciplines early in their university careers when they may still be selecting a major. The third goal is to provide familiarity with information resources at the university, particularly through the library, as well as improved reasoning, writing and speaking skills. In pursuing these goals we will discuss the various scientific issues that arise in considering the probability of the existence of extraterrestrial life and intelligence in our galaxy or elsewhere and whether humans are likely to detect it.

Phys 2251 Physics II
A-F only, 4 credit(s); Meets CLE req of Physical Sciences
Instructor: Aryal, Bijaya
Description: Student may contact the instructor or department for information.

Phys 2303 Physics III: Physics of Matter
4 credit(s); 1302, [MATH 1272 or MATH 1372 or MATH 1572H], [MatSci or EE] student Credit will not be granted if credit has been received for: PHYS 2403H;
Instructor: Ganz, Eric D
Description: This is the third and final semester of an introductory course in physics for students in sciences and engineering which began with Physics 1301W/1302W. Physics 2303 is a broad survey of physics topics which have been important in the 20th and early 21st century. The topics include thermodynamics, mechanical and electromagnetic waves, optics, nuclear physics, quantum theory, and applications of the quantum nature of solids. This course is taken primarily by MatSci, EE, and other students who plan to take only 3 semesters of physics. Physics majors and students wanting 4 semesters of physics or an emphasis on special relativity should take Phys 2503 instead.
Style: 75% Lecture, 15% Discussion, 10% Demonstration.
Grading: 33% final exam, 50% quizzes, 17% problem solving. Homework will be graded using WebAssign

Phys 2311 Modern Physics
4 credit(s);
Instructor: Cassola, Robert L
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The purpose of this course is to acquaint you with some of the principles by which the physical world operates, and to enable you to apply these principles to a number of different situations. It is hoped that, without a great deal of mathematical complexity, you will be able to see how these general principles extend to other fields. This course will stress being able to do things - simple problems, numerical estimates, and prediction of events. These skills only come with practice, so that, necessarily, this course is built around working problems.
Style: This is a printed correspondence section.
Grading: 40% mid exam, 40% final exam, 20% written homework. S/N students must earn at least 70 percent to receive a grade of S.
Exam Format: Supervised, in-person exams
Phys 2601 Quantum Physics  
4 credit(s);  
Instructor: Kakalios, James  
Description: This is a one-semester course giving an overview of the concepts that have dominated physics and technology during the last half of the twentieth century. It is designed for science and engineering students who have successfully completed Physics 2303, 2403, or the equivalent. The course begins with an exploration of phenomena that can only be explained using quantum ideas, including statistical concepts. These ideas give rise to the Schrodinger Equation. The solutions to the Schrodinger Equation under different constraints are explored and compared to observations. Applications of quantum mechanics are used to explain the structure of atoms, molecules, and nuclei; the properties of conductors, semiconductors, and superconductors; the evolution of the universe; and the most fundamental constituents of nature. A laboratory, Phys 2605, (required for physics majors) which explores the same ideas in concrete situations should be taken concurrently. 
Style: 85% Lecture, 15% Discussion.  
Grading: 30% mid exam, 50% final exam, 20% problem solving.  
Exam Format: Quantitative and qualitative problems.

Phys 2605 Quantum Physics Laboratory  
3 credit(s);  
Instructor: Cushman, Priscilla Brooks  
Description: Student may contact the instructor or department for information.

Phys 3022 Introduction to Cosmology  
3 credit(s);  
Instructor: Haines, Paul M  

Phys 3071W Laboratory-Based Physics for Teachers  
4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive  
Instructor: Bresnahan, Nancy Koch  
Description: Student may contact the instructor or department for information.

Phys 3071W Laboratory-Based Physics for Teachers  
4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive  
Instructor: Brehmer, Steven Lester  
Description: Student may contact the instructor or department for information.

Phys 4002 Electricity and Magnetism  
4 credit(s);  
Instructor: Greven, Martin  
Description: Student may contact the instructor or department for information.

Phys 4052W Methods of Experimental Physics II  
5 credit(s); Meets CLE req of Writing Intensive  
Instructor: Mans, Jeremiah M  
Description: This is the second part of a two semester sequence on experimental techniques that are used in a research laboratory. Students put into practice the techniques studied during the first semester by carrying out pre-designed laboratories, and by designing, planning, and executing an experimental project of their choice. This course emphasizes electronics, data processing, computer programming, and data analysis techniques. In addition the course emphasizes the writing of scientific research reports suitable for publication as well as their oral presentation. The course is designed for physics majors, and other students who are interested in mastering modern laboratory techniques. The knowledge and skills gained in Physics 4051 are required to enter this course.

Phys 4052W Methods of Experimental Physics II  
5 credit(s); Meets CLE req of Writing Intensive  
Instructor: Pryke, Clement Laurence Stephen  
Description: This is the second part of a two semester sequence on experimental techniques that are used in a research laboratory. Students put into practice the techniques studied during the first semester by carrying out pre-designed laboratories, and by designing, planning, and executing an experimental project of their choice. This course emphasizes electronics, data processing, computer programming, and data analysis techniques. In addition the course emphasizes the writing of scientific research reports suitable for publication as well as their oral presentation. The course is designed for physics majors, and other students who are interested in
mastering modern laboratory techniques. The knowledge and skills gained in Physics 4051 are required to enter this course.

**Phys 4121W History of 20th-Century Physics**

3 credit(s); general physics or instr consent
Credit will not be granted if credit has been received for: HSCI 4121W; Meets CLE req of Writing Intensive

Instructor: Janssen, Michel

Description: This course is an introduction to the work of historians and philosophers of science trying to trace the conceptual development of 20th-century physics. Our main focus will be on the development of relativity theory (both special and general) and quantum theory in the first quarter of the century. Special attention will be paid to the contributions of Albert Einstein. We will also study some episodes in the further developments of these fields: in nuclear physics in the 1930s, in particle physics in the 1970s, in both cases with special attention to the interplay between theory and experiment. Finally, we will look at the development of big bang cosmology and its marriage with particle physics in inflationary cosmology. Readings are taken from a variety of sources. General surveys are used to get us started on a particular topic. That will prepare us for more specialized literature in history and philosophy of science. We will also read (passages from) some of the seminal texts written by the physicists we will study, both to get some of the flavor of their work and to evaluate interpretations and reconstructions of these texts offered in the historical and philosophical literature. The course is aimed at upper-level undergraduate and graduate students in physics, history of science, and philosophy of science, but should be of interest to other students with a strong interest in 20th-century physics as well.

Style: 90% Lecture.
Grading: 90% reports/papers, 10% class participation.
Exam Format: take home essay

**Phys 4211 Introduction to Solid-State Physics**

3 credit(s);

Instructor: Valls, Oriol T

Description: This is an Introduction to Solid State Physics. It is open to students majoring in Physics or related areas. No previous knowledge of the subject is required. The course is also taken by graduate students without previous exposure to Solid State.

Grading: See course web site

**Phys 4501 Experimental Project**

1-5 credit(s), max credits 5, 1 completion allowed;

Instructor: STAFF

Description: This course is an independent experimental project designed by a student in collaboration with a faculty member.

**Phys 4511 Introduction to Nuclear and Particle Physics**

3 credit(s);

Instructor: Pawloski, Gregory J

Description: Student may contact the instructor or department for information.

**Phys 4911 Introduction to Biopolymer Physics**

3 credit(s); [2303, 2403H, 2503] or Chem 3501 or instr consent
Credit will not be granted if credit has been received for: PHYS 5081;

Instructor: Mueller, Joachim

Description: Student may contact the instructor or department for information.

**Phys 4960H Honors Seminar**

OPT No Aud, 1 credit(s), max credits 2;

Instructor: Walsh, Thomas Francis

Description: Student may contact the instructor or department for information.

**Phys 5002 Quantum Mechanics II**

4 credit(s);

Instructor: Qian, Yongzhong

Description: Student may contact the instructor or department for information.

**Phys 5012 Classical Physics II**

4 credit(s);

Instructor: Cronin-Hennessy, Daniel P

Description: Student may contact the instructor or department for information.
Phys 5072 Best Practices in College Physics Teaching
1-3 credit(s), max credits 5, 3 completions allowed;
Instructor: Heller, Ken
Description: Student may contact the instructor or department for information.

Phys 5081 Introduction to Biopolymer Physics
3 credit(s); working knowledge of [thermodynamics, statistical mechanics] Credit will not be granted if credit has been received for: PHYS 4911;
Instructor: Mueller, Joachim
Description: Student may contact the instructor or department for information.

Phys 5402 Radiological Physics
4 credit(s);
Instructor: Broadhurst, John Henry
Description: This course examines the processes involved in studying biological systems, data acquisition and control systems, the interaction of biological systems with photons and charged particles, and the imaging of biological organisms. A concluding section is taught on the medical use of X-rays. The course is typically taken by graduate and undergraduate students interested in biophysics, physiology, biomedical engineering, physics, mechanical engineering and electrical engineering. The prerequisite is a working knowledge of calculus and general physics. Calculus is used extensively throughout the course. Specialized mathematical topics relevant to the course will be developed, as needed, during the course.
Style: 80% Lecture, 10% Discussion.
Grading: 60% mid exam, 40% final exam.
Exam Format: Individual take home quiz

Phys 5701 Solid-State Physics for Engineers and Scientists
4 credit(s);
Instructor: Greven, Martin
Description: Student may contact the instructor or department for information.

Phys 5970 Physics Journal Club
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kapusta, Joseph I
Description: Student may contact the instructor or department for information.

Phys 5980 Introduction to Research Seminar
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Greven, Martin
Description: Student may contact the instructor or department for information.

Phys 8011 Quantum Field Theory I
3 credit(s);
Instructor: Peloso, Marco
Description: Student may contact the instructor or department for information.

Phys 8100 Seminar: Problems of Physics Teaching and Higher Education
1 credit(s), max credits 3, 3 completions allowed;
Instructor: Heller, Ken
Description: Student may contact the instructor or department for information.

Phys 8200 Seminar: Cosmology and High Energy Astrophysics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cushman, Priscilla Brooks
Description: Student may contact the instructor or department for information.

Phys 8300 Seminar: Biological and Medical Physics.
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Noireaux, Vincent
Description: Student may contact the instructor or department for information.
Phys 8611 Cosmic Rays and Plasma Astrophysics
3 credit(s);
Instructor: Lysak, Robert L
Description: This course is an advanced course that will survey dynamics of high energy particles and magnetic fields in the cosmos, as evidenced by the observations of cosmic rays in the solar system. The first part of the course will survey the observational basics of the cosmic rays, discuss the astrophysical environment of the Earth and Solar System, and briefly outline the basic energy sources for cosmic radiation. Then there will be a detailed description of the basic physical processes involved in the acceleration and detection of cosmic rays. First, single particle dynamics will be considered, emphasizing the interaction of charged particles with magnetic fields, the interactions of charged particles with matter, and acceleration processes that can occur in the astrophysical environment. Magnetic fields are essential to the acceleration of cosmic rays, and so the next major topic will be dynamics of these magnetic fields, as described by the theory of magnetohydrodynamics. The physics of collisionless shocks, the process of magnetic reconnection, and the generation of the magnetic fields themselves will be addressed. The final section will discuss nuclear and elementary particle physics processes relevant to the cosmic rays, including nuclear fusion, the production and detection of neutrinos, and nuclear and elementary particle processes in the propagation of cosmic rays.

Phys 8700 Seminar: Condensed Matter Physics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Goldman, Allen M
Description: Student may contact the instructor or department for information.

Phys 8702 Statistical Mechanics and Transport Theory
3 credit(s);
Instructor: Vinals, Jorge
Description:
Style: 100% Lecture.
Grading: 60% written homework, 30% in-class presentation, 10% class participation.

Phys 8712 Solid-State Physics II
3 credit(s);
Instructor: Kamenev, Alex
Description: Student may contact the instructor or department for information.

Phys 8800 Seminar: Nuclear Physics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Heger, Alexander
Description: Student may contact the instructor or department for information.

Phys 8801 Nuclear Physics I
3 credit(s);
Instructor: Heger, Alexander
Description: Student may contact the instructor or department for information.

Phys 8900 Seminar: Elementary Particle Physics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Pawloski, Gregory J
Description: Student may contact the instructor or department for information.

Phys 8902 Elementary Particle Physics II
3 credit(s);
Instructor: Vainshtein, Arkady
Description: Student may contact the instructor or department for information.

Phys 8911 Introduction to Supersymmetry
A-F only, 3 credit(s);
Instructor: Shifman, Mikhail A
Description: Student may contact the instructor or department for information.
Physiology
6-125 Jackson Hall

Phsl 3051 Human Physiology
4 credit(s); [BIOL 1009 or 1 yr college biol], 1 yr college chem
Credit will not be granted if credit has been received for: PHSL 3050;
Instructor: Anderson PhD, Lisa Carney
Description: Human Physiology is a 4 credit class designed for science majors and pre-allied health sciences majors. This course covers basic science principles of cell transport, cell signaling and major organ systems (nerve, muscle, circulation, respiration, endocrine, renal, gastrointestinal, energy metabolism). Preparation in basic chemistry (two semesters) and biology (one semester) is strongly recommended. Three lecture sessions and one two-hour lab per week. See the following url for a sample syllabus: http://physiology.med.umn.edu/courses/phsl3051/Syllabus.3051.general.info.pdf NOTE: Students who need physiology but do not require a lab may be interested in Phsl 3050 Physiology Cells to Systems. This course has a majority of the same learning outcomes but has no lab component. Phsl is offered summer semester. See our department website for more information about registration. http://physiology.med.umn.edu/courses/phsl3051/3051Registration.html
Style: 70% Lecture, 5% Film/Video, 10% Laboratory, 5% Small Group Activities, 10% Demonstration. Three hours of lecture per week will time for small group activities. Two hours of lab per week with a combination of videos, hands on labs, demonstrations, and critical thinking exercises.
Grading: 60% mid exam, 25% final exam, 10% laboratory evaluation, 5% problem solving. 3 exams worth 20% each. A cumulative final exam worth 25% and lab work worth 10% and critical thinking exercises worth 5%. A 5 point extra credit project can be done for lab.
Exam Format: Multiple choice questions

Phsl 3095 Problems in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Barnett, Vincent A
Description: Student may contact the instructor or department for information.

Phsl 3095 Problems in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Barnard, Jane Marie
Description: Student may contact the instructor or department for information.

Phsl 4021 Advanced Physiology and Bioengineering: Bionic Human
A-F only, 3 credit(s);
Instructor: Levitt, David George
Description: This course uses the theme of the The six million dollar man to develop an in depth understanding of the physiology of different organ systems. Comparison of human organs versus advanced synthetic devices provides new insights into the complexity of human physiology. Some of the topics covered include: artificial heart, kidney, pancreas and lung; comparison of the eye versus the digital camera; and artificial intelligence of pattern recognition. The emphasis is on student reading and analysis of current literature. Class time will involve primarily student discussions. Class attendance is required. Students will also be required to submit a short analytical paper each week. The papers will be read and discussed on line by the instructor and the entire class. The course is designed for upper division and graduate biology and engineering students and the only prerequisite is physiology 3061 or equivalent.
Style: 40% Lecture, 55% Discussion, 5% Web Based.
Grading: 70% reports/papers, 10% attendance, 10% in-class presentation, 10% class participation.

Phsl 4031 Physiological Discussions: Contemporary Topics
A-F only, 2 credit(s);
Instructor: Barnett, Vincent A
Description: Student may contact the instructor or department for information.

Phsl 4095H Honors Problems in Physiology
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Barnett, Vincent A
Description: Student may contact the instructor or department for information.

Phsl 4900 Advanced Physiology Teaching Laboratory
A-F only, 1-6 credit(s), max credits 12;
Instructor: Anderson PhD, Lisa Carney
Description: Student may contact the instructor or department for information.

Phsl 5094 Research in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Barnett, Vincent A
Description: Student may contact the instructor or department for information.

Phsl 5094 Research in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Katz, Stephen A.
Description: Student may contact the instructor or department for information.

Phsl 5095 Problems in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Barnett, Vincent A
Description: Student may contact the instructor or department for information.

Phsl 5095 Problems in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Katz, Stephen A.
Description: Student may contact the instructor or department for information.

Phsl 5101 Human Physiology
5 credit(s);
Instructor: Wangensteen, Douglas
Description: This course is for physical therapy and graduate students and is taught concurrently with the physiology course for first year medical students (INMD 6814). Students should be registered in a degree-granting graduate program. The course is an advanced survey of human physiology. Topics presented include cardiovascular, respiratory, gastrointestinal, renal, muscle and exercise physiology. Lectures, demonstration/lab sessions, written assignments and exams are the same for students in both PHSL 5101 and INMD 6814. It is assumed that students in PHSL 5101 will have, or be able to acquire, a minimal background in anatomy, histology and biochemistry. Because this course follows the medical school schedule, it begins the first week in January and ends about the first week in May. For a lecture and demonstration/lab schedule contact the course director at wange001@umn.edu.
Style: 90% Lecture, 5% Laboratory, 5% Demonstration.
Grading: 25% mid exam, 38% final exam, 25% quizzes, 12% written homework.

Phsl 5116 Clinical Physiology II
A-F only, 3 credit(s);
Instructor: Anderson PhD, Lisa Carney
Description: Cellular mechanisms, disease states and clinical applications of metabolic systems: respiratory physiology, renal physiology, acid base physiology, metabolism, gastrointestinal physiology, endocrine physiology, physiology of pregnancy and labor. Students do not need to have taken Clinical physiology I to take Clinical Physiology II but they should have had a good introductory physiology course. This course is appropriate for undergraduates interested in a health sciences career, master's level students and nurse anesthesia DNP students. See the following link for a sample syllabus

Phsl 5116 Clinical Physiology II
A-F only, 3 credit(s);
Instructor: Barnard, Jane Marie
Description: Cellular mechanisms, disease states and clinical applications of metabolic systems: respiratory physiology, renal physiology, acid base physiology, metabolism, gastrointestinal physiology, endocrine physiology, physiology of pregnancy and labor. Students do not need to have taken Clinical physiology I to take Clinical Physiology II but they should have had a good introductory physiology course. This course is appropriate for undergraduates interested in a health sciences career, master's level students and nurse anesthesia DNP students. See the following link for a sample syllabus

Phsl 5444 Muscle
3 credit(s): 3061 or 3071 or 5061 or BioC 3021 or BioC 4331 or instr consent Credit will not be granted if credit has been received for MdBc 5444 or VPB 5444Credit will not be granted if credit has been received for: BioC 5444;
Instructor: Thomas, David D
Description: Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction. Prerequisites:
undergraduate courses in biochemistry or physiology.

**Style:** 80% Lecture, 15% Discussion, 5% Laboratory.

**Grading:** 25% mid exam, 40% final exam, 35% reports/papers.

**Exam Format:** essay, problem solving

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**Phsl 5510 Advanced Cardiac Physiology and Anatomy**

2-3 credit(s);

**Instructor:** Iaizzo PhD, Paul Anthony

**Description:** Course Objectives: 1) Provide an overview of the physiology and anatomy underlying cardiac function 2) Provide details on cardiac microcirculation, cellular function and oxygen delivery 3) Provide students with an understanding of cardio-pathophysiology and current clinical treatments 4) Allow students to perform dissection within the Human Gross Anatomy Lab 5) Provide students with various demonstrations on monitoring cardiac function

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**Phsl 5525 Anatomy and Physiology of the Pelvis and Urinary System**

A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; One undergrad anatomy course, one undergrad physiology course, instr consent Credit will not be granted if credit has been received for: ANAT 5525;

**Instructor:** Katz, Stephen A.

**Description:** Student may contact the instructor or department for information.

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**Phsl 6051 Systems Physiology**

A-F only, 4 credit(s);

**Instructor:** Katz, Stephen A.

**Description:** This course is a graduate level survey of Physiology primarily intended for first year dental students. If appropriate, graduate students requiring a Physiology course can take the class with permission of the instructor.

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**Phsl 8216 Selected Topics in Autonomic and Neuroendocrine Regulation**

S-N only, 1 credit(s);

**Instructor:** Engel, William C

**Description:** Student may contact the instructor or department for information.

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**Phsl 8232 Critical Reading of Journal Articles in Physiology**

A-F only, 2 credit(s), max credits 4;

**Instructor:** Townsend DVM, DeWayne

**Description:** This course is primarily for graduate students in the Integrative Biology and Physiology graduate program. Others wishing to register should contact the course director.

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**Phsl 8242 Research Grant Writing**

A-F only, 1 credit(s);

**Instructor:** Metzger, Joseph Mark

**Description:** Student may contact the instructor or department for information.

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**Plant Biological Sciences 250 Biological Sciences**

**PBS 8123 Research Ethics in the Plant and Environmental Sciences**

S-N only, 0.5 credit(s);

**Instructor:** Smith, Alan G

**Description:** Student may contact the instructor or department for information.

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**Plant Biology 220 Biological Sciences Center**

**PBio 1212 Plant Biotechnology and Society**

3 credit(s), max credits 6; Meets CLE req of Technology and Society

**Instructor:** Springer, Nathan Michael

**Description:** Student may contact the instructor or department for information.

**PBio 4511 Flowering Plant Diversity**

3 credit(s);
Instructor: Weiblen, George D  
Description: Flowering plants are fascinating, economically important, and integral to the diversity of life on earth. Systematic botany provides a framework for understanding the origin and nature of this diversity. Course objectives include (1) recognizing the kinds and forms of flowering plants and (2) inferring phylogeny. Molecular insights on the history of life and how to study it are presented through a new classification of life. Lectures, laboratory exercises, and field trips cover topics including plant chemistry, morphology, development, ecology, evolution, and ethnobotany.

Style: 30% Lecture, 10% Discussion, 30% Laboratory, 5% Student Presentation, 5% Demonstration, 10% Field Trips, 5% Guest Speakers, 5% Web Based. Field trips

Grading: 30% mid exam, 25% final exam, 15% quizzes, 10% class participation, 20% laboratory evaluation.

Exam Format: Short answer

PBio 4793W Directed Studies: Writing Intensive  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: STAFF  
Description:

PBio 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: STAFF  
Description:

PBio 4993 Directed Studies  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: STAFF  
Description: Contract between student and advisor required, plus department approval. Credits arranged.

PBio 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Olszewski, Neil E  
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Weiblen, George D  
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Gleason, Florence K  
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Springer, Nathan Michael  
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Mc Laughlin, David J  
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;  
Instructor: Lefebvre, Paul A  
Description: Student may contact the instructor or department for information.
Instructor: Marks, M David
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Biesboer, David D.
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gantt, Steve
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Wick, Susan M
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Brambl, Robert Morgan
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Silflow, Carolyn D.
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Johnson, Tim
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Ni, Min
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Ward, John M
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: VandenBosch, Kathryn A
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gray, William M
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Tiffin, Peter L
Description: Student may contact the instructor or department for information.
PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gibson,Sue
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Glazebrook,Jane
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Katagiri,Fumiaki
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Schmitt,Imke
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Hegeman,Adrian D
Description: Student may contact the instructor or department for information.

PBio 5960 Special Topics: Flowering Plant Diversity
1-3 credit(s), max credits 18, 6 completions allowed;
Instructor: Weiblen,George D
Description: Student may contact the instructor or department for information.

Plant Pathology

PIPa 2001 Introductory Plant Pathology
3 credit(s);
Instructor: Dill-Macky,Ruth
Description: Course Description: The purpose of this course is to provide undergraduate students with a foundation in applied plant pathology. In the lectures students will be introduced to the concepts that form the basis for our understanding of the causes and control of plant diseases. The course emphasizes the biological and ecological aspects of plant disease and the role of plant diseases in plant production. Students are not expected to have a prior knowledge of plant pathology. The lectures are complemented by a weekly laboratory session that provides students with practical experience in the recognition of disease in plants, disease diagnosis and in the identification of plant pathogens. Students will also conduct some practical exercises in disease control. The course is intended to appeal to students with an interest in biology, and will increasing their awareness and knowledge of the microorganisms that cause disease in plants, plant disease development and the management of plant disease. Most students that take this course are undergraduates in horticulture, agriculture, natural resources or biological sciences.

Style: 30% Lecture, 2% Film/Video, 5% Discussion, 50% Laboratory, 13% Small Group Activities.
Grading: 24% mid exam, 25% final exam, 5% quizzes, 10% written homework, 4% attendance, 32% laboratory evaluation. There are two mid semester exams - each worth 12% Laboratory evaluation - worksheets, 22%; exam 10%
Exam Format: Exams will be a mixture of; multiple choice, matching, short answer and essay questions The lab exam will be short answer based on observations of lab materials

PIPa 3003 Diseases of Forest and Shade Trees
3 credit(s);
Instructor: Blanchette,Robert A
Description: This course provides an overview of tree diseases in urban and forested areas. It covers diseases that have had significant impact on society, such as Dutch elm disease, oak wilt, chestnut blight, white pine blister rust, etc., as well as cankers, leaf diseases, root rot and other tree problems. A laboratory session each week enables students to get hands-on experience identifying disease agents, examining symptoms and learning appropriate control procedures. Emphasis will also be placed on ecological processes, biological and cultural control and host-parasite interactions. This course should be of value to anyone interested in
biological sciences, natural resources and ecology. It is an essential class for individuals that will have a career in natural resources, but should also be useful to those interested in maintaining healthy trees at home, in urban areas or woodlands.

**Style:** 40% Lecture, 30% Discussion, 30% Laboratory.
**Grading:** 40% mid exam, 20% written homework, 40% laboratory evaluation.
**Exam Format:** Short answer, Short essay

**PIPa 3090 Research in Plant Pathology**
- 1-4 credit(s), max credits 4, 1 completion allowed;
- Instructor: STAFF
- **Description:** Assignment of a special problem to undergraduates desiring an opportunity for independent research in plant pathology. The student determines the problem.
- **Style:** 100% Laboratory.
- **Grading:** 100% laboratory evaluation.

**PIPa 4096 Professional Experience Program: Internship**
- S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;
- Instructor: STAFF
- **Description:** Supervised practicum professional experience in plant pathology. Practicum may be completed in government, higher education or private industry setting. Directed toward senior undergraduates.
- **Grading:** 100% other evaluation. Job performance, self-evaluation

**PIPa 5003 Diseases of Forest and Shade Trees**
- 3 credit(s);
- Instructor: Blanchette, Robert A
- **Description:** This course provides an overview of tree diseases in urban and forested areas. It covers diseases that have had significant impact on society, such as Dutch elm disease, oak wilt, chestnut blight, white pine blister rust, etc., as well as cankers, leaf diseases, root rot and other tree problems. A laboratory session each week enables students to get hands-on experience identifying disease agents, examining symptoms and learning appropriate control procedures. Emphasis will also be placed on ecological processes, biological and cultural control and host-parasite interactions. This course should be of value to anyone interested in biological sciences, natural resources and ecology. It is an essential class for individuals that will have a career in natural resources, but should also be useful to those interested in maintaining healthy trees at home, in urban areas or woodlands.
- **Style:** 40% Lecture, 30% Discussion, 30% Laboratory.
- **Grading:** 40% mid exam, 20% written homework, 40% laboratory evaluation.
- **Exam Format:** Short answer, Short essay

**PIPa 5090 Issues in Plant Pathology**
- 1-4 credit(s), max credits 4, 1 completion allowed;
- Instructor: STAFF
- **Description:** Current topics and research in plant pathology. Directed at undergraduates (junior and senior) as well as graduate students. Consult Class Schedule or department for current offering.
- **Style:** 50% Lecture, 50% Discussion.
- **Grading:** 100% special projects. depends on topic and instructor

**PIPa 5103 Plant-Microbe Interactions**
- 3 credit(s);
- Instructor: Bradeen, James M
- **Description:** Student may contact the instructor or department for information.

**PIPa 5300 Current Topics in Molecular Plant Pathology**
- S-N only, 1-2 credit(s), max credits 2;
- Instructor: Bradeen, James M
- **Description:** Student may contact the instructor or department for information.

**PIPa 5660 Plant Disease Resistance and Applications**
- A-F only, 3 credit(s);
- Instructor: Steffenson PhD, Brian Joel
- **Description:** Student may contact the instructor or department for information.
**PlPa 5999 Special Topics in Nematology**
- 1.5 credit(s);
- Instructor: STAFF
- **Description:** Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.
- **Style:** Depends on the nature of the workshop experience.
- **Grading:** 100% special projects. Depends on the nature of the workshop experience.

**PlPa 8090 Advanced Procedures and Research in Plant Pathology: Teaching Experience**
- 1-8 credit(s), max credits 8, 1 completion allowed;
- Instructor: Kurle PhD, James E.
- **Description:** Student may contact the instructor or department for information.

**PlPa 8103 Plant-Microbe Interactions**
- 3 credit(s);
- Instructor: Bradeen, James M
- **Description:** Genetics and molecular biology of plant-microbe interactions. Communication between plant/microbes, signal transduction, control of gene expression, symbiosis/parasitism, plant host response mechanisms, microbial effector biology.

**PlPa 8104 Plant Virology**
- A-F only, 2 credit(s);
- Instructor: Lockhart, Benham E
- **Description:** Student may contact the instructor or department for information.

**PlPa 8105 Plant Bacteriology**
- 2 credit(s);
- Instructor: Samac, Deborah A
- **Description:** Student may contact the instructor or department for information.

**PlPa 8123 Research Ethics in Plant and Environmental Sciences**
- S-N only, 0.5 credit(s);
- Enrolled in a plant/environmental grad research program
- **Credit will not be granted if credit has been received for:** APSC 8123;
- Instructor: Smith, Alan G
- **Description:** Student may contact the instructor or department for information.

**PlPa 8200 Seminar**
- A-F only, 1 credit(s);
- Instructor: Bradeen, James M
- **Description:** Student may contact the instructor or department for information.

### Polish 320 Folwell Hall

**Plsh 3002 Intermediate Polish**
- 5 credit(s);
- 3001 or equiv
- **Credit will not be granted if credit has been received for:** PLSH 4104;
- Instructor: Polakiewicz, Leonard Anthony
- **Description:** This course covers the main aspects of advanced Polish and emphasizes proficiency in all four language skills: listening, reading, speaking, and writing. Two textbooks are used: Alexander Schenker's, 'Fifteen Modern Polish Short Stories,' and Leonard Polakiewicz's, 'Intermediate Polish: A Cultural Reader with Exercises.' The textbooks are accompanied by audio tapes. As part of the four semester Polish language sequence, the course is designed to satisfy CLA language proficiency requirements. Target audience includes: undergraduate and graduate students, particularly those interested in East/Central European Area Studies, Slavic Studies and potentially seeking employment in Eastern Europe.
- **Style:** 30% Lecture, 10% Film/Video, 30% Discussion, 10% Laboratory, 20% Small Group Activities.
- **Instructor-guided oral exercises**
- **Grading:** 25% final exam, 35% quizzes, 30% class participation, 10% other evaluation. final oral exam
- **Exam Format:** oral presentations, fill-ins, translation--oral and written

**Plsh 4104 Intermediate Polish**
- 3 credit(s);
- 4103, [fourth sem course in another language or grad student]
- **Credit will not be granted if credit has been received for:** PLSH 3002;
Political Science  1414 Social Sciences Tower

Pol 1001 American Democracy in a Changing World
4 credit(s); Meets CLE req of Social Sciences
Instructor: Cavanaugh, Patricia Kay
Description: This course is intended to provide an overview of the main features of the national government and politics of the United States. The primary purpose of the course is to provide you with the knowledge and analytical skills necessary to understand and make considered judgments about political events as they unfold in the United States. The general theme of the course is an examination of the values, beliefs and concerns embedded in our political system and how they have changed since its founding. We will discuss current events.
Style: 40% Lecture, 10% Film/Video, 25% Discussion, 25% Small Group Activities.
Grading: 60 percent exams; 40 percent in class writing

Pol 1001 American Democracy in a Changing World
4 credit(s); Meets CLE req of Social Sciences
Instructor: Abernathy, Scott F
Description: This course is intended to introduce students to the expressed hopes of the American people for their government and to the institutions and processes that have been created and recreated to achieve these hopes. What do we mean by good government? Have we achieved it? How do we build it? Through an examination of the roles of American political institutions and the behavior of American citizens, we will be able to critically reflect on issues such as political and economic inequality in the U.S., the role of American political and economic power in the world, and the possibility for an American public policy that lives up to the ideals of the founders. By the end of the semester students should have a basic understanding of the structure and function of American government as well as an increased ability to critically reflect on the degree to which our institutions, processes, and citizens live up to the expectations placed on them.
Style: 60% Lecture, 20% Discussion, 20% Small Group Activities.
Grading: 50% mid exam, 25% final exam, 25% reports/papers.

Pol 1019 Indigenous Peoples: A Global Perspective
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: AMIN 1002; Meets CLE req of Global Perspectives
Instructor: Wilkins, David E
Description: This course focuses on the social, cultural and political relationship between selected indigenous peoples and the nation-states that settled in their territories and explores the various ways these states attempted to exterminate, incorporate, and segregate the native peoples they encountered. This class can be taken as an American Indian Studies course or a Political Science Studies course. It has been cross-listed. This course fulfills CLE requirements of Global Perspective Theme.

Pol 1025 Global Politics
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Freeman, John Roy
Description: Global politics introduces students to the study of the world's political systems and to the debates over certain global issues. Various theoretical frameworks are examined throughout the semester, but the emphasis is on the so-called liberal perspective. Related middle range accounts of war and of international political economy also are studied. While many global political issues will be mentioned, the focus will be on the legacies of the East-West conflict, particularly nuclear proliferation, and on the North-South conflict, especially Southern demands for distributional justice. At the end of the semester, students will be able to describe and predict the evolution of a global political system. In addition, they will be able to carve out and defend a stand on one of the global issues mentioned above.
Style: Some digitized video materials are used.
Grading: 30% mid exam, 40% final exam. Weightings are approximate
Exam Format: A mix of short answers/essays and long essays
Pol 1026 We and They: U.S. Foreign Policy
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives
Instructor: Sampson III, Martin Wright
Description: This course is a mixture of historical background, examination of various processes and institutions that determine US foreign policy, and selected foreign policy issues that are important in fall 2009. The course objectives are that people leave the course (1) aware of how the US foreign policy process operates and aware of major, long-running debates about Congressional-Executive relationships in that process; (2) aware of the contours of public opinion as it relates to foreign policy; (3) conversant with major events and dates in the history of US foreign policy; and (4) able to think about how this knowledge relates to selected events of Spring 2011 and beyond.
Style: 65% Lecture, 35% Discussion. Class attendance is important. Lectures and readings supplement each other.
Grading: 20% mid exam, 35% final exam, 35% reports/papers, 10% other evaluation. The course papers are based on readings assigned in the syllabus.
Exam Format: Combination essay and short answer. A handout sheet is provided a week in advance

Pol 1054 Politics of Countries Around the World
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Reda, Molla
Description: This course provides an introduction to comparative politics, which is the study of politics within different countries around the world. Throughout the course, we will frequently compare and contrast U.S. politics with politics elsewhere. The class will begin with an introduction of the comparative subfield and provide basic analytical frameworks. We use these theoretical frameworks to understand politics on a wide variety of case studies to address several issues: how different peoples around the world seek to establish a durable and legitimate political order; how they seek to contest the legitimacy of, and attempt to transform, that system; and how they seek to benefit from that system. Given this, after we define several key political concepts, we will explore the following four themes: 1. Establishing political order 2. Structuring political participation and contestation 3. Constructing Collective political identity 4. Shaping Public Policy

Pol 1201 Political Ideas and Ideologies
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives
Instructor: Valverde, Sergio
Description: We will study Western political ideas and ideologies in their continuity and change. Political ideas are mostly concerned with philosophical notions of good, right, justice, freedom, autonomy, good government, power, authority, etc. Political ideas are closely related to political ideals but they also respond to the pressing needs of their time. Political ideologies treat these ideas more instrumentally. Ideologies build and mobilize ideas and interests in elites or masses in order to preserve or take over political power. With the advent of the modern age and mass politics, ideology becomes a central feature for political theory. The course is divided in two parts. The first half of the semester will introduce the most influential political ideas and theories in Western political thought from the ancient Greeks and medieval thinkers to the Enlightenment and the XIX century. In the second half of the course, we will study modern ideologies (liberalism, socialism, conservatism, communism, anarchism) and theories of ideology as a fundamental aspect of mass politics and political thought from the French Revolution to the present. All required texts are provided online through the course website in PDF format. The texts are selections from major authors (Plato, Rousseau, Marx), and commentaries and scholarly articles from political theory and history.
Style: 75% Lecture, 25% Discussion.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% attendance.

Pol 1201 Political Ideas and Ideologies
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives
Instructor: Tronto, Joan C
Description: Here are the questions we will attempt in this course to answer through intensive reading, writing and speaking: -- What is political theory and why should I try to approach political ideas theoretically? -- How can I make sense of my political views? What...
are the limits of my political views? -- What is the purpose of politics? What is the meaning of freedom? Of justice? Students will learn to read and write more critically. We will read many texts and students will write four short papers over the course of the semester. Students will be permitted to rewrite two papers in order to try to improve their grades. We will work, as a class and with TAs and the instructor, on the processes of reading and writing about these difficult texts and subjects. Here are the books ordered for the course through the bookstore, (in the author, title, publisher format): Nicholas Wapshott, Keynes Hayek: The Clash That Defined Modern Economics, Norton (Oct 2011) Plato, Trial and Death of Socrates, Hackett Plato, The Republic, tr Grube Hackett Machiavelli, Selected Political Writings, Hackett (1994) Locke, Political Writings, Hackett (2003 ed) Rousseau, Basic Political Writings, Hackett. 2nd ed. Marx, Selected Writings Hackett (1994) Fanon, The Wretched of the Earth Grove. 2004 ed. Gandhi, Selected Political Writings Hackett

Style: 70% Lecture, 30% Discussion.
Grading: 25% final exam, 70% reports/papers, 5% attendance. Students may receive a better grade if their work improves over the course of the semester.
Exam Format: Final exam questions will be distributed in advance.

Pol 3070 Faculty-Supervised Individual Field Work
A-F only, 1-13 credit(s), max credits 13, 1 completion allowed;
Instructor: Soper, Paul W
Description: Students conducting field research on politics or government may receive credit for academic work completed in association with their research. Typically students will write a substantial research paper (20 pages or more) that incorporates their field research into the political science literature on their topic. Students must arrange for credit no later than the end of the first week of the semester. To enroll for this course, contact the instructor.
Style: Fieldwork/Participant-Observation
Grading: 100% reports/papers.

Pol 3080 Faculty-Supervised Individual Internships
A-F only, 3-13 credit(s), max credits 15, 3 completions allowed;
Instructor: Soper, Paul W
Description: Students working in political or governmental internships may receive credit for academic work completed in association with their internship work. Students may receive 1 credit for every 3 hours (per week) of internship work. Academic work increases with increased hours worked. Assignments will include: weekly journal, 5-7 page essay, 10 page research paper. Acceptable internships include: US Congress, MN state legislature, federal, state, and local gov't agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. To enroll in this course, students must first arrange their internship, and then contact the instructor before the semester begins. Students who do not contact the instructor before the end of the first week of the semester will NOT be enrolled in this course.
Style: Fieldwork/Participant-observation

Pol 3085 Quantitative Analysis in Political Science
A-F only, 4 credit(s);Meets CLE req of Mathematical Thinking
Instructor: Dwyer, Caitlin Elizabeth
Description: Political science 3085 is an upper-level undergraduate course designed to introduce you to the techniques political scientists use to answer research questions with quantitative data. Political scientists increasingly utilize quantitative data to shed light on a variety of diverse topics, such as the relationship between democracy and economic growth, election outcomes in Brazil, and voter turnout in the United States. This course will focus on issues of research design, hypothesis formation, causation, basic statistical techniques, and how to implement these techniques and manage data using computer software. Not only will you learn how to analyze quantitative data, but this course will also enable you to be a more informed consumer of political science research. By the end of the semester, you should be able to: develop testable research questions and hypotheses; understand how to set up an appropriate research design to test your hypotheses; apply the appropriate statistical techniques when using quantitative data to test your hypotheses; and more effectively consume and evaluate political science research and political news that uses quantitative data.

Pol 3108H Honors Tutorial: Thesis Preparation and Political Science Inquiry
A-F only, 3 credit(s);
Instructor: Pearson, Kathryn Lynn
Description: In this course, students will advance their research skills and prepare to write their senior theses. Students will gain a deeper understanding of what constitutes political science research and how to conduct research in political science. Most important, students will develop their own thesis topics and research designs, testing out their ideas in a structured and collegial setting. The first half of the course will enhance students' understanding of political science research, and the second half of the course will focus on the students' own research. Students will be graded on the basis of several short assignments and two revised papers, a class presentation, and class participation. Students are expected to keep up with course reading and conduct their own independent research. Students will turn in two drafts of a literature review and their research design.
**Pol 3225 American Political Thought**

3 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Soper, Paul W  
**Description:** We will begin with an examination of Puritan political ideas, and remain attentive to the role of religious ideas on American political thought throughout the course. Next we will devote considerable time to the Revolutionary and Constitutional periods, focusing in particular on the arguments for and against ratification of the Constitution. Then we will move on to examine arguments over federalism and slavery, women's and workers' rights, as well as the emergence of romantic individualism. Finally, we will look at debates over the emergence of industrial society, the Populist, Progressive, and Socialist responses to it, and debates over racial equality. Prominent theorists covered include Winthrop, Franklin, Paine, Jefferson, Adams, Madison, Hamilton, the Anti-Federalist “Brutus,” Emerson, Thoreau, Fuller, Calhoun, Fitzhugh, Douglass, Lincoln, Sumner, Bellamy, DuBois, Goldman, Debs, Dewey, and King. Throughout the course we will be attentive to understanding not only particular political theories, but also how each thinker was influenced by past theories, and by the political, social, and economic context in which he or she wrote.  
**Style:** 25% Lecture, 75% Discussion.  
**Grading:** 20% mid exam, 40% final exam, 40% reports/papers.  
**Exam Format:** Essay

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**Pol 3235W Democracy and Citizenship**

3-4 credit(s), max credits 4, 1 completion allowed; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive  
Instructor: Beaumont, Elizabeth  
**Description:** This course explores the meanings of democracy and citizenship from historical and contemporary perspectives. Democracy is almost universally championed in contemporary politics. But what does democracy mean, what does it require of us, and why should we value it? Who is included in the concept of ?we the people,? demos and who gets to decide? How should democracies deal with differences and conflicts? What are the rights and responsibilities of the citizens of a democratic community? Why is there on-going fear that democracies devolve into tyranny? How have understandings of democracy and citizenship evolved over time? What kinds of practical mechanisms and processes should be used to institutionalize democracy? We will explore these questions from historical perspectives and in relation to current political events and challenges. You should emerge from this course not only with a deepened understanding of the historical and intellectual tradition of democratic theory, but also with the ability to articulate your own democratic ideals, your understanding of democratic citizenship, and how you conceive of your relationship to these ideals.  
**Style:** 50% Lecture, 35% Discussion, 10% Small Group Activities, 5% Student Presentation

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**Pol 3252 Renaissance, Reformation, and Revolution: Early Modern Political Thought**

3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Civic Life and Ethics  
Instructor: Edwards, Ross Allen  
**Description:** Student may contact the instructor or department for information.

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**Pol 3321 Issues in American Public Policy**

3 credit(s);  
Instructor: Karch, Andrew Jonathan  
**Description:** This course examines the politics of social policy in the United States. The first half of the course places the United States in comparative perspective. Scholars often describe the United States as a laggard where social policies developed relatively late, grew relatively slowly, and are less generous than are corresponding policies in other advanced industrial democracies. What are the political sources of these programmatic differences? How have political culture, interest groups, government institutions, and other factors contributed to the distinctive shape of American social policy? The second half of the course examines recent trends in American social policy, focusing on four policy areas: pensions, income support, health care, and education. It examines the historical origins of contemporary American policies and recent reform proposals.  
**Style:** 90% Lecture, 10% Discussion.  
**Grading:** 60% mid exam, 40% final exam. There will be two Midterm Exams, worth 30% each. The Final Exam will be worth 40%.

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**Pol 3323 Political Tolerance in the United States**

3-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Mohammad-Zadeh JD, PhD, Kati  
**Description:** Political tolerance is the willingness to extend basic rights and civil liberties to persons and groups whose viewpoints differ from one’s own. In this era of political discontent, much of the roots of our discussion are premised on a understanding of opposing viewpoints. In this class we address the following questions: What is political tolerance and how important is it for the health or viability of democracy? How do citizens formulate opinions on political issues, in general, and what methods should be used to measure public opinion? How politically tolerant are Americans, both masses and elites, what are the roots of political intolerance, and what implications does this have for democratic government and democratic theories? How do Americans compare with other countries and what does this tell us about the roots of intolerance? How does liberal democracy compare with other ideologies and what does that tell us about the importance of tolerance to a free society? In answering these questions, we will use the lens of various
Pol 3410 Topics in Comparative Politics: Islamist Politics

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Collins, Kathleen A

Description: The relationship between Islam and politics?both in the Muslim world and in the West--is one of the most important political issues of our day. Especially since 9/11, scholars and policy makers around the world have been debating the compatibility or conflict between Islam and democracy, the tense relationship between the Middle East and the US, the roots of rising and spreading Islamist movements since the 1950s, the causes of terrorism and suicide bombings, and the clash or compatibility of ?Muslim? and ?Western? cultures. This class will address these issues by taking historical and political look at the development of Islam (the religion) and Islamism (Islamic political movements) in many areas of the Muslim world. We will begin by discussing the Islamic faith and its historical relationship to politics. Then we will turn to the twentieth century, and examine the rise of Islamist politics in the Middle East and North Africa (Egypt, Iran, Saudi Arabia, Palestine, Sudan) and south central Asia (Pakistan, Afghanistan) from the 1950s-1980s, and also the failure of many Islamist revolutions. We will examine the spread and rebirth of Islam in less traditional areas of the Muslim world, such as Eurasia (Central Asia, Russia, and the Caucasus). We will discuss and debate the rise of global jihadists?Al Qaeda and other terrorist networks. We will look at the new jihad being waged in Iraq, and its implications for stability and democracy in the Middle East. Finally, we will end with a discussion of the possibility of synthesizing Islam and democracy. We will read both Muslim and non-Muslim perspectives on these problems, and will observe the intense debate within the west as well as within the diverse Muslim world. Understanding these issues is critical to gaining perspective on the troubling state of today?s complex global politics. We hope that this course will generate knowledge and understanding, and through that, tolerance and wisdom in dealing with these critical issues.

Style: 85% Lecture, 10% Discussion, 5% Small Group Activities.
Grading: 30% mid exam, 35% final exam, 5% class participation. One or two midterms, one final exam GRADING VARIES BY SEMESTER!!!
Exam Format: Essay and short answer; some multiple choice

Pol 3477 Political Development

3-4 credit(s), max credits 4, 1 completion allowed; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Caraway, Teri L.

Description: How can the vast disparities of wealth between countries be explained? Why have some countries in the post-colonial world, in particular those of East Asia, experienced stunning economic growth, while those in others parts of the world been stuck in a development rut? This course will explore contending answers to these difficult but important questions. We will do so through discussions of different explanations of development and underdevelopment, examining these issues concretely in several countries, and discussing contemporary "hot topics" such as micro-credit, AIDS, and the resource curse.

Style: 45% Lecture, 15% Film/Video, 20% Discussion, 20% Small Group Activities.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation. For students taking 4 credits, the research paper=25%, participation 15%, midterm exam=15%, final exam=15%, and each essay 15%.
Exam Format: The exams will be multiple choice and short answer questions. The exams will focus on topics not covered in the short papers, so collectively the exams and the essays function as four midterms. The final exam is not cumulative.

Pol 3476 Political Psychology of Elite Behavior

3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Sullivan, John L

Description: In this course, we will examine the intersections of elite political decision-making, personality and social psychology. We will explore the usefulness of psychological theories for investigating the role of the individual, of group processes, and of the political context in decision-making by political leaders, particularly U.S. Presidents. We will examine how the personalities of political leaders affect the type and quality of their decision-making, how group processes can degrade or enhance good decision-making, how decision-makers employ historical analogies and broader metaphors when they decide the fate of nations. We will examine these general forces by conducting case studies of Presidential decision making, including the Bay of Pigs, Cuban Missile Crisis, Watergate, the Iranian Hostage Crisis, the Iran-Contra affair, the Gulf War, etc.

Style: 65% Lecture, 15% Film/Video, 20% Discussion.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.
Exam Format: Short answer and medium length essay

Pol 3479 Public Opinion and Voting Behavior

3 credit(s); Credit will not be granted if credit has been received for: POL 5767; Meets CLE req of Social Sciences
Instructor: Goren, Paul Nurullah

Description: This course focuses on two overarching themes. First, we shall examine public opinion on the most important issues of
the day, such as economic welfare, race, homosexuality and other controversial social issues, and foreign policy. We will see where the public has stood on these topics in the past and consider where it is likely to move in the future. Second, we shall examine electoral behavior at the individual level. Specifically, we will see what factors lead people to turnout on Election Day and motivate them to cast ballots for the Democratic or Republican presidential candidates. Finally, note that throughout the term we will consider whether the American public and individual voters make reasonable political decisions.

**Pol 3810 Topics in International Relations and Foreign Policy: Puzzles in Political Science**

3 credit(s), max credits 6;
Instructor: Leon, David Pak Yue

Description: This course is organized around a number of topics and puzzles in international relations and foreign policy. We begin with an examination of some of the main approaches to war and peace. We will then build on this section of the course and move on to some puzzles and questions in world politics, including: What are the possible sources of, and conditions for, stable peace both among and within nations? What happens in periods of power transition in the international system? What are the goals of suicide terrorism? Can it ever be considered rational or strategic, and if so, in what ways? Are there countermeasures? What is the historical context of U.S.-Chinese relations in modern times? What are some of the salient security and economic issues in their relationship? What are the implications of this relationship for world politics?

**Pol 3833 The United States and the Global Economy**

3 credit(s);
Instructor: Ansell, Benjamin William

Description: This course provides a detailed overview of the impact of the global economy on domestic politics. Much of the newspaper is devoted to foreign affairs from terrorism to trade treaties. However, global forces impact all forms of politics, not just those we traditionally think of as 'foreign policy'. For example, US labor markets are highly dependent on cheap immigrant labor, the housing market is (or was?) financed by cheap foreign capital, and Walmart is dependent on cheap foreign resources to keep prices 'everyday' low. Both the 2008 primaries and general election were dominated by discussion of trade policy (Obama and Clinton on NAFTA and financial policy (Obama and McCain on the bailout) as were the 2010 midterms (deficits and the bailout)? thus complicated economic issues had major electoral consequences. This course will help you understand how the ever more complex global market impacts politics from the international to the local level. You will, I hope, become educated consumers of economic news, and be able to link it clearly to your own political preferences and those of other citizens in the US and abroad. The course splits into two sections. We begin the first section by considering the global market from a historical perspective? from its modern genesis in the late nineteenth century through to the current economic crisis sweeping across the globe. The second section examines how scholars have attempted to explain these historical patterns. We do this by breaking down globalization into trade, finance, development, and migration? looking at both explanations that focus on interactions among states as well as those that examine the behavior of politicians, businesses and citizens.

Style: 80% Lecture, 20% Discussion.

Grading: 33% mid exam, 67% final exam.

**Pol 3835 International Relations**

3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Leon, David Pak Yue

Description: This course is designed to help students think analytically about some of the salient issues, processes, and complexities in the international system. The first part of the course, History and Theory, is devoted to understanding the trends and developments in the history of world politics, as well as the basic concepts, logics, assumptions, units of analysis, arguments, and relevance of major approaches in the field of International Relations (IR). The second part, International Order and Disorder, is organized thematically. We will examine such issues as nuclear proliferation, terrorism and counter-terrorism, economic interdependence and armed conflict, international political economy and the politics of global finance, global governance, and the transformation of world politics. (Unlike Pol 1025 Global Politics, this course will be more theoretical in nature even as it addresses relevant international issues both past and present.)

**Pol 4210 Topics in Political Theory: Political Power of Ideas in Latin Amer Politics**

A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Garce, Adolfo

Description: The course has two different objectives. On the one hand, it aims to give students an overview of the key moments in the history of Latin America since the struggles for independence in the early nineteenth century to the present. On the other hand, it seeks to reveal what specific ways the ideas (understood primarily as philosophical, political doctrines and public policy paradigms) had an impact on the history of Latin American countries. To meet this double objective of the course, the class is structured as follows. Each week will be dedicated to a great time (or event) of Latin American history (ie: independence, populism, the Cuban revolution, dictatorship of the seventies, etc.). We will devote the first class of the week to present an overview of the time (or event) specific to Latin American history. In the second class, from a national case study, we will seek to show specifically how the time or
event relates to ideas, institutions and interests. We will delve into the recent theoretical debates about the political power of the ideas for the later classes.

**Pol 4275 Contemporary Political Thought**

3 credit(s);

**Instructor:** Luxon,Nancy

**Description:** Violence, Sex, Money, and Race: Political theory from the early 20th century onwards faces challenges in framing the conflicts and contestations that define contemporary politics. Drawing on the theoretical frameworks offered by Judith Shklar, Isaiah Berlin, Michel Foucault, Jürgen Habermas, and Charles Taylor, this course will explore contemporary problems of political violence, sex, money, and race. The first weeks of the course will explore three models for politics: the politics of liberties (that defines politics as protection from government intrusion), the politics of discipline (that defines politics as relations of power and asymmetry), and the politics of recognition (that defines politics as a site of dignity and respect). Readings and class discussion will then consider how these theories differently help us to understand: the political violence of torture; gender, sexuality, and domestic violence; crime, punishment, and modern prisons; and finally, race relations in America. Class discussions will move consistently between political theories and current political events. Further readings will include works by Hannah Arendt, WEB Du Bois, Judith Butler, Antonio Negri and others.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 55% reports/papers, 35% reflection paper, 10% class participation.

**Pol 4322 Rethinking the Welfare State**

3-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Gingrich, Jane Rebecca

**Description:** Why have numerous attempts to introduce universal health insurance in the United States failed? Why does the United States provide public pensions (social security) to all elderly citizens, but lack universal programs for children and young people? Why does the US welfare state look so different from the Swedish, German and Japanese welfare states? Social programs like health care, pensions, unemployment benefits, welfare, and education are at the center of many contemporary political debates. In the past ten years alone, proposals to introduce private accounts in Social Security, extend the new prescription drug benefits for Medicare recipients, expand health coverage, reform welfare, and introduce more testing and federal regulations in education have been at the center of American political debate. This course examines these contemporary issues in a comparative perspective, asking why the American welfare state looks different from many European and Asian countries, what characterizes in the politics of social policy development in the US and abroad, and how can we understand today's debates about policy reform. In so doing, we will look at the history and development of social policy in the US, Sweden, Germany and Japan, among other countries, comparing both across countries and different types of policies. The course is divided into three parts. The first section will introduce you to the basic structure of the American welfare state and different explanations for its character and development. In the second section, we turn to Europe and Asia, focusing in particular how various countries have organized their systems differently, and what explains these differences. In the third section of the course, we examine contemporary debates in social policy across countries? looking at both how US politicians and their foreign counterparts have responded to new social needs, taxpayer revolts, and new political debates.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.

**Pol 4410 Topics in Comparative Politics: Politics of Family, Sex, and Children**

3 credit(s), max credits 6;

**Instructor:** Kellhner,Daniel R

**Description:** Fights about family, sex, and children in contemporary politics. Topics will include: (1) Sex: power in sexual relationships, sexual elements of political ideologies, sexual freedom & the state. (2) Who can make a family: same-sex marriage, teenaged childbearing, polygamy. (3) Children: child soldiers, child prostitution, human trafficking, child-friendly policies, sex-selective abortion & the "missing girls" problem. (4) Family survival: financial crisis, taxation, bankruptcy, divorce, social support for families, childcare, family leave. (5) Electoral politics: families and electoral behavior, political campaigns & manipulation of images of the family.

**Style:** 60% Lecture, 10% Film/Video, 30% Discussion.

**Grading:** 50% reports/papers, 30% quizzes, 20% class participation.

**Pol 4461W European Government and Politics**

4 credit(s); 1054 or 3051 or non-pol sci grad or instr consent

Credit will not be granted if credit has been received for: POL 5461W

**Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive**

**Instructor:** Gingrich, Jane Rebecca

**Description:** This course provides an introduction to the history, politics, and controversies of contemporary European politics. The goals of the course are threefold. Firstly, to prepare students to be educated consumers of European politics - to be able to understand contemporary debates in the European press and relate these to the varying historical experiences of European countries. Secondly, to develop and test theories about important aspects of social life on the rich panoply of European cases. European countries display an astounding variation in their political institutions and their historical experiences with regimes as diverse as fascism, communism,
Pol 4465 Southeast Asian Politics
3 credit(s); Meets CLE req of Global Perspectives
Instructor: Caraway, Teri L.
Description: Composed of eleven countries, Southeast Asia covers a wide geographical region stretching from India to China. With a rich endowment of natural resources, a dynamic manufacturing base, and a strategic location on China's southern flank, the region has come to play an increasingly important role in the political and economic affairs of the globe. Culturally and ethnically diverse, hundreds of languages are spoken in the region, and the religions practiced include Buddhism, Catholicism, Hinduism, and Islam. All of the countries in Southeast Asia have exclusionary political systems, but they range from the formally democratic through civilian authoritarianism to military authoritarianism. Because the region is so diverse, the introduction must necessarily be incomplete. Readings and lectures will focus on seven countries: Burma, Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. The course centers on three main themes: comparing the countries in the region with respect to political change and political systems, the Vietnam War, and counter-terrorism since 9/11. By the end of the course, students will have a better understanding of politics in the region and acquire theoretical tools for analyzing politics there.
Style: 30% Lecture, 20% Film/Video, 30% Discussion, 20% Small Group Activities.
Grading: 29% mid exam, 29% final exam, 29% reports/papers, 13% class participation. I use a point system, with 100 points each for the midterm, final, and research paper and 50 points for class participation.

Pol 4478W Contemporary Politics in Africa and the Colonial Legacy
4 credit(s); 1054 or 3051 or non-pol sci grad or instr consent Credit will not be granted if credit has been received for: POL 5478; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Nimtz Jr, August H
Description: What explains the crisis that Africa finds itself in today? What explains "ethnic" tragedies such as Darfur, Somalia or Rwanda? Why has Africa had such difficulty in feeding itself? Why has there been a decline in economic development for the last decade or so? If the "socialist" path to development has proven to be bankrupt then why has the capitalist course also been difficult to realize? Has a genuine revolution unfolded in South Africa and if so what kind? At the end of this course you should be in a position to give informed answers to these and other such questions. This course intends to introduce you to the political systems of sub-Saharan Africa with some attention to North Africa. Among the topics that you will examine are traditional or pre-colonial political systems, the impact of colonial rule, the reaction to colonialism and the rise of nationalism, the politics of economic development in independent Africa, and the liberation of southern Africa. An underlying assumption of the course is that the current crisis in Africa cannot be explained without an understanding of Africa's history--before independence in the 1960s and before colonial rule at the end of the 19th century. Therefore, about half of the course will focus on events leading up to independence. Another basic assumption is that Africa's reality can only be understood within global perspective. How that came to be will also be a focus of the course. Finally, as there are some 50 different countries on the African continent, it would be unrealistic to expect a fourteen-week course to adequately address each political system. Thus, the emphasis will be on themes and issues that affect the majority of countries. There will of course be exceptions to this, particularly in the case of South Africa which will occupy a significant portion of the course.

Pol 4487 The Struggle for Democratization and Citizenship
4 credit(s);
Instructor: Nimtz Jr, August H
Description: The setting for this course is the mounting effort on the part of states and a variety of social forces to roll back the historic gains of the world-wide democratic movement--from anti-immigrant campaigns (in both fascist and non-fascist clothing) that would limit citizenship rights to efforts that undermine civil liberties in the guise of combating terrorism. This takes place in a larger context in which increasing numbers of citizens feel disempowered and alienated from the state. As democracy and popular participation are central to citizenship the course traces the origins of the democratic process with particular emphasis on how the disenfranchised fought to become included. Both implicitly and explicitly it seeks to understand how that occurred in order to see if there are lessons of the past that might have applicability for the defense and extension of democratic rights today. To understand it was the disenfranchised who empowered themselves is in itself empowering. An underlying assumption of the course is that the inclusion of previously disenfranchised layers of society into the category of citizens is due to social struggles or the threat of such--an assumption to be examined in the course.
Style: 75% Lecture, 25% Discussion.
Grading: 25% mid exam, 50% final exam, 25% reports/papers.
Exam Format: Essay
Pol 4502W The Supreme Court, Civil Liberties, and Civil Rights
3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Johnson, Timothy Russell
Description: This course deals with civil liberties in the United States and how the United States Supreme Court decides which rights and liberties get which protections, at which times. Specifically, our focus will be on the First Amendment, and the Right to Privacy. Special emphasis will be placed on how the Supreme Court defines, establishes, and protects these liberties through its interpretation of the Constitution.
Style: 20% Lecture, 80% Discussion.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.
Exam Format: Exam -- Hypothetical Questions

Pol 4502W The Supreme Court, Civil Liberties, and Civil Rights
3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Beaumont, Elizabeth
Description: An overview of the history and continued development of American constitutional rights, with a principal focus on the guarantees in the Bill of Rights and 14th Amendment. This course will explore key cases and controversies within several sets of constitutional rights and liberties: 1) Free exercise of religion and religious establishment 2) Freedom of conscience, speech, and association 3) The right to privacy, including sexual autonomy, intimate relations, and the right to die 4) Rights of the accused, including cruel and unusual punishment and the death penalty 5) Civil rights, discrimination, and equal protection as they relate to issues of racial, gender, age, ability, and sexual orientation discrimination and affirmative action. Reading landmark Supreme Court cases, we will consider the constitutional principles, interpretations, and doctrinal developments they represent. We will also analyze the social and political contexts of the Court's opinions and the Court's interaction with other political institutions and actors in interpreting rights. We will consider on-going struggles to define and protect constitutional rights and liberties, to delineate the relationship between individuals and government, to determine appropriate limits on government, to resolve conflicts between rights and other rights or constitutional principles, and decide on the proper role of government in protecting rights.
Style: 60% Lecture, 25% Discussion, 10% Student Presentation.
Grading: 25% mid exam, 30% final exam, 30% reports/papers, 15% class participation.
Exam Format: short answer & essay

Pol 4737W American Political Parties
4 credit(s); 1001 or equiv or instr consent Credit will not be granted if credit has been received for: POL 5737; Meets CLE req of Writing Intensive
Instructor: Goren, Paul Nurullah
Description: Political parties are the lifeblood of American politics. This course will examine the role parties play in the U.S. political system. Specifically, we will examine: (1) why political parties exist; (2) what the parties stand for and how that has changed over time; (3) what role they play in campaigns and elections; (4) the social bases of partisan identification; (5) how partisan ties shape citizens perceptions, judgments, and voting decisions; (6) how the parties behave in government; and (7) why there are no major third parties in the U.S.

Pol 4773W Interest Groups, Social Movements and Politics of Race, Class, and Gender
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Phinney, Robin Linden
Description: What role do movements like the Tea Party and Occupy Wall Street play in American politics? How do groups like the NAACP, National Organization for Women, and Coalition on Human Needs gain influence over policymaking? In this course, we will examine the role of interest groups and social movements in American politics. Over the course of the semester, we will review both theoretical and empirical research on interest groups and social movements, focusing on the following questions: Who do interest groups and social movements represent? How do they engage participants? What types of strategies do they use to influence politics and policymaking? And how successful are they? We will pay particular attention to organizations and movements that represent women, racial and ethnic minorities, low-income populations, and lesbian, gay, bisexual, and transgender people. This course is writing-intensive, and coursework will include weekly response papers, in-class writing activities, and the writing and revision of a 15-page research paper.
Style: 70% Lecture, 30% Discussion.
Grading: 25% mid exam, 35% reports/papers, 15% written homework, 10% in-class presentation, 15% class participation.

Pol 4867W United States Foreign Policy Toward the Middle East
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Sampson III, Martin Wright
Description: The relationship of the United States to the Middle East is complex, and the Middle East region itself is complex. This course weaves these two topics together. It assumes that one cannot think sensibly about US policy without significant awareness of
the Middle East region. A key objective is that students learn about Turkey, Iran, Israel, the Palestinians, and various Arab states including Iraq. Many readings have Middle Eastern authors. A second key objective is that students learn about debates, actions, inertias, and rationales for US engagement with the region. The course meets the Dept of Political Science major project requirement. It is also a writing intensive course. "Writing intensive" means the course devotes instructional time to helping you cope with the required writing assignments. The actual amount of writing is similar to what the course required before it became a writing intensive course.

Style: 65% Lecture, 20% Discussion, 15% Small Group Activities.
Grading: 20% mid exam, 30% final exam, 40% reports/papers, 10% other evaluation.
Exam Format: one large essay question, short answer, and blank-d multiple choice. A study guide appears a week before each test.

Pol 4900W Senior Paper
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Can be attached to any 3XXX or 4XXX course (with the instructor's agreement). A 10-15 page paper is submitted for evaluation/advice by instructor, then revised for final submission.
Grading: 100% reports/papers.
Exam Format: None

Pol 5502 Supreme Court, Civil Liberties, and Civil Rights
3 credit(s);
Instructor: Johnson, Timothy Russell
Description: This course deals with civil liberties in the United States and how the United States Supreme Court decides which rights and liberties get which protections, at which times. Specifically, our focus will be on the First Amendment, and the Right to Privacy. Special emphasis will be placed on how the Supreme Court defines, establishes, and protects these liberties through its interpretation of the Constitution.
Style: 20% Lecture, 80% Discussion.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.
Exam Format: Exam -- Hypothetical Questions

Pol 8060 Research Proseminar in Political Science
S-N only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Karch, Andrew Jonathan
Description: Student may contact the instructor or department for information.

Pol 8123 Introduction to Quantitative Political Research
A-F only, 3 credit(s);
Instructor: Federico, Christopher Michael
Description: Student may contact the instructor or department for information.

Pol 8125 Dynamic Analysis
3 credit(s);
Instructor: Freeman, John Roy
Description: Student may contact the instructor or department for information.

Pol 8160 Topics in Models and Methods: Spatial Econometrics
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Freeman, John Roy
Description: Student may contact the instructor or department for information.

Pol 8251 Ancient and Medieval Political Thought
3 credit(s);
Instructor: Tronto, Joan C
Description: Student may contact the instructor or department for information.

Pol 8260 Topics in Political Theory: Politics and Language
3 credit(s), max credits 6;
Instructor: Luxon, Nancy
Description: Student may contact the instructor or department for information.
Pol 8308 Proseminar in Political Psychology II
S-N only, 2 credit(s); Grad pol sci major or pol psych minor or instr consent
Credit will not be granted if credit has been received for: PSY 8212;
Instructor: Federico, Christopher Michael
Description: Student may contact the instructor or department for information.

Pol 8360 Topics in American Politics: Mass Communication and Attitude Change
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Lavine, Howard G
Description: Student may contact the instructor or department for information.

Pol 8360 Topics in American Politics: The Supreme Court
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Johnson, Timothy Russell
Description: Student may contact the instructor or department for information.

Pol 8360 Topics in American Politics: Women, Sex, & Gender in American Politics
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Strolovitch, Dara
Description: This course examines the ways in which women, sex, and gender shape and are shaped by American politics and public policy. We explore the history, approaches, findings, and controversies in research about women, sex, and gender in American politics and political science from a range of theoretical and methodological approaches. We will examine work within several subfields of American politics (e.g., public opinion, voting behavior, electoral politics, legislative studies, public policy, political development, public law, interest groups and social movements). We will also explore feminist, queer, and intersectional theories and methodologies, important work from other disciplines, and research that does not fit neatly into traditional categories within political science, considering the implications of this "messiness" for the study of gender and politics. Throughout the course, we will analyze the ways in which sex, sexuality, and gender-based issues and discrimination intersect with other politically-relevant categories, identities, and forms of marginalization, such as race, ethnicity, class, and ideological and partisan identification.
Grading: Students will write a series of short reaction papers, make short presentations, and write a research paper.

Pol 8405 International Political Economy
A-F only, 3 credit(s);
Instructor: Ansell, Benjamin William
Description: Student may contact the instructor or department for information.

Pol 8460 Topics in International Relations: Critical International Relations
3 credit(s), max credits 6;
Instructor: Duvall, Raymond D
Description: Intensive reading seminar for PhD students working in the field of international relations. Focus is on the perspectives of strands of critical theory in informing understanding of international and global relations.

Pol 8602 Families, Children, and the State
A-F only, 3 credit(s);
Instructor: Kelliher, Daniel R
Description: This interdisciplinary course will cover four areas of conflict over the family in contemporary politics: (1) Sex: Sexual freedom & the state, sexual elements of political ideologies. (2) Who can make a family: Same-sex marriage, teenage childbearing, polygamy. (3) Children: Child-friendly social policies, child prostitution, child soldiers, sex-selective abortion & the "missing girls" problem. (4) Family survival: Financial crisis, taxation, bankruptcy, divorce, childcare, family leave, social support for families. Readings will come from several disciplines and cover a variety of national settings, both U.S. and other countries. Students from all departments are welcome.

Pol 8660 Topics in Comparative Politics: Political Economy
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Ansell, Benjamin William
Description: Student may contact the instructor or department for information.
Port 1102 Beginning Portuguese
5 credit(s);
Instructor: STAFF
Style: 15% Lecture, 60% Discussion. in-class exercise
Grading: 15% mid exam, 25% final exam, 20% quizzes, 10% in-class presentation, 20% class participation, 10% other evaluation.
compositions

Port 1104 Intermediate Portuguese
5 credit(s);
Instructor: STAFF
Description: Continuation of 1103. This intermediate level Portuguese language course focuses on the acquisition of basic skills (Speaking, Comprehension, Reading, and Writing). Cultural aspects: Brazil, Portugal, and/or Lusophone Africa.
Style: 15% Lecture, 60% Discussion. in-class exercise
Grading: 15% mid exam, 25% final exam, 20% quizzes, 10% in-class presentation, 20% laboratory evaluation, 10% other evaluation.
compositions

Port 3001 Portuguese for Spanish Speakers
4 credit(s);
Instructor: STAFF
Description: Study of Portuguese based on student knowledge of Spanish (speakers of other Romance languages are allowed with instructor permission). Contrastive approach to the phonic and morpho-syntactic structures of Portuguese. Cultural components will focus on Brazil, Portugal, and/or Portuguese-speaking Africa.
Style: 20% Lecture, 60% Discussion. in-class writing
Grading: 15% mid exam, 20% final exam, 20% reports/papers, 10% quizzes, 15% in-class presentation, 20% class participation.

Port 3003 Portuguese Conversation and Composition
4 credit(s);
Instructor: STAFF
Description: This course will focus on grammar review through practical activities in order to encourage conversation. There will also be readings, films/videos, and discussions that will center on Brazilian and/or Portuguese, and/or Lusophone African cultures. The main objective is for students to improve all four language skills (comprehension, reading, speaking, and writing).

Port 3800 Film Studies in Portuguese
A-F only, 3 credit(s), max credits 9, 3 completions allowed; 3003 or instr consent or dept consent Credit will not be granted if credit has been received for: PORT 3800H;
Instructor: Ferreira,Ana Paula
Description: Global Portuguese in Film This course serves as an introduction to the postcolonial contemporary cinemas of Brazil, Portugal, and Lusophone Africa (Cape Verde, Guinea-Bissau, Angola, and Mozambique). Students are expected to critically engage with the form and content of each film, at the same time as they acquire an understanding of the historical, cultural, (geo)political, and socio-economic forces that are represented and that have shaped the development of the respective national cinemas. Brazilian “cinema novo” will be highlighted as a key contribution to world cinema. Notions of “cinema d’auteur” and “art film” will be illustrated throughout the semester. The thematic emphasis will be the poetics of memory, including individual and collective traumatic memory, and its relation to visual culture. The course will be taught in Portuguese, although English may also at times be used to facilitate discussions. Readings will be primarily in English and Portuguese. All films will be spoken in Portuguese and African national languages, but subtitled in English, Portuguese, Spanish, and/or French. SpPt majors must complete all work in Portuguese. Three partial exams in class and a number of oral presentations with written handouts are required.

Port 4102 Beginning Portuguese
2 credit(s);
Instructor: Flaherty-Echeverria,Satty
Description: Student may contact the instructor or department for information.

Port 4104 Intermediate Portuguese
2 credit(s);
Instructor: Dias,Dora Marujo
Description: Student may contact the instructor or department for information.
**Port 5910 Topics in Lusophone Cultures and Literatures**

3 credit(s), max credits 9, 3 completions allowed;  
Instructor: Ferreira, Ana Paula  
Description: TOPIC: Reading 'Race' and Racisms in Portuguese Despite the pervasiveness of 'race' and despite representations of racism in the Portuguese and Brazilian literary traditions, with which the more recent Lusophone African literatures may be grouped in the colonial-postcolonial continuum, it has been "little less than a heresy" (Russell Hamilton) to invoke 'race' in the context of Portuguese-speaking cultures. This is all the more so in the case of Portugal and Lusophone Africa, where the study of 'race' and racisms in regard to literature continues to be a taboo, one even more difficult to breach than are non normative sexualities. This course aims to denaturalize the (convenient) silence surrounding the topic in the literary-critical context, taking the Portuguese language itself to be the extant remnant of empire as well as the traumatic reminder of its manifold violences, with racism at its base. We will focus on several intertwined areas of racial inscription or, as the case may be, of racist foreclosure in 20th century cultures of Portuguese expression. The latest of these is the multiculturalist concept of Lusofonia, from which the term "Lusophone" ensues. The central one is "Luso-tropicalism"; we will survey its different historical articulations, political uses and critiques. The "common sense" of miscegenation is the third cultural problematic calling for the tracking down of 'race' and racisms. Finally, we will consider discourses of national identity that have supported myths of national-exceptionalism. We will go over two sets of primary texts: literature and cultural, anthropological, sociological and historiographical essays. Secondary texts are of two kinds: the first and arguably more important for the purposes of this course pertains to race critical theory; the second are studies referring to either the literary texts or to the cultural problematics of Lusofonia, Lusotropicalism, Race and Miscegenation, and Identity. Students are expected to participate in the discussion of primary and secondary texts; outline the relevance of key theoretical texts; prepare an annotated bibliography; and write an original research paper of no less than 15 double-spaced pages, accompanied by a short 1-2 page summary to be circulated among the group. Oral presentations of research papers followed by discussion will take place during the last two weeks of class.

**Port 5990 Directed Research**

1-4 credit(s), max credits 9, 3 completions allowed;  
Instructor: Arenas, Fernando  
Description: Student may contact the instructor or department for information.

1-4 credit(s), max credits 9, 3 completions allowed;  
Instructor: Ferreira, Ana Paula  
Description: Student may contact the instructor or department for information.

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**Postsecondary Teaching and Learning**

206 Burton Hall

**PsTL 722 Introductory Algebra (Computer)**

0 credit(s);  
Instructor: Robertson, Douglas Frederick  
Description: A first course in algebra taught using computer-mediated instruction. You will learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, and exams. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, rational expressions and equations, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 8. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily checkpoints (one question mini-quizzes), several 50 minute closed-book exams and a two hour comprehensive final. Course prepares you for Intermediate Algebra, PsTL 0732.  
**Style:** 30% Discussion, 70% Web Based. Computer-mediated instruction, working on problems, interacting with instructor.  
**Grading:** 50% mid exam, 30% final exam, 10% quizzes, 10% written homework.  
**Exam Format:** Algebra problems to solve (e.g. Solve this equation); Exams are closed book but calculators are allowed.

**PsTL 732 Intermediate Algebra (Computer)**

0 credit(s); 4 cr equiv or grade of at least C in [0713 or 0717 or 0721 or 0722] or General Math Placement Test credit will not be granted if credit received for: 0618, 0625, 0631, 0731, 1443, 1444, 1445, 1446Credit will not be granted if credit has been received for: PsTL 731;  
Instructor: Robertson, Douglas Frederick  
Description: A second course in algebra taught using computer-mediated instruction. You will learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, and exams. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, rational expressions and equations, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 8. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily checkpoints (one question mini-quizzes), several 50 minute closed-book exams and a two hour comprehensive final. Course prepares you for Intermediate Algebra, PsTL 0732.  
**Style:** 30% Discussion, 70% Web Based. Computer-mediated instruction, working on problems, interacting with instructor.  
**Grading:** 50% mid exam, 30% final exam, 10% quizzes, 10% written homework.  
**Exam Format:** Algebra problems to solve (e.g. Solve this equation); Exams are closed book but calculators are allowed.
PsTL 1004 Statistics

4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Stottlemyer, Janet

Description: This course is an introduction to statistics that emphasizes problem solving and decision making through the collection, analysis, and interpretation of data. Course topics include the organization and presentation of data, summary statistics, sampling methodology, sampling distributions, probability, estimation, correlation, hypothesis testing, contingency tables, and chi-square analysis. The instructional approach includes the use of small active learning groups, computer statistics software, computer simulations, in-depth projects, writing assignments, demonstrations, and lots of discussion and problem solving based on practical examples. Students learn how to analyze and interpret quantitative information, to use statistical thinking, and to communicate using the language of statistics. Students will develop a level of statistical literacy that enables them to critically assess information encountered in the media and other sources. This course will be of particular interest to undergraduate non-majors who want to fulfill the CLE requirement in Mathematical Thinking.

Style: 40% Lecture, 9% Discussion, 50% Small Group Activities, 1% Student Presentation.
Grading: 25% reports/papers, 55% additional semester exams, 20% problem solving. The 20% of the course grade for problem solving involves course work done in the classroom - most assignments will be found in the course packet.

Exam Format: Exams are a combination of short answer questions, calculations and graphing, and multiple choice questions.

PsTL 1006 Mathematical Modeling and Prediction

3 credit(s); [Three yrs high school math or grade of at least C+ in [0731 or 0732]] or placement test score or instr consent
Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking
Instructor: Robertson, Douglas Frederick

Description: The course covers college algebra topics similar to those in Math 1031, but we spend more time working on applications of mathematics and less time on mathematical theory. We begin with a quick review of high school algebra and then move on to examine the behavior of functions in some depth including inverses, transformations, and compositions. We pay particular attention to linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs. This course will introduce you to mathematical modeling, which entails constructing mathematical representations of things. To construct our mathematical models we will use both Theoretical Modeling and Empirical Modeling. In Theoretical Modeling, we use mathematics and theories from such diverse fields as physics and economics to construct a representation of a situation, a thing, or a process. We develop the model from a rich base of knowledge, building on what others have learned before us. In Empirical Modeling, we gather data from a particular situation and then use mathematics to discover patterns and relationships so we can algebraically describe the data as best we can.
both types of modeling we develop expressions, equations, and quantitative ideas that represent the behavior of some phenomenon. People can model both real-world phenomenon (e.g., how demand and supply of a product are related to price and quantity produced or bought) or we can model make-believe phenomenon (e.g., how will an Avatar behave in various situations). For the most part, we will stick with real-world phenomena. The mathematics we develop can be used to make predictions about phenomena that have not yet occurred (e.g., What will the Stock Market do tomorrow if the Fed lowers interest rates by 1/2 percent today?). Traditional algebraic ways of solving and manipulating equations will be covered and you will use Microsoft Excel to develop models from real-world data. When you have successfully completed this class you will have a feel for how people develop, select, and fine-tune mathematical models to represent a variety of situations. Such knowledge is essential for you to be an informed citizen and a liberally educated person who is able to understand and make decisions in the real world. Professor Robertson’s section of PsTL 1006 will use computer-mediated instruction where you will learn new content through the use of a multimedia web site. There are few lectures. During class you will work on the computer, get individual help from the instructor, and work on homework and projects both individually and in groups. Projects include modeling Lightning, Effects of Gravity, Depth of a River, Flight of a Baseball, Seismic Waves, and Infectious Diseases.

**PsTL 1006 Mathematical Modeling and Prediction**

3 credit(s);[Three yrs high school math or grade of at least C+ in [0731 or 0732]] or placement test score or instr consent
Credit will not be granted if credit has been received for: MATH 1031;Meets CLE req of Mathematical Thinking
Instructor: Stottlemyer, Janet

**Description:** This course is part of a learning community with geology and as such will focus part of the time on specific geological data and the graphs and mathematical models associated with that subject. It is a mathematical thinking course that primarily uses mathematical models to describe real world data and demonstrate the uses of mathematical manipulations. Data are described by a mathematical model and a graphical rendering. These models are then used to make predictions. Applications of linear, polynomial, exponential and logarithmic functions will be explored. Probability will also be introduced. Students will develop algebraic and critical thinking skills while observing and analyzing the behavior of real-world data. The foundations of counting and probability will be integrated into the modeling activities. When students have successfully completed this class, they will be able to develop, select, and fine-tune equations and use probabilities to represent a wide variety of situations using real world applications and applying a model to the data with mathematics, both equations and graphs. There will be lecture, demonstrations, individual in class work, and small group work in the class.

**Style:** 80% Lecture, 10% Laboratory, 10% Demonstration.

**Grading:** 20% final exam, 40% special projects, 10% written homework, 30% additional semester exams.

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**PsTL 1081 Integrated Learning in the Social Sciences**

A-F only, 2 credit(s), max credits 4;
Instructor: Chahla, Rose Elia

**Description:** PsTL 1081 is a two-credit course extension of PsTL 1281 Principles of Psychology. The contents of this course will relate directly to the contents and information received in PsTL 1281. Students enrolled in courses are evaluated separately?grades received in one of these courses does not influence the grades received in the other. That said, hard work and commitment to either of these courses will strengthen your ability and achievement in the other.

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**PsTL 1082 Integrated Learning in the Sciences**

A-F only, 2 credit(s), max credits 6, 3 completions allowed;
Instructor: Osifuye, Shade Ashley

**Description:** Student may contact the instructor or department for information.

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**PsTL 1131 Principles of Biological Science**

4 credit(s);Meets CLE req of Biological Sciences
PsTL 1135 Essentials of Human Anatomy and Physiology

4 credit(s); Meets CLE req of Biological Sciences

Instructor: Jensen, Murray Stowe

Description: PSTL 1135, Essentials of Human Anatomy and Physiology, is a biological science course, with laboratory, designed to introduce college freshmen to scientific thinking and career exploration in health care, kinesiology, or other areas in the life sciences. The course is organized around body systems, e.g., the respiratory system, the nervous system, etc., and uses both fitness and disease, (e.g., diabetes, cancer, atherosclerosis, etc.) to introduce students to essential concepts in anatomy and physiology. The lecture section of the course does not meet in a lecture hall, but rather in an active learning classroom that features nine-person round tables. In this setting students will work in groups to solve problems and work on projects. In the laboratory, student engage in traditional dissections, e.g., brains, hearts, etc., perform inquiry-based exercises, and participate in other hands-on activities. Cooperative learning activities, e.g., cooperative quizzes, are used in both the lecture and the lab settings of the course. All students enrolled in PSTL 1135 will be required to read at least one, and maybe two books, such as "When the Air Hits Your Brain," outside of regular class time. The course will make considerable use of internet-based curricular materials. Please note, this is not the first semester of a two semester anatomy and physiology course, but rather a one semester survey course designed for freshman.

Style: 20% Lecture, 20% Discussion, 30% Laboratory, 30% Small Group Activities.

Grading: 30% final exam, 10% quizzes, 30% additional semester exams, 30% laboratory evaluation.

PsTL 1163 Physics by Inquiry

4 credit(s); Meets CLE req of Physical Sciences

Instructor: Hsu, Leon

Description: This is a lecture-lab course that will focus on physical science content and the nature of science and learning. By the end of the semester, students should have developed a deeper understanding of both physical science content and the nature of science and of learning science. Physical science content Students will explore physics and chemistry ideas that can be used to explain interesting phenomena, including: the relationship between force and motion; the nature of energy, energy transformations, and conservation of energy; and the small particle theory of matter. The nature of science and of learning science Students will learn the process by which knowledge is developed within a scientific community: that doing science involves using evidence and creative thinking; that knowledge is established through collaboration and consensus; and that science knowledge can change over time. You will also learn about the differences between models, theories and laws. Finally, you will also become more aware of how your own science ideas change and develop over time.

Style: 50% Lecture, 10% Discussion, 40% Laboratory.

Grading: 18% mid exam, 27% final exam, 10% written homework, 10% class participation, 20% laboratory evaluation, 5% other evaluation.

Exam Format: About half multiple choice and half free response with explanations

PsTL 1171 Earth Systems and Environments

4 credit(s); Meets CLE req of Environment; meets CLE req of Physical Sciences

Instructor: Lascu, Ioan

Description: This is a learner-centered introductory level course that guides you toward developing your own understanding of the preeminent principles of biology, including Ecology, Biodiversity, Evolution, Genetics, Cell Theory, and the Molecular Basis of Life. But, we strive to have you do so in the context of your own daily living, being ever mindful that all living things are connected in an intricate web of life, and that how you live your life affects the nature of that web. So, how do we begin? By asking questions and developing answers. Here's some questions we'll try to answer from a scientific point of view (and don't worry, you'll get to ask and answer your own questions as well). Who are you? Are we alone in the universe? Want to have a clone? Is there really such a thing as race? Are you only as smart as your genes? Is creationism an alternative to evolution? Is the earth warming? Are we creating a biodiversity crisis? Is social justice possible? How might a shark save my life? We will spend much of our time in the classroom working on small-group activities designed to develop answers to the questions based on what we already know (or think we do) and new knowledge that we are constructing. Sometimes there will be short (10-minute) lectures to help out with difficult concepts; and always we will take time to write about what we understand, how we came to understand it, and what we still don't understand. In the laboratory, you will work in cooperative pairs, focusing on the process of science; that is, how scientists go about observation, formulating questions, transforming the questions into hypotheses, testing the hypotheses, collecting data, organizing and interpreting the data, drawing conclusions, and communicating their work to the world. There is no dissection of organisms in this course.

Style: 20% Lecture, 20% Discussion, 30% Laboratory, 30% Small Group Activities.

Grading: 16% mid exam, 17% final exam, 16% special projects, 17% class participation, 33% laboratory evaluation. Lab scoring based on weekly quiz, lab reports, written homework, and one problem set.
PsTL 1204 Ways of Knowing in the Social Sciences
A-F only, 4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Detzner, Dan
Description: Ways of Knowing in the Social Sciences is a course of studies that enables students to utilize the social science disciplines as a multidisciplinary lens for understanding major local, national, and international issues. We will explore the diverse ways that Economics, Political Science, History, Sociology, Anthropology, and Geography construct evidence and present knowledge by studying the local/global dimensions of immigration. The course examines major ideas, theories, and perspectives from each discipline while building an interdisciplinary understanding of the international dimensions of human migration. Students will learn multi-media research and presentation skills. Students interested in teaching or majoring in the social sciences gain useful information for choosing a major and teaching in a multidisciplinary field of studies. With a focus on experiential learning, students in this course will develop an interdisciplinary way of thinking that can be used to understand other major social issues.
Style: 25% Lecture, 40% Discussion, 10% Laboratory. 6 self designed field trip
Grading: 20% reports/papers, 40% quizzes, 10% in-class presentation, 20% class participation, 20% other evaluation. self designed field trips
Exam Format: multiple choice, 10 questions

PsTL 1204 Ways of Knowing in the Social Sciences
A-F only, 4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Stebleton, Michael J
Description: Ways of Knowing in the Social Sciences is an undergraduate level course that enables students to utilize the social science disciplines as a multidisciplinary lens for understanding major local, national, and international issues. Social science involves the study of human behavior. Using the framework of diversity and social justice, we explore the varied ways that Psychology, Sociology, Geography, Economics, Political Science, and Anthropology construct evidence, present knowledge, and contribute to society. Additionally, we will also explore issues related to international issues and globalization. The course examines major ideas, theories, current events, and perspectives from each discipline while building an interdisciplinary understanding of a common theme. The theme this semester will examine various aspects of ?access, place, and inequality issues? from a multicultural and social justice context. Topics include but are not limited to: U.S. immigration and migration, social networks, transportation and urban issues, advances in technology, role of media and popular culture (e.g. global communications), economics and work/career issues, and others. This course meets the CLE Social Sciences and Diversity and Social Justice in the United States Designation. Examples of questions that this course will address include: ?What is the ?good life?? What might that mean? ?Can money buy happiness? What is the meaning of life? Does place matter? ?What is the American Dream? Who has access to it? Who does not? ?What does it really mean to have ?friends? on Facebook? ?How does one find evidence or know the ?truth? in each of the disciplines?
Style: 25% Lecture, 50% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Field Trips, 5% Guest Speakers.
Grading: 50% reports/papers, 25% special projects, 15% quizzes, 10% attendance. This course involves a fair amount of writing; plus, in-class discussion based on readings. Students are expected to complete readings and come to class prepared.
Exam Format: 4 quizzes; MC; short answer. Based on text and supplemental readings; discussion; lectures.

PsTL 1204 Ways of Knowing in the Social Sciences
A-F only, 4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Woodbury, Shawn Michael
Description: Student may contact the instructor or department for information.

PsTL 1211 Multicultural Perspectives in Sociology
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Kelly, Margaret Ellen Delehanty
Description: This course is an introduction to sociological thinking and methods of research. We will explore areas of human interaction that include socialization, culture, stratification and inequality (on the basis of race, class, and gender) social control, and social change. During the semester we will explore these and other topics in an overview of major ideas associated with classical and modern social thought. The purpose of this course is to provide you with the basic tools to better understand (and question) our ideas, and our social world. Through the readings, we will contest everyday understandings of social issues to understand the ways in which different aspects of social life systematically differentiate by privileging and disadvantaging our participation in society. Service Learning will be required in this course.
Style: 30% Lecture, 30% Discussion, 30% Small Group Activities, 5% Student Presentation, 5% Service Learning.
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 15% special projects, 5% written homework, 5% attendance, 5% in-class presentation, 10% class participation.
Exam Format: multiple-choice

PsTL 1231 U.S. History: Multicultural Perspectives
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
PsTL 1251 Global History and Culture
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Stahl, Jason Michael
Description: I have three interrelated goals for this course -- to help you understand my interpretative frames for U.S. history since the Civil War; to help you develop your own interpretative frameworks of the same subject; and to help you better understand the discipline of History. Course will be focused on U.S. History from 1865 to the Present and will focus on critical readings of various primary and secondary source texts.
Style: 30% Lecture, 20% Film/Video, 50% Discussion.
Grading: 25% mid exam, 25% final exam, 30% reports/papers, 20% class participation.
Exam Format: Take-home primary source evaluation exams.

PsTL 1251 Global History and Culture
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Arendale, David R
Description: This Course Fulfills Two Graduation Requirements: CLE Diversified Core: Historical Perspectives CLE Designated Theme: International Perspectives Textbook: None. Use free online articles and audio files Course Overview World History and Culture examines the 20th and 21st centuries to examine profound and enduring ideas that influenced development of global, political, social, and economic systems. This course explores world civilizations by placing historical events, customs and cultures in a global context. Use of historical documents, computer resources, historical simulations, texts, film documentaries, small group discussions, and lecture presentations are create a comprehensive view of the major world cultures. This course provides a balanced exploration of world history during the past 100 years. The course develops major concepts such as nationalism, democracy, colonialism, liberalism, socialism, communism, and fascism while tracing their impact on Europe, Asia, Africa, and the Americas. Major questions explored include: What are the forces that guide history as it unfolds? How does today's news headlines connect with the past? Is it possible to predict the near future and make personal plans as a result? Exploring these questions helps to make sense out of history and connect "then and now." Current events such as ethnic conflicts, the breakup of the Soviet Union, the modernization of Japan, China,
PsTL 1281 Principles of Psychology
4 credit(s); Have not received college credit for intro psych
Credit will not be granted if credit has been received for: PSY 1001; Meets CLE req of Social Sciences
Instructor: Wambach, Cathrine A
Description: PSTL 1281 is an introductory psychology course. It is equivalent to Psy 1001 and introductory psychology courses offered at other colleges and universities. You should not take this course if you have already received college credit for introductory psychology. The course includes content required for future study in psychology, business, education and health sciences. The content of the course includes terminology, theories and the results of research from the major areas of research and practice including sensation, perception, cognition, motivation, emotion, learning, personality, abnormal behavior, therapeutic practices, health and social behavior.
Style: 45% Lecture, 15% Film/Video, 15% Discussion, 20% Small Group Activities, 2% Field Trips, 3% Web Based.
Grading: 20% mid exam, 20% final exam, 10% reports/papers, 10% special projects, 10% quizzes, 20% additional semester exams, 5% reflection paper, 5% class participation. Study guides for major exams created by students in the class and also provided by the course instructor. Also the course instructor and the enrolled students coproduce a weekly podcast that reviews the textbook chapter and class lectures.
Exam Format: Major exams have three parts: matching vocabulary, multiple-choice, and essay questions.

PsTL 1281 Principles of Psychology
4 credit(s); Have not received college credit for intro psych
Credit will not be granted if credit has been received for: PSY 1001; Meets CLE req of Social Sciences
Instructor: Grier-Reed, Tabitha LaShaun
Description: PSTL 1281 is an introductory psychology course. It is equivalent to Psy 1001 and introductory psychology courses offered at other colleges and universities. You should not take this course if you have already received college credit for introductory psychology. The course includes content required for future study in psychology, business, education and health sciences. The content of the course includes terminology, theories and the results of research from the major areas of research and practice including sensation, perception, cognition, motivation, emotion, learning, personality, abnormal behavior, therapeutic practices, health and social behavior.
Style: 50% Lecture, 25% Discussion, 25 quizzes
Grading: 15% final exam, 5% reports/papers, 50% quizzes, 10% written homework, 5% attendance, 15% other evaluation.
Exam Format: multiple choice

PsTL 1281 Principles of Psychology
4 credit(s); Have not received college credit for intro psych
Credit will not be granted if credit has been received for: PSY 1001; Meets CLE req of Social Sciences
Instructor: Madyun, Naim Hossein
Description: PsTL 1281 is an introductory psychology course. It is equivalent to Psy 1001 and introductory psychology courses offered at other colleges and universities. The course includes terminology, theories and the results of research focused on development, human error and nature vs. nurture. Course content will be explained and applied using the cognitive, behavioral, humanistic, trait, socio-cultural and psychoanalytic perspectives. TEXTBOOK: Psychology: The Science of Behavior, 3/e by R.H. Ettinger http://www.bvtstudents.com/details.php?9* an e-book option is available.
Style: 25% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities, 40% Web Based.
**PsTL 1312 Creating Identities Through Art and Performance**

4 credit(s); Meets CLE req of Arts/Humanities

**Instructor:** Dorsey, Heather Jane

**Description:** This section of PsTL 1312 is part of a learning community paired with PsTL 1204, Ways of Knowing in the Social Sciences, taught by Mike Stebleton. Through international and multi-cultural lenses, students will discover how our collective past and present experiences shape our identities. By combining the arts with the exploration of the social sciences, this community will examine the concepts such as place, self, and identity. This learning community will examine our collective stories and shared experiences by attending live performances, museums, tours, and other experiential activities. No previous training or experience is required, but you will need to be willing to engage in basic performance exercises. You will come out of this course able to communicate more effectively and collaborate with others, essential skills for life. The Washington Street Bridge will be our final performance space, the perfect place to explore and perform questions of identity, community, and culture.

**PsTL 1312 Creating Identities Through Art and Performance**

4 credit(s); Meets CLE req of Arts/Humanities

**Instructor:** Buturian, Linda J

**Description:** "Creating Identities through Art and Performance" is an introductory course that both analyzes and creates art in order to experience how different genres of art reveal social and cultural themes that shape identity. Students will be reading and reflecting on short stories, digital stories, plays, poetry, film, music, and photography. Students will also create multimedia projects which reflect their identity through some combination of text and images.

**Style:** 40% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities, 5% Student Presentation, 10% Demonstration, 10% Studio, 5% Guest Speakers, 5% Web Based.

**Grading:** 20% reports/papers, 20% special projects, 10% written homework, 10% attendance, 10% reflection paper, 20% in-class presentation, 10% class participation.

**PsTL 1312 Creating Identities Through Art and Performance**

4 credit(s); Meets CLE req of Arts/Humanities

**Instructor:** Frederickson, Tina

**Description:** PsTL 1312 is an arts and humanities course that provides you with the opportunity to create, analyze, and understand how the creative process can reveal our cultural identity as an individual and as a community. This particular section of 1312 helps you explore identity and the creative process by focusing on developing an understanding and appreciation of the performing arts (theatre arts, oral interpretation of literature, storytelling/spoken word) from the perspective of critical viewer and creative participant. To that end, however, there is much overlap from other artistic mediums such as creative writing, visual art, dance, and music to infuse and enrich the creative experience as we explore the theme of Identity. No prior experience in any particular artistic medium is needed, only the ability to be open and receptive, willing to explore and release your creative artistic voice.

**Style:** 5% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 30% Student Presentation, 10% Field Trips, 10% Studio.

**Grading:** 20% reports/papers, 10% special projects, 20% written homework, 10% attendance, 10% journal, 25% in-class presentation, 5% class participation.

**PsTL 1366 Literatures of the U.S.: Multicultural Perspectives**

3 credit(s); Credit will not be granted if credit has been received for: PSTL 1365W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature

**Instructor:** Rojas Collins, Molly C

**Description:** In this course, we will focus specifically on the literature of the American Immigrant Experience. We will read texts written by 1st or 2nd generation immigrants about their own experiences and reflect on themes related to this important American phenomenon. Students will participate in literary analysis and discussion, and respond to readings with shorter essays and exams. As an introductory course, students will also investigate the ways academics read literature.

**Grading:** 40% mid exam, 40% reports/papers, 10% quizzes, 5% attendance, 5% in-class presentation.

**PsTL 1366 Literatures of the U.S.: Multicultural Perspectives**

3 credit(s); Credit will not be granted if credit has been received for: PSTL 1365W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature

**Instructor:** Patrick, Gary E

**Description:** PsTL 1366 is an introduction to American literature from 1865 to the present. While it is not possible for us to undertake an exhaustive survey of this immense body of work in just one semester, this course will provide you with a sampling of poetry, short fiction, and drama designed to raise a range of questions about American identity within broad social, historical, political, and literary contexts. We will explore how U.S. literatures do what all literature does?describe what it means to be human and the conflicts arising...
PsTL 1366 Literatures of the U.S.: Multicultural Perspectives
3 credit(s); Credit will not be granted if credit has been received for: PSTL 1365W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature
Instructor: Hyland, Ezra St
Description: Introduction to U.S. literatures is designed to raise a range of questions about American identity within broad social, historical, political, and literary contexts while highlighting the diversity of form, perspective, and style in U.S. literature. Course emphasizes literary analysis, fostering student development of critical analysis and interpretation through close reading of texts, class discussion, and formal and informal writing assignments.

PsTL 1367W Literatures of the World: International Perspectives
4 credit(s); Credit will not be granted if credit has been received for: PSTL 1368; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Hodne, Barbara Downs
Description: Literature works in particular ways to teach, entertain, inspire and challenge. This course will introduce you to literature as one way that people explore human experience: by telling stories. We will read prose, poetry, drama, and graphic stories that comment on the challenges, issues and questions in contemporary international societies. We will approach literature as an experience itself, one that illuminates worlds around us while also inviting us to more deeply understand ourselves. In this class you will work at developing a deeper understanding of the ways that stories work. As readers we bring our particular experiences, ideas, and assumptions about the world to the act of reading and these influence our responses to the text. As literary scholars and critical thinkers, we will practice identifying particular writing strategies that authors use and to understand how these, too, shape the meaning we take from the text.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s); Credit will not be granted if credit has been received for: PSTL 1367W; Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Hodne, Barbara Downs
PsTL 1368 Literatures of the World: International Perspectives
3 credit(s);Credit will not be granted if credit has been received for: PSTL 1367W;Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Cory,Kris
Description: In this course students will read novels from different parts of the world that share a focus on the experience of young people as they enter into the adult world. We will use these novels as a basis for exploring the ways that literature works and the work it does, drawing us deeper into ourselves and also further into the world around us. Course work will center around small and large group discussions and activities and various formal and informal written assignments, including exams.
Style: 20% Lecture, 40% Discussion, 40% Small Group Activities.
Grading: 15% mid exam, 15% final exam, 30% reports/papers, 10% special projects, 10% quizzes, 10% in-class presentation, 10% class participation.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s);Credit will not be granted if credit has been received for: PSTL 1367W;Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Jehangir PhD,Rashne Rustom
Description: Student may contact the instructor or department for information.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s);Credit will not be granted if credit has been received for: PSTL 1367W;Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Buturian,Linda J
Description: In PsTL1368, "Literatures of the World: International Perspectives," students will be introduced to short stories, poems, and novels from writers across the globe, written primarily during this current century. We will also listen to music and view art and films that help us to understand the cultures, landscapes, and political conditions that shape these texts. Students will become familiar with literary terms and analysis, and will engage with the stories in ways that enrich their own lives, as well as introduce them to other traditions and cultures. Students will meet in face-to-face classes several times throughout the semester, and the rest of the coursework will occur online. The community of learners that will emerge in the face-to-face classes will continue virtually through interactive, engaged assignments.
Style: 10% Lecture, 5% Film/Video, 5% Discussion, 10% Small Group Activities, 10% Student Presentation, 60% Web Based. This is a hybrid course, which means it is a combination of face-to-face classes and online (web-based) classes.
Grading: 15% mid exam, 15% final exam, 10% reports/papers, 10% quizzes, 10% written homework, 10% attendance, 5% reflection paper, 15% in-class presentation, 10% class participation.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s);Credit will not be granted if credit has been received for: PSTL 1367W;Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Winters,Kelly T
Description: The texts of the class tell stories of young people who are leaving childhood and entering adulthood; they are coming-of-age in different contexts and geographical areas, and coming to know some truths about themselves and the world that surrounds them. As we study these stories, we will work to understand who these young people are: what shapes them, what are their hopes and fears, what supports them and what impedes their growth. Some of the issues these young people face on their journeys may seem universal and easy to relate to. The desire to belong to a family, to a group, or to a cause is a familiar one to most readers. On the other hand, direct experience with war or revolution is a larger stretch of imagination for some readers. Some impulses you may find easy to relate to (like the desire to rebel against authority), while others may be born out of circumstances that seem, at least initially, far from your experience (like persecution on the basis of race or ethnicity).
Style: 20% Lecture, 5% Film/Video, 40% Discussion, 20% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 15% reports/papers, 20% journal, 15% in-class presentation, 10% class participation. All students may miss no more than three class sessions. If you anticipate having to miss more than three classes for any reason, speak to your adviser about registering for a class that does not penalize poor attendance.
Exam Format: Closed book, multiple-choice and short answer exams in class. Take-home essay questions.

PsTL 1371 Reading Short Stories
3 credit(s);Meets CLE req of Literature
Instructor: Rojas Collins,Molly C
Description:
Style: 100% Web Based.
PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461; Credit will not be granted if credit has been received for: WRIT 1223;
Instructor: Trites, Jill K
Description: Students develop fundamental skills, knowledge, and abilities to confidently communicate their thoughts and ideas to others in a public forum. Students prepare and present a series of informative and persuasive speeches on socially significant topics in multicultural contexts. Special focus on ethics, citizenship, voice, language. Every student will have at least ten opportunities to present during the semester, from one-minute informal presentations to seven-minute formal presentations. Four speeches (2-3 minute demonstration speech, 3-4 minute speech of belief, 5-6 minute informative speech, and 7-8 minute persuasive speech) will be digitally recorded, and we will utilize an on-line annotation tool called VideoANT for both self and peer critiques.
Style: 20% Lecture, 5% Film/Video, 20% Discussion, 15% Small Group Activities, 40% Student Presentation.
Grading: 20% quizzes, 15% written homework, 55% in-class presentation, 10% class participation.
Exam Format: Students have choice of taking the quizzes in two formats: (A) multiple-choice and true/false, or (B) essay.

PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461; Credit will not be granted if credit has been received for: WRIT 1223;
Instructor: Dorsey, Heather Jane
Description: The purpose of this course is to introduce the student to the field of Speech Communication; to show basic theories of communication; illustrate the complicated process that is communication; and demonstrate that, through conscious choices, the student can significantly impact the effectiveness of communication. This course will aid the student in the development of communication skills and allows for assessment of personal strengths, weaknesses and barriers to communication. This, ultimately, will prepare the student to be a better communicator.

PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461; Credit will not be granted if credit has been received for: WRIT 1223;
Instructor: Kelly, Margaret Ellen Delehanty
Description: Students develop fundamental skills, knowledge, and abilities to confidently communicate their thoughts and ideas to others in a public forum. Students prepare and present a series of informative and persuasive speeches on socially significant topics in multicultural contexts. Special focus on ethics, citizenship, voice, language.

PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461; Credit will not be granted if credit has been received for: WRIT 1223;
Instructor: Frederickson, Tina
Description: This course is designed to develop an understanding of the fundamental principles and processes of face-to-face human communication, with the multicultural component coming from each student as they present speeches of personal and social relevance. Primary focus is on public communication; providing practical public speaking experiences and opportunities to analyze this rhetorical art. Emphasis is placed on frequent in-class presentations, critical and creative thinking, group activities and discussions, and increasing the awareness of the ethical obligations we have as a speaker and listener. * Please note - Sections 7 & 8 will focus on Environmental/Sustainability Issues as a point of general conversation, research, and focus of two major speeches. No prior knowledge is required.
Style: 15% Lecture, 2% Film/Video, 18% Discussion, 20% Small Group Activities, 45% Student Presentation.
Grading: 9% mid exam, 11% final exam, 18% written homework, 7% attendance, 53% in-class presentation, 2% class participation.

PsTL 1485 Creativity: Photography
4 credit(s); Own camera [35 mm w/adjustable controls preferred], UC; $50 lab fee
Credit will not be granted if credit has been received for: UC 1485;
Instructor: Millikan, Jeffrey B
Description: This introductory course explores conceptual, technical, and historical aspects of photography as an art form. Emphasis is on the creative process through hands-on experience as students learn about camera control, film development, enlarging, and printing in a photographic darkroom. Students receive instruction and support through individual and group discussion and critiques as they work to create a portfolio of their own images. Course includes required lab time in addition to scheduled class times. Students must have a film based camera, (35mm with adjustable controls preferred).
Style: 30% Lecture, 20% Discussion, 50% Laboratory.
PsTL 1571 Computer Literacy and Problem Solving

4 credit(s); credit cannot be granted if credit has already been received for: 1573, or 1574
Credit will not be granted if credit has already been received for: RM 1203;
Instructor: Robertson, Douglas Frederick
Description: Students learn concepts and develop competencies in computer technologies most often used in social sciences and in business to help solve problems. Topics include using advanced word processing techniques to create complex written documents such as reports (including character and paragraph style sheets, mailmerge, formatting, tables, graphics, cross-references, headers, footnotes, and indexes), using an electronic spreadsheet to analyze data (including formulas, IF/THEN/ELSE, LOOKUP, different types of graphs, formatting), using a database management program to store, organize, and query data (including creating customized databases, modifying database structure, data verification and formatting, creating forms and reports, exporting/importing data, data extraction), and using presentation software to communicate ideas and findings in a multimedia format (including text, clipart, photos, tables, animations, video, and audio) to larger groups. Integration of the four applications is introduced. This is a computer-mediated course and there are no lectures. The instructor helps students individually during class as they work on course projects. Course uses Microsoft Office 2010 for Windows.
Style: 90% Laboratory, 10% Web Based. Students work on computers, get help from instructor.
Grading: 50% mid exam, 35% final exam, 15% special projects.
Exam Format: Exams done on the computers in the classroom. Students modify documents as instructed.

PsTL 1906W Freshman Seminar: The Environment

3 credit(s); meets CLE req of Environment; meets CLE req of Writing Intensive
Instructor: Buturian, Linda J
Description: Water, Water, Everywhere? is a writing intensive freshman seminar with an environmental theme. Students will learn about the vital role water plays in the functioning of ecosystems, and will analyze some of the environmental challenges involving water. We will also explore literary and artistic expressions inspired by water. Selected readings, guest speakers, and films will help us understand how the ecosystem functions, inform us on challenges involving access to clean water, inspire us with artistic endeavors, and educate us about some of the efforts going on at the University and beyond to protect and celebrate the gift of clean water. Students will have an opportunity to visit a university or community organization of their choosing, and take photographs in order to create digital stories. The class will post their digital stories to a public website that they also create. Technical assistance will be provided. Students will write in the forms of first person narrative, an analytical paper, as well as weekly responses to readings. Throughout the seminar the instructor will be teaching effective writing strategies and providing feedback on students? work. One paper can be revised after receiving teacher?s feedback. The seminar will be an exciting, hands on experience from a multidisciplinary perspective, about a resource we can?t live without.

PsTL 1907W Freshman Seminar: Diversity and Social Justice in the United States

3 credit(s); meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Higbee, Jeanne Louise
Description: Student may contact the instructor or department for information.

PsTL 5105 Increasing Access and Success in Undergraduate Classrooms

A-F only, 3 credit(s);
Instructor: Madyun, Naim Hossein
Description: Student may contact the instructor or department for information.

PsTL 5196 Supervised Practicum in Multicultural Postsecondary Teaching and Learning

S-N only, 3 credit(s);
Instructor: Grier-Reed, Tabitha LaShaun
Description: Course Description: Students will get practical postsecondary teaching experience in supervised settings for 200 minutes per week in addition to participating in a weekly group supervision session for 100 minutes per week. Practicum settings will include classroom experiences, learning centers, and other postsecondary teaching and learning venues. Course Purpose: The purpose of this course is to provide opportunities for practical application of theoretical and pedagogical perspectives introduced in other courses in the PsTL graduate curriculum. Participation in the practicum will also enable master?s students to make a more informed decision when committing to an internship site and to explore potential topics for classroom-based research. This course differs from other practicum experiences in that it focuses on postsecondary settings and the integration of multicultural content and pedagogy to ensure inclusion for students with diverse social identities. Required Texts: 1. Arrendondo, P., Toporek, R., Brown, S. P., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. Journal of Multicultural Counseling and Development, 24, 42-78. 2. Palmer, P. J. (1998). The Courage to Teach: Exploring the Inner Landscape of a Teacher?s Life. Jossey-Bass: San Francisco. 3. Raider-Roth, M. B. (2005). Trusting What You Know: The High Stakes of Classroom Relationships. Jossey-Bass: San Francisco
Style: 40% Discussion, 20% Small Group Activities, 40% Student Presentation.
Grading: 25% reports/papers, 10% attendance, 25% reflection paper, 25% in-class presentation, 15% class participation.

PsTL 5212 Multicultural Theories of College Student Development Applied to Teaching and Learning
A-F only, 3 credit(s);
Instructor: Stebleton, Michael J
Description: This seminar-style course will introduce graduate students to influential student development theories and theorists (e.g., Chickering, Astin, Erikson, Josselson, Schlossberg, Perry, Kohlberg, Gilligan, Baxter Magolda) and examine implications for teaching and learning. Students will reflect on The Student Personnel Point of View (American Council on Education, 1937, 1949) and Learning Reconsidered: A Campus-wide Focus on the Student Experience (ACPA?College Student Educators International & National Association of Student Personnel Administrators, 2004) and other collaborative efforts to ensure the development of the whole student.
Style: 60% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Guest Speakers.

PsTL 8296 Supervised Internship in Postsecondary Teaching and Learning
S-N only, 3-6 credit(s), max credits 6;
Instructor: Higbee, Jeanne Louise
Description: Student may contact the instructor or department for information.

Preventive Science Minor Institute of Child Development

Prev 8001 Prevention Science Core
OPT No Aud, 3 credit(s);
Instructor: August, Gerald
Description: Student may contact the instructor or department for information.

Product Design 101 Rapson Hall

PDes 3711 Toy Product Design
A-F only, 4 credit(s);
Instructor: Kudrowitz, Barry
Description: This class is an introduction to a product design process which includes observation, idea generation, model making, prototyping, presentation design, and getting user feedback. Students work in small interdisciplinary teams to take their own toy concepts from idea to working prototype with help from children and industry representatives. Throughout the class, students will learn various design skills such as design sketching, estimation, woodworking, rapid prototyping, and CAD modeling. Play is an important theme throughout the course. Lectures are like an interactive show and at the end of the class, students present their final prototypes at the "PLAYsentations" to the UMN community, children, and local industry.
Style: 35% Lecture, 50% Laboratory, 10% Small Group Activities, 5% Student Presentation.

PDes 5193 Directed Study in Product Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Kudrowitz, Barry
Description: Student may contact the instructor or department for information.

PDes 5711 Toy Product Design
A-F only, 4 credit(s);
Instructor: Kudrowitz, Barry
Description: This class is an introduction to a product design process which includes observation, idea generation, model making, prototyping, presentation design, and getting user feedback. Students work in small interdisciplinary teams to take their own toy concepts from idea to working prototype with help from children and industry representatives. Throughout the class, students will learn various design skills such as design sketching, estimation, woodworking, rapid prototyping, and CAD modeling. Play is an important theme throughout the course. Lectures are like an interactive show and at the end of the class, students present their final prototypes at the "PLAYsentations" to the UMN community, children, and local industry.
Style: 35% Lecture, 50% Laboratory, 10% Small Group Activities, 5% Student Presentation.

Program for Individualized Learning 20 Ruttan Hall

PIL 3200 Continuing Studies
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3252 Project 2
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3253 Project 3
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3254 Project 4
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3255 Project 5
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3256 Project 6
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3257 Project 7
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3258 Project 8
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3259 Project 9
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3260 Program Active
S-N only, 1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3281 Major Project
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

PIL 3291 Graduation Preparation
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.
PIL 4299 Graduation Review
S-N only, 5 credit(s);
Instructor: Borowicz, Josh
Description: Student may contact the instructor or department for information.

Prosthodontics  9-450 MoosT

Pros 7110 Classic Prosthodontic Literature Review
A-F only, 2 credit(s);
Instructor: Holland, James R
Description: Student may contact the instructor or department for information.

Pros 7200 Advanced Clinical Prosthodontics I
A-F only, 5 credit(s);
Instructor: Conrad, Heather Joan
Description: Student may contact the instructor or department for information.

Psychology  N-218 Elliott Hall

Psy 1001 Introduction to Psychology
4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences
Instructor: Brothen, Thomas
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit “Class URL” for ODL policy, fee, and financial aid restrictions. Psy 1001 (online) utilizes a computer-assisted version of the Personalized System of Instruction (PSI) model. Key principles of PSI are specified learning objectives and study aids, small units (for us, these units are the chapters in your textbook), frequent testing with feedback to students, and mastery learning. The materials I've created for this course do three things. First, by focusing your attention on the main points, they make sure you don't miss important information. Second, because feedback is essential to learning, the computer exercises give you feedback when it will do you the most good--right after you finish an exercise--so that you can use that feedback to improve your knowledge. Much of what you do can simply be called practice, but it is guided practice. This will take longer than just reading but the old saying is as true about psychology as anything else "practice makes perfect."
Style: Online
Grading: 40% final exam, 60% written homework.
Exam Format: Online exam

Psy 1001 Introduction to Psychology
4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences
Instructor: Luciana, Monica Marie
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. This course is designed to closely parallel the introductory psychology class offered to undergraduates at the University of Minnesota. It is a prerequisite for all other psychology courses. To the extent possible, the
presentation of topics, format of written assignments, and exams conform to those used in the day school class. This study guide is organized into thirteen Lessons, with accompanying reading and written assignments. It is designed so that it can be completed within a single term.

**Style:** This is a printed correspondence section.

**Grading:**
- Written assignments = 50 pts
- Midcourse exam = 75 pts
- Final exam = 75 pts
- TOTAL = 200 pts
- Extra credit course paper = up to 15 pts

**Exam Format:** Supervised, in-person exams

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**Psy 1001H Honors Introduction to Psychology**
- A-F only, 4 credit(s);
- Honors Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences
- Instructor: Kling, Kristen C
- Description: Student may contact the instructor or department for information.

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**Psy 1511 Psychology**
- A-F only, 3 credit(s);
- Meets CLE req of Social Sciences
- Instructor: Winchip MA, James E
- Description: Student may contact the instructor or department for information.

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**Psy 1905 Freshman Seminar: Psych of Design: Smart Products, Graphs, and Logos**
- A-F only, 3 credit(s), max credits 6;
- Instructor: Engel, Stephen A
- Description: Student may contact the instructor or department for information.

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**Psy 3001V Honors Introduction to Research Methods**
- A-F only, 4 credit(s); [1001, [2801 or 3801 or equiv]] or dept consent, PSY major, honors student
- Credit will not be granted if credit has been received for: PSY 3005V; Meets CLE req of Writing Intensive
- Instructor: Burns, Rachel J
- Description: Student may contact the instructor or department for information.

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**Psy 3001W Introduction to Research Methods**
- 4 credit(s); [1001, [2801 or 3801 or equiv]] or dept consent
- Credit will not be granted if credit has been received for: PSY 3005V; Meets CLE req of Writing Intensive
- Instructor: Stellmack, Mark A
- Description: PSY 3001W is an introduction to the basic concepts and procedures used to conduct and evaluate research in Psychology. Emphasis is placed on understanding traditional research methods, applying sound experimental techniques in order to produce interpretable results, and evaluating scientific claims. PSY 3001W is a writing intensive (WI) course. As such, students will complete a number of writing assignments, culminating in an APA style research report. This course meets the writing intensive requirement stating that at least 33% of the student's final grade must be based upon student writing. Prerequisites: PSY 1001 (Intro Psychology), PSY 3801 (Intro to Psychological Measurement and Data Analysis), and at least sophomore standing.
- **Style:** 50% Lecture, 50% Laboratory.
- **Grading:** 15% mid exam, 25% final exam, 40% reports/papers, 10% written homework, 10% laboratory evaluation.

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**Psy 3011 Introduction to Learning and Behavior**
- 3 credit(s);
- Instructor: Peterson, Gail Burton
- Description: This course introduces you to the fundamental phenomena and principles of learning and behavior analysis by surveying the major theoretical and empirical approaches of the twentieth century. The material in this course will give you an appreciation of the current state of the field. While the course emphasizes basic academic and scientific issues, some of the practical applications of the theories and principles will also be examined. The Fall semester CLA section 001 includes both classroom and online components. There is also a fully online section offered every term through Online and Distance Learning (ODL), College of Continuing Education.

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**Psy 3031 Introduction to Sensation and Perception**
- 3 credit(s);
- Instructor: Olman, Cheryl Annette
- Description: This lecture-based course covers basic information about human sensation and perception. Students will learn 1) how the human body turns different physical stimuli into neural impulses (sensation), and 2) how the brain receives and interprets these impulses (perception). Required text: Goldstein, E. B. (2007). Sensation and Perception (7th ed.). Belmont, CA, USA: Thomson.
- **Grading:** 30% final exam, 60% additional semester exams, 10% class participation.
Exam Format: Multiple choice.

Psy 3051 Introduction to Cognitive Psychology
3 credit(s);
Instructor: Qin,Xiaoyan
Description: Student may contact the instructor or department for information.

Psy 3061 Introduction to Biological Psychology
3 credit(s);1001 or Biol 1009Credit will not be granted if credit has been received for: PSY 5061;
Instructor: STAFF
Description: Instructor: Jonathan Gewirtz. The course begins with brief overviews of the structure of the central nervous system, basic principles of nervous conduction and synaptic transmission, neurotransmitter systems, and basic techniques used in biological psychology research. We will then review current knowledge on the biological substrates of a range of behaviors and mental processes, including perception, memory, emotion, and sleep. The course will also examine the biological basis of a variety of neuropsychological disorders and forms of mental illness, including addiction, depression, and anxiety. By the end, you should be comfortable with the basic details of brain function and have gained a general understanding of the biology of behavior, mental states, and mental illness. You should also have begun to develop the skills to understand techniques and evaluate results of neurobiological and behavioral experiments.
Style: 80% Lecture, 10% Discussion, 10% Small Group Activities.
Grading: 75% mid exam, 25% final exam. 3 mid term exams

Psy 3061 Introduction to Biological Psychology
3 credit(s);1001 or Biol 1009Credit will not be granted if credit has been received for: PSY 5061;
Instructor: Gewirtz,Jonathan C
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Biological psychology is the study of behavior through the analysis of the nervous system and the study of the nervous system through analysis of behavior. The philosophical relationship between the "mind" and the brain has been debated for centuries. Discussions involve some of the most important concepts about human existence, such as "free will" and the existence of the soul. Here is the first (but certainly not the last) place that our own rather strongly held perspective will spill over into this study guide. The modern biological psychologist has found that our power to understand and explain behavior is greatest if we act under the hypothesis that the brain controls behavior. If we are to understand behavior, we must go to its source. Thus, to understand behavior, you must understand the brain. The pursuit of such understanding is a challenge, but it is an enormously tantalizing pursuit with great rewards.
Style: Online
Grading: 40% mid exam, 30% final exam, 30% written homework.
Exam Format: Online exams

Psy 3010 Introduction to Personality
3 credit(s);1001Credit will not be granted if credit has been received for: PSY 5101;
Instructor: Ludeke,Steven G
Description: Student may contact the instructor or department for information.

Psy 3121 History and Systems of Psychology
3 credit(s);
Instructor: Brothen,Thomas
Description: Student may contact the instructor or department for information.

Psy 3135 Introduction to Individual Differences
3 credit(s);[1001, [2801/3801 or equiv]] or instr consent Credit will not be granted if credit has been received for: PSY 5135;
Instructor: Matteson,Lindsay K
Description: Student may contact the instructor or department for information.

Psy 3201 Introduction to Social Psychology
3 credit(s);
Instructor: Dwyer,Patrick
Description: Student may contact the instructor or department for information.

Psy 3206 Introduction to Health Psychology
Psy 3301 Introduction to Cultural Psychology
A-F only, 3 credit(s);
Instructor: Jung,Kyoung Rae
Description: This course explores the influence of cultural context on our current understanding of psychological processes. Emphasis will be placed on viewing psychology through a sociocultural lens, drawing primarily from theories and research on race/ethnicity.

Psy 3511 Introduction to Counseling Psychology
3 credit(s);
Instructor: Frankfort,Sheila B
Description: Student may contact the instructor or department for information.

Psy 3512 Principles of Abnormal Psychology
A-F only, 3 credit(s);
Instructor: Collie,Rachael Margaret
Description: Student may contact the instructor or department for information.

Psy 3604 Introduction to Abnormal Psychology
3 credit(s); 1001 Credit will not be granted if credit has been received for: PSY 5604H;
Instructor: Weiszhaar,Orville L
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The field of abnormal psychology (also known as psychopathology) is diverse, as you can see by leafing through the textbook for this course. It includes such topics as bipolar disorder, post-traumatic stress syndrome, AIDS dementia complex, pedophilia, stuttering, and pathological gambling. Each of these areas, as well as hundreds of others, has its own specialists and research. This course will provide you with a complete, although certainly not exhaustive, overview of each area.
Style: Online
Grading: --8 written assignments: 62.5% --2 online exams: 37.5%
Exam Format: Online
Psy 3604 Introduction to Abnormal Psychology

3 credit(s);
Credit will not be granted if credit has been received for: PSY 5604H;
Instructor: Klimes-Dougan, Bonnie
Description: Course Description This course will introduce students to a multidimensional approach to conceptualizing various types of psychological disorders. During this course, students will be responsible for learning basic descriptive psychopathology as described in the DSM-IV-TR as well as descriptive information including prevalence rates, ages of onset, and cultural differences. An introductory overview to some of the causes and treatments of psychopathology will be provided to the extent that it helps students understand the various mental disorders. A prerequisite for this course is PSY 1001.

Psy 3617 Introduction to Clinical Psychology

3 credit(s);
Instructor: Klimes-Dougan, Bonnie
Description: Course Description This course is meant to familiarize students with the field of clinical psychology, primarily as it exists in the U.S. The course first briefly discusses the history of clinical psychology, the most widely accepted scientist practitioner approach to clinical psychology and the current status of the field of clinical psychology. The course covers clinical assessment, psychological interventions, and psychopathology and treatment research. This course may help students, considering a career in clinical psychology, decide whether this field appeals to them. Please make sure you have taken the prerequisite before signing up for this course.

Psy 3711 Introduction to Industrial and Organizational Psychology

3 credit(s);
Instructor: Beatty, Adam Skaja
Description: Student may contact the instructor or department for information.

Psy 3801 Introduction to Psychological Measurement and Data Analysis

4 credit(s); High school algebra, [PSY 1001 or equiv]; intended for students who plan to major in psychology
Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking
Instructor: Nydick, Steven Warren
Description: Student may contact the instructor or department for information.

Psy 3801 Introduction to Psychological Measurement and Data Analysis

4 credit(s); High school algebra, [PSY 1001 or equiv]; intended for students who plan to major in psychology
Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking
Instructor: Kirkpatrick, Robert M
Description: Student may contact the instructor or department for information.

Psy 3801 Introduction to Psychological Measurement and Data Analysis

4 credit(s); High school algebra, [PSY 1001 or equiv]; intended for students who plan to major in psychology
Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking
Instructor: Hulme-Lowe, Chris Alan
Description: Student may contact the instructor or department for information.

Psy 3902W Major Project in Psychology

A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Niccoli-Waller, Caprice
Description: In this course, you will have the opportunity to review and reflect on some of the principles of research and writing within the field of psychology. You will also complete a writing project, a psychological literature review, that is designed to let you focus on a topic of interest and to showcase your skills as a reader and potential contributor of the psychological literature. You will attend 2 lectures at the start of the term and then work in weekly labs under graduate student assistance. During the first third of the course, you will complete weekly assignments in preparation for your writing project. You will also work in small groups and participate in a peer paper review. At the end of the term, you will present your work in a class poster session. For additional course details please refer to the following site: http://www.psych.umn.edu/undergrad/majorproject.htm
Style: 20% Lecture, 70% Laboratory, 10% Student Presentation. Those selecting research lab or community projects will spend time outside of class engaged in these activities.
Grading: 50% reports/papers, 25% quizzes, 25% written homework.

Psy 4011 Applied Behavior Analysis
Psy 4994V Honors Research Practicum

3 credit(s);
Instructor: Fillo, Jen

Description: This course covers current theory and research regarding the psychology of gender. This includes the psychological implications of the roles that society assigns to men and women. These issues will be explored both from the perspective of the influence of one's own gender role on his/her own psychological processes, and also from the perspective of others' gender roles and how those roles affect how we think about, feel, and behave toward them. Topics include (but are not limited to) the psychological implications of gender for research methods, achievement, the workplace, parenting, relationships, and health. Gender will also be explored in relation to biology, sexuality, and culture. Class sessions will consist of lectures, small and large group discussions, guest speakers, and videos. The ultimate goal of the course is for students to gain greater understanding of the content and methods of psychological research related to gender and to be able to think critically about issues related to the psychology of gender.

Psy 4012 Behavior Analysis and Autism

3 credit(s);
Instructor: Peterson, Gail Burton

Description: Students registered in Psy 4011: Applied Behavior Analysis, or who have already completed that course, may be eligible to register for this special service-learning opportunity for children with autism. With the instructor's approval, course is also available to parents or other caregivers with a special interest in effective interventions for autism. Through weekly reading assignments, lectures, and discussions, participants learn the principles and techniques currently employed to help young children with autism acquire functional language, appropriate social behavior, and general academic and living skills. Students also gain substantial experience working directly with autistic children in off-campus service-learning settings under the supervision of qualified professionals engaged in the application of applied behavior analysis (ABA) therapy. This field experience involves a minimum of 7 hours per week (two 3-hour shifts plus one 1-hour team meeting) for 12 weeks learning to do one-on-one therapy at either a center-based or home-based ABA program site. Reliable personal transportation, e.g., your own car, is essential. Issues of professional ethics, social responsibility, and scientific and moral philosophy pertaining to the education of children with autism in our society and around the world are also addressed. Grading is based on class participation, competency evaluations at the service-learning site, and performance on the final exam.

Style: 30% Lecture, 70% Service Learning. Supervised internship experience at off-campus site.
Grading: 50% final exam, 40% other evaluation. Competencies demonstrated at internship site.
Exam Format: Short answer, essay, multiple choice

Psy 4011: Applied Behavior Analysis

3 credit(s);
Instructor: Peterson, Gail Burton

Description: This course covers modern behaviorism and its practical application. Emphasis on functional analyses of behavioral deficits or excesses, and the design and implementation of practical and humane interventions to produce appropriate and meaningful behavior change. Two textbooks, one on the philosophy of behaviorism [The Psychology of B. F. Skinner, O'Donohue & Ferguson (2001)] and another on applications [Applied Behavior Analysis, 2nd Ed, Cooper et al. (2007)]. Lectures, Internet materials and discussions supplement the reading. Grades based on competency evaluations across the semester and a comprehensive final exam. Excellent preparation for the exams of the national Behavior Analysis Certification Board (see www.bacb.com).

Style: 30% Lecture, 20% Discussion, 20% Small Group Activities, 30% Web Based.
Grading: 30% final exam, 50% quizzes, 20% written homework.
Exam Format: multiple choice

Psy 4012 Behavior Analysis and Autism

3 credit(s);
Instructor: Peterson, Gail Burton

Description: Students registered in Psy 4011: Applied Behavior Analysis, or who have already completed that course, may be eligible to register for this special service-learning opportunity for children with autism. With the instructor's approval, course is also available to parents or other caregivers with a special interest in effective interventions for autism. Through weekly reading assignments, lectures, and discussions, participants learn the principles and techniques currently employed to help young children with autism acquire functional language, appropriate social behavior, and general academic and living skills. Students also gain substantial experience working directly with autistic children in off-campus service-learning settings under the supervision of qualified professionals engaged in the application of applied behavior analysis (ABA) therapy. This field experience involves a minimum of 7 hours per week (two 3-hour shifts plus one 1-hour team meeting) for 12 weeks learning to do one-on-one therapy at either a center-based or home-based ABA program site. Reliable personal transportation, e.g., your own car, is essential. Issues of professional ethics, social responsibility, and scientific and moral philosophy pertaining to the education of children with autism in our society and around the world are also addressed. Grading is based on class participation, competency evaluations at the service-learning site, and performance on the final exam.

Style: 30% Lecture, 70% Service Learning. Supervised internship experience at off-campus site.
Grading: 50% final exam, 40% other evaluation. Competencies demonstrated at internship site.
Exam Format: Short answer, essay, multiple choice

Psy 4032 Psychology of Music

3 credit(s);
Instructor: Oxenham, Andrew John

Description: The two main aims of the course are: 1) To provide a general overview of some fundamental concepts in the perception and production of sound and music; 2) To provide an in-depth study of a few selected topics within music psychology, drawing on recent primary research literature. The course is built around a combination of lectures, providing the necessary background information, and student-led seminars, in which papers from the literature are discussed. Lecture topics include: Introduction to sound, introduction to hearing, masking and the principles of MP3 coding, categorical perception in music, scales, consonance and dissonance in harmony, melody and memory, and the perceptual organization of sound and music. Seminars are based around themes, which this year will include: tonality and rhythm, cognitive neuroscience of music, comparative and developmental studies of music perception, musical expertise and the bases of talent. Each student will lead the discussion of one published research paper in class.

Grading: 40% final exam, 20% reports/papers, 15% quizzes, 10% written homework, 10% in-class presentation, 5% class participation.

Psy 4501 Psychology of Women and Gender

3 credit(s);
Instructor: Fillo, Jen

Description: This course covers current theory and research regarding the psychology of gender. This includes the psychological implications of the roles that society assigns to men and women. These issues will be explored both from the perspective of the influence of one's own gender role on his/her own psychological processes, and also from the perspective of others' gender roles and how those roles affect how we think about, feel, and behave toward them. Topics include (but are not limited to) the psychological implications of gender for research methods, achievement, the workplace, parenting, relationships, and health. Gender will also be explored in relation to biology, sexuality, and culture. Class sessions will consist of lectures, small and large group discussions, guest speakers, and videos. The ultimate goal of the course is for students to gain greater understanding of the content and methods of psychological research related to gender and to be able to think critically about issues related to the psychology of gender.

Psy 4994V Honors Research Practicum
Psy 5014 Psychology of Human Learning and Memory
3 credit(s);
Instructor: Koutstaal, Wilma
Description: A fundamental characteristic of memory is that it in some way repeats or copies something that occurred previously to an organism. However, there is clear variability in the extent to which what is recalled actually matches or echoes what was originally experienced. Further, this variability is often viewed as a problem, as it may result in errors of memory, such variability, in other contexts, is linked to sought after forms of thinking and expression, with implications for the transfer of learning, creativity, problem-solving, how we classify objects and events, and modes of thinking such as analogy and metaphor. A goal of this course is to understand how we adaptively use memory (episodic, semantic, procedural) in both exact and variable ways. We also will seek to relate behaviorally observed variability in memory to specific brain processes. This is an intensive seminar class. Each week, all students prepare written responses on specific chosen topics from the assigned readings (topics are selected from a list of provided options), and present their topic during the class.
Grading: 20% mid exam, 40% reports/papers, 20% in-class presentation, 20% class participation.

Psy 5064 Brain and Emotion
A-F only, 3 credit(s);
Instructor: Lissek, Shmuel
Description: Student may contact the instructor or department for information.

Psy 5065 Functional Imaging: Hands-on Training
3 credit(s);
Instructor: Olman, Cheryl Annette
Description: Course goals. By the end of the semester, students will: - be comfortable with the hardware and software in the MR environment, to ensure safe operation and selection of the right equipment for a given experiment. - be acquainted with the fundamental physical principles behind magnetic resonance imaging - understand the possible types of image contrast and their uses in neuroscience - be adept at modifying pulse sequence parameters to balance the inevitable trade-offs between signal-to-noise ratio, resolution and acquisition time. - know how to modify an experimental protocol to minimize the impact of distortion and signal loss due to magnetic field inhomogeneities. Logistics. Format is lecture, group discussion, terminal work (computational simulations in the classroom) and lab work (scheduled separately at the CMRR). Background readings will be selected from either current journal articles or the following texts, and made available a week before the start of the module. Weekly assignments Short problem sets will be handed out during each lecture and due the next week. They are designed to provide concrete instantiations of the material covered in the lecture and lab and will vary in format: short-answer, multiple choice, matching, calculation and/or data simulation/analysis. Matlab(TM)-based simulations and demonstrations will be used heavily in lecture and assignments. Mid-term and Final exams Both mid-term and final exams will each consist of three multi-part questions, one for each module covered in the 1st (midterm) and 2nd (final) half of the semester. Exams will be open book, but will be short answer and require only pen and paper to complete. Format will vary, but will include matching images to pulse sequence diagrams, describing the origins of depicted artifacts, and providing brief definitions of technical terms.

Psy 5101 Personality Psychology
3 credit(s); [3001W or equiv], [honors undergrad or grad student] Credit will not be granted if credit has been received for: PSY 3101;
Instructor: DeYoung, Colin G
Description: Student may contact the instructor or department for information.

Psy 5135 Psychology of Individual Differences
3 credit(s); [3001W or equiv] or [5862 or equiv] or instr consent Credit will not be granted if credit has been received for: PSY 3135;
Psyr 5136 Human Abilities
3 credit(s);
Instructor: Kuncel, Nathan Richard
Description: No sub-field of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. The relationship between attitudes and social behavior and the study of persuasion processes has a long and distinguished history. This body of knowledge has made substantial contributions to theory and research in other subfields within psychology and in the other social sciences, and these connections in turn have enriched the ways in which social psychologists have studied attitudes and persuasion. The study of attitudes and persuasion processes has become more interdisciplinary and multi-method, and as a result the way in which social psychologists now think about the relationship between attitudes and social behavior has become much more complex and nuanced. This course has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and, where appropriate, allied fields within psychology and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory, explicit and implicit measurement issues, the cognitive structure of attitudes, the complex relationship between attitudes, beliefs, values, and behavior, and aspects of the relationship between stereotypes, prejudice and discrimination. The second part of the course will focus on various social psychological theories of persuasion (e.g., message learning, consistency theories, functional approaches, cognitive frameworks, and especially dual process theories), with an emphasis on understanding the conditions under which people are susceptible and resistant to persuasion. Class time will involve lectures by the instructor and guest lectures, discussion of the text readings, and an occasional video or in-class demonstration.
Style: 75% Lecture, 25% Discussion. Discussion of films and guest lectures.
Grading: 25% mid exam, 25% final exam, 50% reports/papers. Total number of points based on all exams and papers, graded on a curve. Extra credit opportunities offered in the form of critical essay papers.
Exam Format: Multiple choice, short ID questions, essay on exam #2

Psyr 5205 Applied Social Psychology
3 credit(s);
Instructor: Gonzales, Marti Hope
Description: Psychology 5205 is designed for advanced undergraduates in psychology and for graduate students in psychology and related disciplines. The tradition of applied or action research in social psychology is almost as old as the discipline itself. Kurt Lewin - viewed by many as the "father" of American social psychology - was the first to advocate the use of social-psychological research and theory to conceive of and ameliorate social problems. Although interest in this specialty area waned for a number of years, in the last three decades there has been a resurgence of interest in the potential contributions of scientific social psychology to the understanding of and solution to "real world" problems. This course will provide for an overview of domains in which social-psychological theory and research have been applied outside the laboratory. We will begin the semester with a brief overview of distinctions between basic and applied social-psychological research, and of problems and issues unique to applied work. Finally, the duration of the semester will be devoted to readings of a select sample of settings in which applied researchers have made contributions. These include, but may not be limited to: psychological and physical health, conservation and other environmental concerns, education, consumer behavior, television and the mass media, prejudice and intergroup relations, law and the criminal justice system, and public policy.
Style: 65% Lecture, 35% Discussion.
Grading: 33% mid exam, 33% final exam, 33% reports/papers.
Exam Format: Multiple-choice and short essay

Psyr 5501 Vocational and Occupational Health Psychology
3 credit(s);
Instructor: Pituc, Stephanie T
Description: Student may contact the instructor or department for information.
Psy 5708 Organizational Psychology
3 credit(s);[3001W, 3711] or psy grad or instr consent Credit will not be granted if credit has been received for: PSY 5702;
Instructor: Schmidt,Aaron Michael
Description: Student may contact the instructor or department for information.

Psy 5865 Advanced Psychological and Educational Measurement
4 credit(s);5862 or instr consent Credit will not be granted if credit has been received for: EPSY 8222;
Instructor: Weiss,David J
Description: Student may contact the instructor or department for information.

Psy 5960 Topics in Psychology: Philosophical Issues in Scientific Psychology
3 credit(s), max credits 8;
Instructor: Grove,William Merrill
Description: Introduction to philosophy of science in the twentieth century and beyond, insofar as these are also problems Format integration of lecture and discussion. Options A-F or S/N.

Psy 5960 Topics in Psychology: Detection Theory in Psychology
3 credit(s), max credits 8;
Instructor: Viemeister,Neal F
Description: Signal Detection Theory (SDT) is a broad set of concepts and tools that have found wide application in areas of psychology, neuroscience, medicine, and in many other fields. In psychology its contributions are both methodological and theoretical. Its methodological contributions are a set of procedures that enable distinction between "sensitivity? and "bias" and, more generally, techniques for analyzing behavioral data in both laboratory and practical settings. The theoretical contributions are that SDT provides a sophisticated framework for thinking about and describing behavior, especially perceptual behavior. This lecture course is an introduction to SDT. Although the emphasis is on applications in psychology, the basic concepts and tools readily generalize to many other areas. The course involves mathematics, especially elementary probability theory. The necessary mathematical skills will be reviewed during the first 2 weeks. The text is Wickens, T.D., Elementary Signal Detection Theory, Oxford Univ. Press, 2002. There will be additional readings, problem sets, and a final paper. Questions? Contact me at nfv@umn.edu, 625-4024
Style: 80% Lecture, 10% Discussion, 10% Student Presentation.
Grading: 30% mid exam, 30% reports/papers, 25% written homework, 10% in-class presentation, 5% class participation.

Psy 5960 Topics in Psychology: Environmental Decision Making: Lawns to Climate
3 credit(s), max credits 8;
Instructor: Cadieux,Kirsten Valentine
Description: This environmental psychology seminar uses interdisciplinary social science approaches to explore ways that people experience environments and make decisions about them, both as individuals and also in the social contexts where environmental decision making is institutionalized. We will use case studies at contrasting scales to explore a range of environmental decision challenges from the everyday experience of our immediate environments to the distant, abstract, global environment writ large, for example, in the need to address climate change. Students will also engage with environmental decision projects underway around the university to consider the epistemological challenges involved in using knowledge systems to understand and manage socio-environmental dynamics. 10 weekly, brief response essays at 5 points each: 50% thoughtful, well-prepared participation: 25% term project (proposal): 25%

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Brothen,Thomas
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Iacono,William George
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Kersten,Daniel John
Description: Student may contact the instructor or department for information.
Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Frazier, Patricia Ann
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Grove, William Merrill
Description: Research topics include clinical judgment and actuarial data combination, philosophy of statistics and scientific theory testing, and classification of the major psychiatric disorders (including categorical vs. dimensional models). Research on taxometrics (a robust form of multivariate mixture modeling) is also featured.
Grading: 100% reports/papers.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Simpson, Jeffry A
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Marsolek, Chad James
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Waller, Niels Gordon
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Rothman, Alexander John
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Luciana, Monica Marie
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Thomas, Mark John
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Kuncel, Nathan Richard
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: MacDonald III, Angus
Description: The TRICAM laboratory explores questions in basic cognitive and affective neuroscience, the biological bases of psychopathology, and the measurement of group differences. Methodologies include functional magnetic resonance imaging (fMRI), behavioral genetics (twin and family studies), clinical assessment and cognitive testing. Current research includes (1) understanding how executive control mechanisms, which are associated with prefrontal cortex functioning, interact with attention, affective processing, social interactions and decision-making; (2) evaluating how impairments in such mechanisms may be related to schizophrenia, psychosis and externalizing behaviors and the genes associated with these conditions; and (3) methods development for analyzing fMRI, and psychometric confounds in the measurement of group differences. Eligibility: Must be an undergraduate student at the
University of Minnesota; must have at least a 3.5 GPA; and must have taken or be concurrently enrolled in the following courses as prerequisites: PSY 1001, PSY 3005W, & PSY 3604. Responsibilities & Expectations: Attend weekly laboratory meetings (including presenting research findings as indicated); attend bi-weekly journal club meetings (including leading one discussion); Complete work as in the laboratory in the amount of 3 hrs per credit per week (generally 2 mornings or afternoons per week); and write an APA-style research lab report (9-15 pp). Duties and activities include but are not limited to: running participants in research studies, data management & analysis, active participation in lab meetings and journal club. Grades will be based on: 1) laboratory attendance and fulfillment of responsibilities; 2) lab meeting attendance (with exceptions to be arranged with the instructor); 3) journal club presentation; 4) final lab report.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Olman, Cheryl Annette  
**Description:** Student may contact the instructor or department for information.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Legge, Gordon Ernest  
**Description:** Student may contact the instructor or department for information.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Viemeister, Neal F  
**Description:** This course is an introduction to research in human auditory perception intended for undergraduate and graduate students. The format is a combination of lecture, seminar, and lab. Students will participate in lectures and discussions of principles of auditory perception and research design in psychoacoustics. Students will design and perform an experiment that may be used to prepare a manuscript to satisfy PSY 3902W requirements. The experiments will be closely related to the active research being conducted in the Psychoacoustics Lab (http://www.psych.umn.edu/psylabs/acoustic/). The major goal of this course is to give students an opportunity to engage in hands-on research and to acquire expertise in the various dimensions of research, including design, data collection, data analysis, laboratory skills, background scholarship, and scientific communication. Among the students' requirements for this course: attend and participate in discussions, prepare an oral presentation of the student's research, and prepare a proposal for future research based on the student's research or other recent, published research in psychoacoustics. Although not required, it is preferred that students have taken PSY 3001W (Research Methods), PSY 3031 (Sensation and Perception), PSY 3051 (Cognitive), and/or PSY 3061 (Biological Psychology) and that students are comfortable with math and quantitative analysis.  
**Style:** 20% Lecture, 40% Discussion, 30% Laboratory, 10% Student Presentation.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Borgida, Eugene  
**Description:** Student may contact the instructor or department for information.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Overmier, J. Bruce  
**Description:** Student may contact the instructor or department for information.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Ones, Deniz S  
**Description:** Student may contact the instructor or department for information.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Sackett, Paul R  
**Description:** Student may contact the instructor or department for information.

**Psy 5993 Research Laboratory in Psychology**  
3 credit(s), max credits 18, 6 completions allowed;  
**Instructor:** Campbell, John P
Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Hansen, Jo-Ida C
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Gonzales, Marti Hope
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Snyder, Mark
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Fletcher, Charles R
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: He, Sheng
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Krueger, Robert
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Gewirtz, Jonathan C
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Lee, Richard M
Description: This directed research is designed for undergraduate and graduate students interested in the role of race, ethnicity, and culture in the development and well-being of individuals and families from diverse racial and ethnic backgrounds with a particular focus on adopted individuals and families and children of immigrant parents.
Style: 20% Discussion, 80% Laboratory. Students are expected to attend a weekly lab group meeting and reading group.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Federico, Christopher Michael
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Koutstaal, Wilma
Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Klimes-Dougan,Bonnie
Description: Students will become involved in applied research experiences that involve work with depressed adolescents.
Style: 10% Lecture, 90% Laboratory.
Grading: 15% reports/papers, 10% class participation, 75% laboratory evaluation.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Oxenham,Andrew John
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Jiang,Yuhong Vanessa
Description: This is a research laboratory class with a focus on attention and memory research. Students are expected to work 8 hours in Prof. Jiang's laboratory in chunks of 2 half days or 1 whole day. There will also be a one-hour lab meeting. During this time students will engage in active laboratory research. Because of the significant amount of supervision involved, this class has limited enrollment with the permission of the instructor. It is expected that no more than 5 students will be permitted to enroll in this class in Fall and Spring semesters combined. Grading will be given on the basis of attendance, laboratory performance, and a 5-page final paper. Students interested in the course should email Prof. Jiang (jiang166@umn.edu), attach a CV including GPA, and a statement about why you wish to enroll in this research laboratory course.
Style: 10% Discussion, 80% Laboratory, 10% Small Group Activities.
Grading: 15% reports/papers, 70% attendance, 15% laboratory evaluation.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Mann,Traci Lynn
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Engel,Stephen A
Description: Engel lab research/lab meeting

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: DeYoung,Colin G
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Schmidt,Aaron Michael
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Syed,Moin
Description: This directed research is designed for undergraduate and graduate students interested in the topics of narrative, identity, culture, and education, with particular emphasis on a developmental perspective. Students interested in any one of these four topics are encouraged to enroll, but the primary emphasis will be on narrative approaches to development (e.g., how cultural, ethnic, and racial identities are constructed and communicated through narrative). We will explore issues pertaining to narrative theory, methods, coding, and analysis; how narrative can complement other forms of inquiry; and how narrative can contribute to social justice research; among other topics. Students are expected to attend a weekly lab group meeting and reading group.

Psy 5993 Research Laboratory in Psychology
Psy 8036 Topics in Computational Vision
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Lissek, Shmuel
Description: Student may contact the instructor or department for information.

Psy 8041 Proseminar in Perception
A-F only, 3 credit(s);
Instructor: Kersten, Daniel John
Description: Student may contact the instructor or department for information.

Psy 8055 Seminar: Cognitive Neuroscience
3 credit(s);
Instructor: Marsolek, Chad James
Description: Recent advances in analysis of neural bases of cognitive functions.
Style: 5% Lecture, 95% Discussion.
Grading: 50% in-class presentation, 50% class participation.

Psy 8206 Proseminar in Social Psychology
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Frazier, Patricia Ann
Description: Student may contact the instructor or department for information.

Psy 8208 Social Psychology: The Self
A-F only, 3 credit(s);
Instructor: Snyder, Mark
Description: Student may contact the instructor or department for information.

Psy 8212 Proseminar in Political Psychology II
S-N only, 1 credit(s); Political Psychology grad minor
Credit will not be granted if credit has been received for: POL 8308;
Instructor: Federico, Christopher Michael
Description: Student may contact the instructor or department for information.

Psy 8502 Assessment in Counseling Psychology
3 credit(s);
Instructor: Pendergrass, Laura A
Description: Student may contact the instructor or department for information.

Psy 8511 Counseling Psychology Beginning Practicum: General
S-N only, 1-6 credit(s), max credits 18, 18 completions allowed;
Instructor: Hansen, Jo-Ilda C
Description: Student may contact the instructor or department for information.

Psy 8515 University Counseling Practicum II
S-N only, 4-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Beckham-Chasnoff, Sarra
Description: Student may contact the instructor or department for information.

Psy 8541 Multicultural Psychology
3 credit(s);
Instructor: Juan, Mary Joyce deGuzman
Description: This course provides graduate students with an overview of issues relevant to multicultural theory, research, and practice. Consistent with the nature of cultural and cross-cultural perspectives on psychology, this course draws from multiple sub-disciplines of psychology: counseling, clinical, developmental, social, personality, vocational, community, and prevention science, as well as a bit of sociology, feminist theory, and anthropology. A major focus of the seminar will be on what these different perspectives
bring to bear on issues relevant to the field of counseling psychology. The readings and discussion will highlight both similarities and differences in the experiences of people from diverse cultural backgrounds. Through this course, students should gain a firm understanding of the major theoretical, methodological, and conceptual issues pertinent to multicultural psychology and, by extension, psychology broadly.

**Psy 8541 Multicultural Psychology**
- 3 credit(s);
- **Instructor:** Syed, Moin
- **Description:** This course provides graduate students with an overview of issues relevant to multicultural theory, research, and practice. Consistent with the nature of cultural and cross-cultural perspectives on psychology, this course draws from multiple sub-disciplines of psychology: counseling, clinical, developmental, social, personality, vocational, community, and prevention science, as well as a bit of sociology, feminist theory, and anthropology. A major focus of the seminar will be on what these different perspectives bring to bear on issues relevant to the field of counseling psychology. The readings and discussion will highlight both similarities and differences in the experiences of people from diverse cultural backgrounds. Through this course, students should gain a firm understanding of the major theoretical, methodological, and conceptual issues pertinent to multicultural psychology and, by extension, psychology broadly.

**Psy 8544 Vocational and Occupational Health Psychology Research**
- 3 credit(s);
- **Instructor:** Conlon, Amy Lynne
- **Description:** Student may contact the instructor or department for information.

**Psy 8561 Counseling Psychology Advanced Practicum II: General**
- S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
- **Instructor:** Frazier, Patricia Ann
- **Description:** Student may contact the instructor or department for information.

**Psy 8566 Counseling Psychology Advanced Practicum II: Career Counseling and Assessment Clinic**
- S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
- **Instructor:** Shallcross, Sandra L
- **Description:** Student may contact the instructor or department for information.

**Psy 8571 Counseling Psychology Internship II**
- S-N only, 1-12 credit(s), max credits 36, 36 completions allowed;
- **Instructor:** Hansen, Jo-Ida C
- **Description:** Student may contact the instructor or department for information.

**Psy 8612 Assessment II**
- A-F only, 5 credit(s);
- **Instructor:** Grove, William Merrill
- **Description:** Student may contact the instructor or department for information.

**Psy 8620 Clinical Psychology Practicum**
- S-N only, 1-6 credit(s), max credits 36, 8 completions allowed;
- **Instructor:** MacDonald III, Angus
- **Description:** Student may contact the instructor or department for information.

**Psy 8703 Seminar in Industrial and Organizational Psychology III**
- A-F only, 3 credit(s);
- **Instructor:** Kuncel, Nathan Richard
- **Description:** Student may contact the instructor or department for information.

**Psy 8815 Analysis of Psychological Data**
Psy 8882 Seminar: Quantitative and Psychometric Methods
- 4 credit(s); max credits 15, 5 completions allowed;
- Instructor: Federico, Christopher Michael
- Description: Student may contact the instructor or department for information.

Psy 8960 Graduate Seminar in Psychology
- 3 credit(s), max credits 15, 5 completions allowed;
- Instructor: Waller, Niels Gordon
- Description: Student may contact the instructor or department for information.

Psy 8960 Graduate Seminar in Psychology
- 1-4 credit(s), max credits 36, 9 completions allowed;
- Instructor: Sackett, Paul R
- Description: Student may contact the instructor or department for information.

Public Affairs

PA 1005 Great Debates of Our Time: U.S. Policy and Politics
- A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics
- Instructor: Jacobs, Larry
- Description: What are the powers of the president to make foreign policy and to take America to war? Extraordinary course with Vice President Walter F. Mondale and Professor Lawrence Jacobs will study America's ongoing constitutional crisis over the authority and roles of the legislative and executive branches. This once-in-a-lifetime course will combine lively readings, stimulating lectures, visits by leading experts, and Vice President Mondale's unique first hand experiences. It will cover seven presidencies over the past sixty years (three Republican and four Democratic including President Barack Obama) as well as constitutional history. Students will simulate key presidential decisions. Grades are based on class participation, short papers and a final examination.
- Style: 40% Lecture, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.
- Grading: 35% final exam, 35% reports/papers, 15% special projects, 15% attendance.

PA 1401 Public Affairs: Community Organizing Skills for Public Action
- A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics
- Instructor: Donovan, Dennis Michael
- Description:

PA 1961W Personal Leadership in the University
- A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
- Instructor: Darg, Jules
- Description: This section of PA 1961W WILL MEET FOR ONLY EIGHT (8) CLASSROOM SESSIONS EVERY OTHER WEEK, IN COMBINATION WITH A DYNAMIC ONLINE COMMUNITY THROUGHOUT THE COURSE. This BLENDED (partially online, partially in-class) allows students the SCHEDULING FLEXIBILITY of an online course, while creating an opportunity to build a rich, interpersonal community with your classmates during eight interactive classroom sessions. This 1xxx-level course introduces leadership through personal perspectives and frameworks where students examine their own and other classmates' views on leadership, explore the differences between personal and positional leadership, and study characteristics of effective leadership, including leaders at the University of Minnesota and beyond. Students will also learn about leadership though the development of a social betterment project within the UMTC community and the importance of personal development. The eight in-class meetings are on Mondays from 4:00 p.m. - 6:30 p.m. on the following dates: 1/23, 2/6, 2/20, 3/6, 3/19, 4/20, 4/16, and 4/30. PA 1961W also fulfills the 1xxx-level core course requirement for the Leadership Minor.
- Style: 50% Lecture, 50% Web Based. This class is entirely online.
PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Timm, Jeffrey Scott  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Russell, Kathrine Anna  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Knudson, Laura J  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Selby, Katie M  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Cunningham, Lance Edward  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Fredrickson, Brian Steven  
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.  
Grading: 30% special projects, 4% written homework, 8% reflection paper, 30% in-class presentation, 25% class participation, 3% other evaluation.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Marcy, Ben  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: MacFadden, Colin Hamilton  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: McFadden, Colin Hamilton  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Cunningham, Lance Edward  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: McFadden, Colin Hamilton  
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Fredrickson, Brian Steven  
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.  
Grading: 30% special projects, 4% written homework, 8% reflection paper, 30% in-class presentation, 25% class participation, 3% other evaluation.

PA 1961W Personal Leadership in the University  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive  
Instructor: Bartels, Christiane A  
Description: This 1000 level course introduces leadership using a personal leadership perspectives and frameworks. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and learn about the importance of personal development. This course is entirely on line.  
Style: This course is entirely on line.
PA 3003 Nonprofit and Public Financial Analysis and Budgeting

A-F only, 3 credit(s);
Instructor: Gunyou, John
Description: This course is designed to equip current and future public and nonprofit managers with the practical financial management tools and analytical techniques they need to be successful in their careers. Course work is very applications oriented, with case studies and real-world exercises used to provide managers with the basic concepts and methods they need for project and budget planning, program analysis, interpreting financial reports, identifying and resolving organizational performance issues. The course is open to all students who wish to gain a better understanding of nonprofit and public financial planning and analysis techniques to become more effective managers, regardless of their specialty. While not a prerequisite, students will benefit from some prior coursework in accounting and finance.

Style: 25% Lecture, 60% Discussion, 15% Small Group Activities. The course format covers one topic each week, with lectures and class discussions on Mondays, and joint problem solving of ungraded case studies on Wednesdays. Graded assignments on the same topic are due the following Monday.

Grading: 20% mid exam, 20% final exam, 15% special projects, 35% written homework, 10% class participation. Class participation credit is determined by completion of the weekly ungraded problem sets. The graded assignments and team case study are similar in format and build on the ungraded problem sets.

Exam Format: The midterm and final exams involve analysis of actual budgets and financial reports, and problems similar to the graded assignments. Students are permitted to use one page of whatever notes and formulas they wish to bring for the exams.

PA 3961 Leadership, You, and Your Community

A-F only, 3 credit(s);
Instructor: Ve Lure Roholt, Christine Elizabeth
Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? --Adaptive Leadership --Values -->Power -->Relationships -->Accountability and trust

PA 3961 Leadership, You, and Your Community

A-F only, 3 credit(s);
Instructor: Asmundson, Aaron R
Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your
personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? --Adaptive Leadership --Values --Power --Relationships --Accountability and trust

PA 3961 Leadership, You, and Your Community
A-F only, 3 credit(s); PA 1961W or CFAN 3480 or CFAN 1101 or EDPA 1301W or EDPA 1302 or OLPD 1301W or OLPD 1302
1302 Credit will not be granted if credit has been received for: OLPD 3302;
Instructor: Fredrickson, Brian Steven
Description: Student may contact the instructor or department for information.

PA 3961 Leadership, You, and Your Community
A-F only, 3 credit(s); PA 1961W or CFAN 3480 or CFAN 1101 or EDPA 1301W or EDPA 1302 or OLPD 1301W or OLPD 1302
1302 Credit will not be granted if credit has been received for: OLPD 3302;
Instructor: Hellstrom, David P
Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? --Adaptive Leadership --Values --Power --Relationships --Accountability and trust

PA 3971 Leadership Minor: Field Experience
A-F only, 3 credit(s); PA 3961 or 3961W or EDPA 3302 or EDPA 3302W or OLPD 3302
Credit will not be granted if credit has been received for: OLPD 3306;
Instructor: Ve Lure Roholt, Christine Elizabeth
Description: Student may contact the instructor or department for information.

PA 3971 Leadership Minor: Field Experience
A-F only, 3 credit(s); PA 3961 or 3961W or EDPA 3302 or EDPA 3302W or OLPD 3302
Credit will not be granted if credit has been received for: OLPD 3306;
Instructor: Frazzini, Ronald Michael
Description: Student may contact the instructor or department for information.

PA 3971 Leadership Minor: Field Experience
A-F only, 3 credit(s); PA 3961 or 3961W or EDPA 3302 or EDPA 3302W or OLPD 3302
Credit will not be granted if credit has been received for: OLPD 3306;
Instructor: Nobbe, June Elly
Description: Student may contact the instructor or department for information.

PA 4101 Nonprofit Management and Governance
3 credit(s);
Instructor: Rojas, Allison Langell
Description:

PA 4414 Child Human Rights: Work and Education
3 credit(s);
Instructor: Levison, Deborah
Description: This course is designed for juniors, seniors, and graduate students. In the last decade, there has been a great upsurge of interest in child labor - from advocates, international organizations, and country-level policy-makers as well as researchers. Questions to be explored include: When is work bad (or good) for children? Can children be removed from situations in which they do hazardous work, or can the work be made less hazardous? Is it enough to provide high-quality public education, to draw children into schools and out of work? What if schools are bad; should children still be required to attend? When children work for their parents, how does that affect policy solutions? Are consumer boycotts good or bad for child workers and their families? How do trade barriers affect child labor? How such questions are addresses in policies and programs has the potential to affect millions of children. This course does not spend much time on on what are known as the 'Worst Forms' of child labor; prostitution, child pornography, children working in mines, child soldiers, etc. Almost everyone agrees that the 'Worst Forms' are abhorrent and should be eliminated. Instead, the course focuses on the kinds of work done by the vast majority of child workers, work which may have both bad and good aspects for children; also how formal education and work are interrelated; and related topics.
Style: 40% Lecture, 30% Discussion, 10% Small Group Activities, 20% Guest Speakers.

PA 4490 Topics in Social Policy: Mkt Approaches to Sustainability:Fair Trade&Beyond
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Narvaez, Guillermo Enrique
Description: This course examines a growing number of sustainability initiatives in the international trade of tropical agricultural commodities (such as coffee, cocoa, tea, etc.) Of particular interest are social and environmental labels including Fair Trade, organics, Rainforest Alliance and others that have emerged in response to customers concerns for the social and environmental condition of their production and trade. This course will be imparted in a combination of lectures, discussions, guest speakers... and maybe even some sampling.
Style: 40% Lecture, 10% Film/Video, 20% Discussion, 10% Student Presentation, 20% Guest Speakers.
Grading: 30% mid exam, 35% final exam, 20% reflection paper, 15% class participation.
Exam Format: Take home essays

PA 4961W Leadership for Global Citizenship
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Werner, Linnette
Description: This course, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to focus student learning that has been developed in earlier leadership courses. Leadership theory, community building, social change, and interdisciplinary approaches to complex global issues will be the main components in this course. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, appreciate intense internships, and lead thoughtful group study. In this course, students will finalize portfolios and submit other scholarly products to demonstrate a mature understanding of personal and positional leadership in a changing global context.

PA 4961W Leadership for Global Citizenship
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Asmundson, Aaron R
Description: Student may contact the instructor or department for information.

PA 5002 Introduction to Policy Analysis
A-F only, 1.5 credit(s);
Instructor: Kudrle, Robert T
Description: This course provides an introduction to policy analysis. A general definition of policy analysis is 'a systematic and organized way to evaluate public policy alternatives or existing government programs.' The key elements of policy analysis are: problem structuring, monitoring, evaluation, forecasting, policy simulation, and recommendation. There are many approaches to problem structuring. One central approach to problem structuring uses the tools of microeconomic policy analysis. This approach emphasizes the role of efficiency and choices. It is, therefore, helpful for students to understand the role that efficiency plays in policy analysis and the strengths and weaknesses associated with reliance upon the efficiency criterion in structuring policy problems and crafting policy recommendations. There are many other perspectives on the structuring problems that come before public policy makers. These perspectives, with their associated methods, involve the understanding of the policy process, an appreciation for the institutional and cultural environment within which public problems arise, and an intimate familiarity with the political aspects of many problems that involve competing goals and objectives among divergent groups in society. This course will focus most on the efficiency approach with due concern for other issues. It is often the case that policy choices involve both efficiency and equity considerations. Thus, the course details the problems associated with the frequent tensions between equity and efficiency. Many of the examples discussed in class relate to instances where market mechanisms and/or government policies fail. Throughout the course we will summarize some of the key approaches to mitigating market and government failure problems.
PA 5002 Introduction to Policy Analysis  
A-F only, 1.5 credit(s);  
Instructor: Wilson, Elizabeth Joan  
Description: The goal of this course is to provide you with an introduction to policy analysis and a better understanding of where it fits within the policy process. Policy analysis provides advice to help citizens, policy-makers, and others solve problems, and it is as much a craft as a science. We will learn several specific policy analytic skills: developing a problem context, problem structuring, developing alternative policy options monitoring, evaluation, forecasting, policy simulation, and recommendation. In doing so, we will use different analytical tools, seek to understand the larger policy-context, and practice communicating policy advice.

PA 5003 Introduction to Financial Analysis and Management  
A-F only, 1.5 credit(s);  
Instructor: Zhao, Zhirong Jerry  
Description: Basic finance/accounting concepts/tools used in public/nonprofit organizations. Fund accounting, balance sheet and income statement analysis, cash flow analysis, and public/nonprofit sector budgeting processes. Lectures, discussions. Cases/examples from nonprofit and public sector organizations

PA 5012 The Politics of Public Affairs  
A-F only, 3 credit(s);  
Instructor: Oxendine, Alina Renee  
Description: The main purpose of this course "Politics of Public Affairs" is to illuminate the obstacles and opportunities that shape the development of public policy in the United States. As we cover fundamentals of policy analysis, including academic theories, political actors and key processes, we'll examine why some policies flourish in the US political context and why others are slow to develop.  
Style: 30% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 20% Student Presentation.  
Grading: 25% final exam, 50% reports/papers, 25% class participation.  
Exam Format: Essay Format

PA 5012 The Politics of Public Affairs  
A-F only, 3 credit(s);  
Instructor: Burns, Melanie Faith  
Description: What is desirable from the perspective of policy analysis and policy expertise is not always what is legislatively feasible in the face of established institutions and multiple and competing interests and values. Although the impetus for pursuing apolitical approaches to making public policy is understandable, it often rests on decision-making models that circumvent or diminish democratic processes and side step critical issues related to political power. The purpose of this course is to illuminate the obstacles and opportunities that shape the development of public policy in the United States. We will cover the fundamentals of policy analysis, including academic theories, political actors and key processes.  
Grading: 20% final exam, 20% reports/papers, 20% special projects, 20% written homework, 10% in-class presentation, 10% class participation.  
Exam Format: Mixed-Method

PA 5012 The Politics of Public Affairs  
A-F only, 3 credit(s);  
Instructor: Soss, Joe  
Description: Stages of policy making from agenda setting to implementation. Role/behavior of political institutions (courts, legislatures, executives, bureaucracies) and citizens, social movements, and interest groups. Concepts of political philosophy. Theories of the state. Team taught, interdisciplinary course. Small discussion sections.

PA 5022 Economics For Policy Analysis and Planning II: Economics of Social Insurance Programs  
A-F only, 3 credit(s), max credits 4.5, 3 completions allowed;  
Instructor: Kern, Donna Marie  
Description:

PA 5022 Economics For Policy Analysis and Planning II: Macroeconomics for Public Policy  
A-F only, 0 credit(s), max credits 4.5, 3 completions allowed;  
Instructor: Le, Thanh Trung  
Description: Application of economic reasoning to various public policy issues. Cost-benefit analysis, nonmarket valuation, and tax analysis.

Description: Frequently, in professional settings, policy analysts are asked to address and inform complex issues which there is no established precedent (no resources to draw upon), no clearly identifiable or clearly applicable data (no data to use to answer the question) and unclear organizational objectives (no clear sense of what constitutes success). This objective of this class is to help student develop hands-on techniques and approaches for solving these types of policy issues because, while challenging, they also tend to be the most interesting and fun. We will examine both substantive and application topics including (but not limited to) valuation of public goods, financial statement analysis, sensitivity analysis, data definition and collection, ethical issues, reality-checking analysis results, and presentation and communication of results. Specifically, we will build upon the material in the program evaluation and financial management & budgeting literatures to establish analysis methods as well as project definition, scope and management skills. Most classes will be structured with the first half comprised of lectures and discussions of analysis methods, and the second half organized around group problem-solving exercises, which will constitute the majority of the grade. We will also have three short quizzes, which will form the remainder of the grade. Working knowledge of Microsoft Excel will be helpful but not necessary to succeed in this class.

PA 5022 Economics For Policy Analysis and Planning II: Game Theory & Interdependent Actions
A-F only, 1.5 credit(s), max credits 4.5, 3 completions allowed;
Instructor: Bielicki, Jeffrey
Description: The world is full of situations where choices and outcomes are shaped by the actions of others. This course uses principles and approaches from game theory to analyze interdependent situations and comprehend the causes and consequences of them. This course equips students with the ability to more effectively understand and participate in such situations, as well as design frameworks governing them. The techniques and insights provided by this course apply to a wide range of issues for policy and public affairs, such as international negotiations and national security; this offering will have a focus on issues related to energy and environment, including: global climate change, stratospheric ozone depletion, and common pool resources.
Style: 40% Lecture, 40% Discussion, 12% Small Group Activities, 8% Student Presentation.
Grading:

45% reports/papers, 45% written homework, 10% class participation.

PA 5032 Intermediate Regression Analysis
A-F only, 2 credit(s);
Instructor: Kudrle, Robert T
Description: This course is designed to help you read, understand, interpret, use and evaluate empirical work. To advance that goal, attention is concentrated on one of the main techniques used by social scientists and public policy researchers: regression analysis. You will learn the assumptions that underlie both bivariate and multivariate regression. You will learn how to perform regressions using STATA, perhaps the most widely used computer program in advanced social science research. Most important of all, you will learn to spot violations of the assumptions that give regression results desirable qualities and how to take the corrective measures necessary to improve your ability to make valid inferences.

PA 5033 Multivariate Techniques
A-F only, 2 credit(s);
Instructor: Kleiner, Morris M
Description: The class examines how statistical approaches can be used to examine public policies. This course is designed to help you read, understand, interpret, use and evaluate empirical work used in the social sciences and by policy analysts. To advance that goal, the class concentrates its attention on several quantitative techniques used by public policy researchers and advisers to policy makers.

PA 5035 Survey Research and Data Collection
A-F only, 1.5 credit(s);
Instructor: Daves, Robert P
Description: This course is a quick but comprehensive overview of the most common qualitative and quantitative applied social science research methods. The course spends the most time on survey research and how students can use it in their future work. At the end of the course, students should be familiar enough with how quantitative and qualitative research methods work to help them set research objectives, choose appropriate research techniques to meet those objectives, choose research vendors, evaluate vendors' work, and use the reports that vendors supply. The course attends mainly to the survey research process and we'll spend time on the topic of polling; but also explores the major qualitative and quantitative methods of scientific social inquiry. We also will cover the basics of measurement theory, opinion formation, and research ethics. We'll also be using in-class discussion groups to review readings, and do work in small groups to develop objectives for a survey research project, design the sample, construct a questionnaire, and gather, enter and tabulate data. The small groups will present their project and its findings to the class.

PA 5036 Regional Economic Analysis
PA 5037 Regional Demographic Analysis
A-F only, 2 credit(s);
Instructor: Smela, Stephen J
Description: Student may contact the instructor or department for information.

PA 5039 Analytics for Leaders II
A-F only, 2 credit(s);
Instructor: Gillaspy, Tom
Description:

PA 5041 Qualitative Methods for Policy Analysts
A-F only, 4 credit(s);
Instructor: Cohen, Dara Kay
Description: In this course, we will learn the basics of research design, and practice using a set of qualitative and field research methods that are of particular utility for policy-oriented researchers. For each technique, we will discuss the theory of how to use it, read some examples of its application, and conduct fieldwork using the method. We will hear from scholars and practitioners who employ the techniques in their research. We will also discuss common problems and challenges that qualitative researchers may face, such as issues of veracity and memory. Although the techniques can be used in many contexts, the course is focused on the challenges of working with vulnerable subjects, and in the developing world context. This course is an intensive, graduate-level, four-credit course that requires "significant" time, research and writing outside of the classroom. In small groups, students will propose and complete a local research project over the course of the semester in order to develop and to practice research skills. In consultation with the course instructors, each student group will propose a research project in the Twin Cities, apply for IRB approval for their project, and then conduct a set of research techniques at the project site. The data that is collected through the techniques will form the basis for the lab sessions, in which students will learn the NVivo qualitative data analysis software program, and practice the methods discussed in class. Each student group will write a final project report and present their data and analysis to the class at the end of the semester in a final presentation. In addition to regular class meetings, students will also attend a weekly lab session. The lab component of the course is required and serves to complement the content learned during class time. A key element of the lab sessions will be learning how to use the qualitative research software, NVivo. Students will use NVivo to store, organize and analyze the data collected in their group research project.

PA 5052 Cohort Leadership II
A-F only, 2 credit(s);
Instructor: Bloomberg PhD, Laura L
Description:

PA 5054 Cohort Policy Analysis II
A-F only, 2 credit(s);
Instructor: Sandfort, Jodi R.
Description: Student may contact the instructor or department for information.

PA 5056 Cohort Quantitative Analytics II
A-F only, 2 credit(s);
Instructor: Le, Thanh Trung
Description: Student may contact the instructor or department for information.

PA 5080 Capstone Preparation Workshop
S-N only, 1 credit(s);
Instructor: Borton, Kimberly Joy
Description: The capstone preparation workshop prepares students to be successful in their capstone projects. The course builds student competencies in project and group management, and provides the necessary frameworks needed to complete capstone course. Additional topics covered include an overview of action research methodologies, client relations, and project development tools. Over the duration of the two week session, students complete drafts of team contracts, client memoranda of agreement, and timelines for project deliverables.
Style: 50% Lecture, 5% Film/Video, 25% Discussion, 20% Small Group Activities.
Grading: S/N
PA 5102 Organization Performance and Change  
3 credit(s);  
Instructor: Kiedrowski, P. Jay  
Description: This course is an introduction to basic concepts of assessing organizational performance and implementing change to improve the performance of public sector and nonprofit organizations. Understanding major change efforts, measuring outcomes of mission-driven organizations, reflecting on the leadership of change, examining learning organization theory, and reviewing collaborations as a new structure for action are covered using presentations, case-based analysis, expert visits, and discussion. Since organizations are collections of individuals focused on a series of tasks, it is not surprising that they change and alter over time. Yet, for many years, organization scholars and management practitioners did not really focus on understanding or impacting the inevitable process of change within organizations or networks of organizations. They did not think about how leaders can purposively lead organizational change. The reality that organizational life can be influenced -- it can be developed according to some plan or conception about how to best accomplish the tasks at hand ; was also often overlooked. This class will address all of these issues. This course uses the theory and operation of organizations from structural and cultural/symbolic perspectives. The concept of a learning organization for continuous organizational change will be used as a unifying concept throughout the course. As in learning organizations, this course is based on discussion. As such, it requires active student participation and respect for all students. Each of us as learners will have an opportunity to reflect on and challenge our current understandings, assumptions, and beliefs so that we can generate improved beliefs and understandings. Key methods for this course are reading, critical reflection, lectures, case studies, and constructive discourse. Desired Student Outcomes: - Understanding Important Theories of Organization Performance, Structure, Culture, and Change. - Ability to Apply These Theories to Real Situations. - Knowledge of the Techniques and Practices Used for the Leadership of Organization Performance, Design, and Change - Development of Higher Order Thinking and Reflection Skills - Development of Listening, Discussion, Writing, Teamwork, and Presentation Skills  
Style: 40% Lecture, 30% Discussion, 15% Student Presentation, 15% Guest Speakers.  
Grading: 45% reports/papers, 30% special projects, 25% class participation.

PA 5105 Integrative Leadership Seminar  
OPT No Aud, 3 credit(s); 5011 or 5941 or instr consent Credit will not be granted if credit has been received for: MGMT 6402;  
Instructor: Quast, Louis Neumann  
Description: This is an interdisciplinary, 3-credit seminar led by co-instructors from multiple schools of the university. Students will: a) learn to recognize and diagnose integrative leadership challenges and opportunities; b) build their own capacities to practice integrative leadership through group work in individualized peer-to-peer coaching in diverse teams and through being exposed to a range of boundary work practices; and c) gain better knowledge of the leadership contexts within their own profession and in other sectors. We emphasize contexts for integrative leadership at five basic levels: within individuals, within and across groups, within and across organizations, within and across sectors, and at the societal scale. Learning occurs through reading foundational materials, personal leadership coaching, engaging extensively with examples from guest speakers and case materials, developing a group capstone project on integrative leadership, and iteratively coproducing an understanding of what integrative leadership is. Requirements: - that the student be in the MBA or EMBA program OR - that the student be a master's student in the Humphrey who has taken PA 5011 or PA 5941 or obtains instr consent [this rule is in place for registration for the PA section of the course, PA 5105] OR - that the student obtain the instructor's consent  
Style: 15% Lecture, 20% Discussion, 25% Small Group Activities, 10% Student Presentation, 15% Guest Speakers, 15% Web Based.  
Grading: Participation in class-based learning and discussion - 20% Biweekly reading notes and biweekly reflection notes - 30% Team case study project research, presentation, and report - 30% Integrative leadership peer-to-peer coaching: 20%

PA 5106 Foundations of Ethical Practice in Public Affairs  
OPT No Aud, 1 credit(s);  
Instructor: Stone, Paul Clois  
Description:

PA 5111 Financial Management in Public and Nonprofit Organizations  
3 credit(s);  
Instructor: Kiedrowski, P. Jay  
Description: This course focuses on management of financial resources for public and nonprofit organizations. Emphasis is placed on operating and capital budgeting, short-term and long-term debt management, retirement financing, and endowment investing. Conceptual frameworks and analytical techniques will be emphasized and applied to analyze real-world financial problems. Micromanagement of financial resources is also examined in the broader contexts of the performance of the national or regional economy. Lecture, discussion, problem solving, case analysis.  
Style: 50% Lecture, 20% Discussion, 20% Demonstration, 5% Field Trips, 5% Guest Speakers.  
Grading: 20% mid exam, 35% final exam, 30% written homework, 15% class participation.
PA 5112 Public Budgeting
3 credit(s);
Instructor: Penny, Timothy Joe
Description:

PA 5113 State and Local Public Finance
3 credit(s);
Instructor: Zhao, Zhirong Jerry
Description: Theory/practice of financing. Providing public services at state/local level of government. Emphasizes integrating theory/practice, applying materials to specific policy areas, and documenting wide range of institutional arrangements across/within the 50 states.

PA 5122 Law and Public Affairs
3 credit(s);
Instructor: Magnuson, Eric
Description:

PA 5190 Topics in Public and Nonprofit Leadership and Management: Managing Civic Engagement
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Quick, Kathy
Description: This practice-oriented course introduces approaches and techniques for organizing participatory decision-making and problem-solving efforts. Students gain critical perspectives through foundational readings about the purposes and challenges of engagement and through analysis of examples from cases, guest speakers, and community-based observations. As important, all student gain competence in a range of methods through hands-on experience with planning, leading, and participating in different engagement and facilitation practices in weekly classroom exercises. This course is relevant for students who want to build their capacities for organizing public engagement in making policies, plans, and programs, as well as for those interested in community organizing, democratic decision-making within public and nonprofit organizations, or participatory program design and evaluation.
Style: 15% Lecture, 30% Discussion, 20% Small Group Activities, 5% Student Presentation, 25% Demonstration, 5% Field Trips.
Grading: 25% reports/papers, 25% written homework, 25% class participation, 25% other evaluation.

PA 5204 Urban Spatial and Social Dynamics
3 credit(s);
Instructor: Goetz, Edward Glenn
Description:

PA 5221 Private Sector Development
3 credit(s);
Instructor: Brown, Peter H
Description: While policy-makers, public administrators, planners, and members of the community all play their parts, in the end, it is private sector developers who really build our cities. Developers use a wide variety of tools, skills, and resources to identify, analyze, and capitalize on opportunities that often are not apparent to their competitors or the public. Developers are also very entrepreneurial, as they play for high stakes and must possess an extraordinary tolerance for both ambiguity and risk if they are to realize their creative visions and their anticipated profits. This course is for those students interested in gaining an understanding of how the real estate development process works from the viewpoint of the private developer. The course is designed to promote an understanding of the structure of urban real estate markets, the techniques of analysis and planning for real estate development, and the leadership and management skills required to see a project through to completion. It emphasizes quantitative methods including site and building analysis, market analysis, and economic analysis through the creation and manipulation of pro-forma financial statements. At the same time students will be required to consider qualitative issues such as a developer's background, temperament, goals, and access to resources as well as the importance of fit between a developer, a project, and other team members and actors including equity partners and lenders, architects and builders, government, and other local interests. By applying these qualitative and quantitative methods of analysis to actual projects, students will gain personal insight into the developer's decision-making process. Through facilitated discussion of case studies as well as exercises, mini-lectures, and guest presentations, students will come to understand how, in a process of creative synthesis, developers combine these tools with money, social and political capital, and personal skills to implement projects and bring their grand plans to fruition. The focus of the course will be on the acquisition, development, ownership, operation, and disposition of rental real estate, with an emphasis on the four main product categories - commercial, retail, industrial, and multi-family residential. Attention will also be given to for-sale housing and condominiums, land development, non-profit development, and large scale urban redevelopment. The course will consider the reconciliation of private interests with pubic goals, however in doing so it will take a distinctly private market viewpoint.
Style: 20% Lecture, 70% Discussion, 5% Field Trips, 5% Guest Speakers. Almost the entire class time every week will be dedicated to
facilitated discussions about cases and subjects. This requires preparation and active participation by the student.

**Grading:** 30% final exam, 20% reports/papers, 30% written homework, 5% attendance, 10% class participation, 5% other evaluation. The course is based on the case study method of learning and 40% of a student's grade is derived from completing and submitting case write-ups on time and participation in class discussions.

**Exam Format:** The final exam will be a take home case study exam.

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**PA 5251 Strategic Planning and Management**

*A-F only, 3 credit(s);*

**Instructor:** Bryson, John M

**Description:** The course covers the theory and practice of strategic planning and management for governments, public agencies, non-profit organizations, and collaborations. The focus is on how to promote strategic thinking, acting, and learning on the part of management teams and policy-making bodies -- including determining what an organization should do, how it should do it, and why. A variety of educational formats are used, including lectures, case discussions, reflection pieces, and team projects. The emphasis is on how to gain the most from experience. The course is aimed primarily at graduate students, but may be suitable for advanced undergraduates.

**Style:** 25% Lecture, 25% Discussion, 15% Small Group Activities, 10% Student Presentation, 25% Demonstration.

**Grading:** 40% reports/papers, 40% written homework, 10% in-class presentation, 10% class participation.

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**PA 5261 Housing Policy**

*A-F only, 3 credit(s); Grad or instr consent Credit will not be granted if credit has been received for: HSG 5463;*

**Instructor:** Goetz, Edward Glenn

**Description:** Institutional/environmental setting for housing policy in the United States. Competing views of solving housing problems through public intervention in the market. Federal/local public sector responses to housing problems.

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**PA 5290 Topics in Planning: Global Cities Practicum**

*2 credit(s), max credits 9, 3 completions allowed;*

**Instructor:** Goetz, Edward Glenn

**Description:**

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**PA 5290 Topics in Planning: Environmental Planning, Policy, & Decision Making**

*3 credit(s), max credits 9, 3 completions allowed;*

**Instructor:** Slotterback, Carissa Schively

**Description:** The course integrates insights from theory and practice related to environmental planning, policy, and decision making. Readings, projects, and discussions will highlight ethical, legal, and institutional frameworks from the local to the global scales relative to a range of environmental issues, including natural resource conservation, water, air, endangered species, waste, climate change, and sustainability. In addition, the course will examine innovative approaches to environmental decision making informed by collaborative planning, conflict resolution, adaptive management, and resilience thinking. The course will draw on theoretical perspectives, case material, and real-world examples from planning and environmental decision-making contexts at multiple scales. Special emphasis will be placed on integrating cross-disciplinary perspectives on environmental issues, decision-making approaches, and implementation techniques. The course will take a primarily domestic focus, with international cases and examples integrated for comparative purposes. The course is appropriate for graduate level students in urban planning, public policy, social and natural sciences, natural resource management, and design.

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**PA 5311 Program Evaluation**

*3 credit(s);*

**Instructor:** Bloomberg PhD, Laura L

**Description:** This course will explore the complexities and realities of conducting evaluation studies in community-based settings, including schools, non-profit organizations, and collaborative initiatives. The class will use a case study approach to compare and contrast different evaluation projects—from establishing guiding evaluation questions to instrumentation, data collection, data analysis, and presentation of findings to multiple audiences. Primary emphasis will be on evaluation ethics, theory-based evaluation and logic modeling in real world settings. Over the course of the semester, students will design and develop their own comprehensive evaluation plan for a selected program. "The art of evaluation involves creating a design and gathering information that is appropriate for a specific situation and particular policymaking context. In art there is no single, ideal standard. Beauty is in the eye of the beholders, and the evaluation beholders include a variety of stakeholders: decision makers, policy makers, funders, program managers, staff, program participants, and the general public. Any given design is necessarily an interplay of resources, practicalities, methodological choices, and personal judgments by the people involved". (Michael Quinn Patton, 2004)

**Style:** 30% Lecture, 30% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.

**Grading:** 20% reports/papers, 30% special projects, 20% written homework, 20% in-class presentation, 10% class participation.
PA 5405 Public Policy Implementation
A-F only, 3 credit(s);
Instructor: Sandfort, Jodi R.
Description: This course examines issues in the implementation of social programs and policies. It explores implementation as an integral, dynamic and often unpredictable component of the policy-making process. Policies are not only created by elected officials, who authorize and fund government activities, but also by state administrators, local managers, front-line staff, and policy clients. Because these actors create the operating procedures, establish the goals, distribute the scarce resources, and react to new policy initiatives, sometimes in contradictory ways, implementation is not a straight-forward, linear process. Much of policy implementation involves negotiation between different levels of government and/or nonprofits in decentralized service delivery systems. This course provides students skills to better understand and navigate these dynamics. Because implementation is inherently a social process, it requires skillful actors who can both analyze situations and work effectively with others to direct resources, manage competing demands, and move toward positive social outcomes. As such, students need to cultivate their abilities to be analytical, reflective and adaptive. THIS COURSE IS BEING OFFERED IN 2012 AS A HYBRID ON-LINE COURSE, WITH FIVE FACE-TO-FACE SESSIONS.
Style: 10% Film/Video, 35% Small Group Activities, 5% Student Presentation, 15% Field Trips, 35% Web Based. The last class session will meet for four hours to accommodate student presentations.

PA 5414 Child Human Rights: Work and Education
3 credit(s);
Instructor: Myers Jr, Samuel L
Description: This course is designed for juniors, seniors, and graduate students. In the last decade, there has been a great upsurge of interest in child labor - from advocates, international organizations, and country-level policy-makers as well as researchers. Questions to be explored include: When is work bad (or good) for children? Can children be removed from situations in which they do hazardous work, or can the work be made less hazardous? Is it enough to provide high-quality public education, to draw children into schools and out of work? What if schools are bad; should children still be required to attend? When children work for their parents, how does that affect policy solutions? Are consumer boycotts good or bad for child workers and their families? How do trade barriers affect child labor? How such questions are addressed in policies and programs has the potential to affect millions of children. This course does not spend much time on what are known as the 'Worst Forms' of child labor; prostitution, child pornography, children working in mines, child soldiers, etc. Almost everyone agrees that the 'Worst Forms' are abhorrent and should be eliminated. Instead, the course focuses on the kinds of work done by the vast majority of child workers, work which may have both bad and good aspects for children; also how formal education and work are interrelated; and related topics.
Style: 40% Lecture, 30% Discussion, 10% Small Group Activities, 20% Guest Speakers.

PA 5421 Racial Inequality and Public Policy
3 credit(s);
Instructor: Myers Jr, Samuel L
Description: This seminar explores the historical roots of racial inequality in American society and the economic consequences for contemporary times. Focus will be placed on public policy developments and intellectual debates in the "Post-Civil Rights Era," i.e., recent years when race-based strategies for reduction of economic disparities no longer are politically feasible and the "Post-Racialism Era" when race itself is no longer considered an explanation for inequality. The first half of the course explores the various causes and the empirical evidence on racial and ethnic economic inequality. The second half the course introduces the methods and techniques for assessing the effectiveness of alternative remedies to inequality. Some consideration is given to the problem of race and racial inequality in a comparative perspective, even though the main focus of much of the course is on the United States. Special attention is paid to changing notions of race and federal and state responses to rapid demographic changes. The seminar will provoke open debate and discourse about public policy responses to racial inequality. The emphasis is on stimulating seminar participants to think about and to analyze critically the range of strategies offered for reducing racism and racial and ethnic economic inequality.

PA 5431 Public Policies on Work and Pay
3 credit(s);[[PA 5031 or equiv], grad student] or instr consent credit will not be granted if credit received for: HRIR 5061 Credit will not be granted if credit has been received for: HRIR 5061;
Instructor: Kern, Donna Marie
Description:

PA 5452 Immigration and Public Policy
3 credit(s);
Instructor: Fennelly, Katherine
Description: Issues of international migration and the integration of immigrants and refugees are among the most compelling and controversial public policy questions of our age. The purpose of this course is to give students an introduction to the most important issues and to authors and policy makers who have written about proposals for immigration reform in the US, Canada, Europe and Asia. As part of the course students will have a chance to attend immigration court, to meet undocumented immigrants and refugees
in the US, and to consult with policy experts from the EU and Washington, D.C. The first half of the semester will be devoted to policies in other countries of the 'global north', and to experiences in the EU, Canada, Australia with several migration policies (such as point systems for priority admissions, 'amnesties', guestworker and family reunification policies). In the second half of the semester we will conduct a simulation of Congressional hearings, mark-up sessions and committee votes on the Senate's Comprehensive Immigration Reform Act of 2010. Course outcomes: After successfully completing this course students should be able to: 1. Discuss and evaluate theories of historical and contemporary migration 2. Analyze the political dimensions of immigration 2. Compare and contrast European, Asian and North American policies related to immigration 3. Prepare an in-depth analysis of migration issues that contrasts several of the countries covered in the course 4. Assemble and evaluate the evidence supporting opposing views on immigration policies

PA 5490 Topics in Social Policy: Policy Analysis in the Legislative Arena
1.5 credit(s), max credits 9, 3 completions allowed;
Instructor: Jefferys, Marcie
Description: In this half-semester course, students will practice many of the skills necessary to be successful working in or around the legislative process. Students will use practices used by legislative analysts and others to take a policy solution from its identification to legislative passage. Class speakers and readings will expose students to the variety of roles in which policy analysts can work and some of the issues involved in doing analysis in a political environment. Assignments will be a combination of hands-on skills practice and exploration of the current state of policy analysis. The final product will be draft legislation supported by a brief and testimony to the class.
Style: 20% Lecture, 20% Discussion, 20% Small Group Activities, 20% Student Presentation, 20% Guest Speakers.
Grading: 30% reports/papers, 10% class participation. Bill draft (all parts): 45%. Fact presentation: 15%.

PA 5490 Topics in Social Policy: History of Social Policy
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Roberts, Evan
Description: PA5490 is an introduction to the history of social policy in the United States in the nineteenth and twentieth centuries. We consider recurrent challenges in social policy, such as how to design income and in-kind transfers with minimal disincentives for paid work and self-support. We also discuss where there have been successful policy interventions that have solved major social problems. Judging the successes of social policy is a normative judgment that you will make over the semester based on the readings and in-class discussion. To survey a range of different policy interventions over two centuries we will be reading a selection of scholarly articles and monographs on the history of poverty and social policy. The course is also designed to introduce you to how Americans experienced poverty and social policy interventions in the past. In class we will be reading a selection of articles and chapters written in the past to provide you with a sense of what people in the past thought and felt about poverty and social policy. These perspectives will include the views of state and federal officials, academics, social reformers, and ordinary Americans who sought the assistance of their community. The class activities, and graded written work, in the course are designed to provide you with 1. A long-term perspective on issues and approaches in American social policy, to equip you with the ability to craft and evaluate future policies with the knowledge of past experiences 2. Opportunities to develop skills in analyzing qualitative and quantitative data sources. The analytical skills you will learn in this course will be readily applied to present-day problems 3. Opportunities to read and analyze original sources generated by responses to past social problems, including surveys of families and records of welfare agencies. 4. Opportunities to develop your skills in reporting research and writing persuasively.
Style: 10% Lecture, 60% Discussion, 10% Laboratory, 10% Small Group Activities, 10% Student Presentation.
Grading: 85% reports/papers, 5% in-class presentation, 10% class participation.

PA 5501 Theories and Policies of Development
3 credit(s);
Instructor: Friedemann-Sanchez, Greta
Description: Economic and human development theories/strategies throughout world. Competing theoretical paradigms. Policy debates. Poverty/inequality, rural development, trade policy, health, education, gender, the environment.

PA 5521 Development Planning and Policy Analysis
4 credit(s);
Instructor: McCarthy, Aine Seitz
Description: Techniques of international development planning and policy analysis at national, regional, and project levels. Effects of external shocks and government interventions on national economies. Open-economy macroeconomics, private profitability analysis, social cost-benefit analysis, program impact evaluation.
Style: 50% Lecture, 15% Discussion, 35% Laboratory.
Grading: 15% mid exam, 35% reports/papers, 50% special projects.

PA 5590 Topics in Economic and Community Development: Gender and International Development
University of Minnesota - Course Guide For Twin Cities Campus - Spring 2012

PA 5741 Risk Analysis and Policy
3 credit(s); max credits 9, 3 completions allowed;
Instructor: Friedemann-Sanchez, Greta
Description: Women and men are affected differently by international, national and local public policies that address diverse aspects of development (poverty of education, of health, of income, of assets, of social support, of political participation, of environmental resources). This course explores development from a gender sensitive perspective.

PA 5690 Topics in Women and Public Policy: Gender Across the Curriculum
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Fitzpatrick, Debra Hare
Description: This class will focus on the interplay between risk analysis, decision making, and risk policy for societal issues involving human, environmental, and ecological health and well-being. The role of S&T in risk analysis, either as the subjects or the tools, will be explored. A mix of readings, class discussions, problem solving and group exercises will be used to facilitate understanding of technical risk assessment methods; risk management processes, issues and methods; the role and treatment of uncertainty; factors in decision making; risk-based rule making; public values about risk; risk communication; and risk perception. Scientific, technical, social, political, and ethical issues for select case studies will be discussed. The class will help students develop skills for formulating risk policy research, structuring risk analyses and problems, critiquing analytical and political choices involving risk, and building conceptual models of systems involving risk and decision-making. We will be spending about half the course on the risk policy dimensions (i.e. where risk and S&T intersect with ‘society’) and the other half understanding the methodologies and techniques used.

PA 5751 Survey of Current Issues in Science, Technology, and Environmental Policy
A-F only, 1.5 credit(s);
Instructor: Swackhamer, Deborah L
Description: This course is run as a guided book club with students regularly taking responsibility for leading the discussion of the assigned book. It is a seminar style rather than a lecture class. The policy-related subjects we are likely to cover in spring 2012 are intellectual property, chemicals of emerging concern, climate change, information and communications technology, food and neuroscience. For example, we will explore intellectual property issues by reading and discussing Common as Air and chemicals policy through Our Stolen Future. We will have guests for some sessions who may give short presentations but will then engage in discussion with the class. Our goals for students are that you will: - Gain an understanding of current ‘hot’ topics in science, technology and environmental policy; - Develop critical thinking skills; - Develop facilitation and discussion skills; - Understand the social and historical contexts of current issues; and - Become a discerning participant/observer in science, technology and environmental policy.

PA 5723 Water Policy
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: WRS 5101;
Instructor: Swackhamer, Deborah L
Description:

PA 5741 Risk Analysis and Policy
3 credit(s);
Instructor: Kuzma, Jennifer
Description: This class will focus on the interplay between risk analysis, decision making, and risk policy for societal issues involving human, environmental, and ecological health and well-being. The role of S&T in risk analysis, either as the subjects or the tools, will be explored. A mix of readings, class discussions, problem solving and group exercises will be used to facilitate understanding of technical risk assessment methods; risk management processes, issues and methods; the role and treatment of uncertainty; factors in decision making; risk-based rule making; public values about risk; risk communication; and risk perception. Scientific, technical, social, political, and ethical issues for select case studies will be discussed. The class will help students develop skills for formulating questions for risk policy research, structuring risk analyses and problems, critiquing analytical and political choices involving risk, and building conceptual models of systems involving risk and decision-making. We will be spending about half the course on the risk policy dimensions (i.e. where risk and S&T intersect with 'society') and the other half understanding the methodologies and techniques used.
in risk analysis so that we can be better analysts, consumers, or policy makers in the face of risk information. Although we will do some basic modeling and calculations, sophisticated mathematical abilities are not required. Rudimentary knowledge of statistics and ability to work with algebraic equations will be helpful.

**Style:** 20% Lecture, 30% Discussion, 30% Small Group Activities, 20% Student Presentation.

**Grading:** see syllabus

**PA 5790 Topics in Science, Technology, and Environmental Policy: Science and Policy of Global Environmental Change**

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Hobbie, Sarah E

**Description:**

**PA 5801 Global Public Policy**

3 credit(s);
Instructor: Ron, James

**Description:** This newly redesigned course will introduce students to the fundamentals of international policy analysis. We'll study subjects such as the US decision to invade Iraq, global climate change, Mexico's crackdown on narco-traffickers, and human rights in India. We'll use an eclectic mixture of theoretical tools from public policy, international relations, and sociology. The course will be interactive and participatory. Every few weeks, a student workgroup team will make a policy presentation based on external research, while the rest of us comment online, and in-class. The course will be delivered through a mixture of in-person meetings, online activities, and video broadcasting from Mexico. With a bit of luck, students from a top Mexican research institute will also participate, giving us insight into an entirely different way of thinking about global policy.

**Style:** 20% Lecture, 20% Small Group Activities, 20% Student Presentation, 20% Web Based. Class discussion: 20%

**Grading:** One Written Group Presentation (20%): One Oral Group Presentation (10%): On-line, bi-weekly, individual, written commentary (30%): In-class discussion (10%): One Final Group Paper (30%):

**PA 5822 International Security**

A-F only, 3 credit(s);
Instructor: Cohen, Dara Kay

**Description:** In this course, we will consider major questions in the field of international security. Why do states fight wars? What can theories tell us about the causes of the Iraq War? Do nuclear weapons make the world more or less safe? Does terrorism work? Why are there so many civil wars? We will also consider several non-traditional security threats. Does gender inequality create an unstable world? What are the causes and effects of wartime sexual violence? Do environmental concerns cause conflict between and within states? We begin with a review of theoretical constructs, then turn to a series of debates on contemporary issues in international security. We will study the causes and consequences of the on-going war in Iraq, nuclear proliferation, terrorism and insurgency, civil conflict and conclude with an analysis of non-conventional security threats. Students are strongly encouraged to stay informed of current events, especially those that relate to conflict and security, by reading a major daily newspaper such as the New York Times or the Washington Post, or a serious weekly news magazine like The Economist.

**Grading:** 25% mid exam, 30% final exam, 15% reports/papers, 20% in-class presentation, 10% class participation.

**Exam Format:** Take home essays

**PA 5890 Topics in Foreign Policy and International Affairs: Crisis Management**

1.5 credit(s), max credits 9, 3 completions allowed;
Instructor: Andeasen, Steven Peter

**Description:**

**PA 5890 Topics in Foreign Policy and International Affairs: Mkt Approaches to Sustainability: Fair Trade & Beyond**

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Narvaez, Guillermo Enrique

**Description:** This course examines a growing number of sustainability initiatives in the international trade of tropical agricultural commodities (such as coffee, cocoa, tea, etc.) Of particular interest are social and environmental labels including Fair Trade, organics, Rainforest Alliance and others that have emerged in response to customers concerns for the social and environmental condition of their production and trade. This course will be imparted in a combination of lectures, discussions, guest speakers... and maybe even some sampling.

**Style:** 40% Lecture, 10% Film/Video, 20% Discussion, 10% Student Presentation, 20% Guest Speakers.

**Grading:** 30% mid exam, 35% final exam, 20% reflection paper, 15% class participation.

**Exam Format:** Take home essays

**PA 5920 Skills Workshop: Effective Grantwriting in Public Affairs**

1.5 credit(s), max credits 12, 12 completions allowed;
Instructor: Rojas, Allison Langell
**Description:** Grant writing is a critical skill for almost all nonprofit organizations. Proposals are often key communication tools used by nonprofit leaders to communicate with potential funders and generate financial support. When the grant writing process is working at its best, development staff are aware of their clients' and organization's needs and capabilities, and are in the know on how to make highly effective figures and tables to show data. Presenting information is a crucial skill for professional development in public policy. Whether working in a small NGO or big federal agency, probably all Humphrey alumni have to deal with presenting data at some point in their careers. Being able to summarize and create compelling and honest figures is almost as indispensable as good writing; an effective figure or table can make an argument for itself, and visualizing the right information is central to making decisions.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 40% reports/papers, 60% problem solving.

**PA 5920 Skills Workshop: Stakeholder/SWOT Analysis & Causal Mapping**

1 credit(s), max credits 12, 12 completions allowed;
Instructor: Levison, Deborah

**Description:** This class is about how to make highly effective figures and tables to show data. Presenting information is a crucial skill for professional development in public policy. Whether working in a small NGO or big federal agency, probably all Humphrey alumni have to deal with presenting data at some point in their careers. Being able to summarize and create compelling and honest figures is almost as indispensable as good writing; an effective figure or table can make an argument for itself, and visualizing the right information is central to making decisions.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 40% reports/papers, 60% problem solving.

**PA 5920 Skills Workshop: Telling Compelling Policy Stories with Numbers**

1 credit(s), max credits 12, 12 completions allowed;
Instructor: Levison, Deborah

**Description:** This class is about how to make highly effective figures and tables to show data. Presenting information is a crucial skill for professional development in public policy. Whether working in a small NGO or big federal agency, probably all Humphrey alumni have to deal with presenting data at some point in their careers. Being able to summarize and create compelling and honest figures is almost as indispensable as good writing; an effective figure or table can make an argument for itself, and visualizing the right information is central to making decisions.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 40% reports/papers, 60% problem solving.

**PA 5920 Skills Workshop: Professional/Plan B Paper Seminar**

1 credit(s), max credits 12, 12 completions allowed;
Instructor: Levison, Deborah

**Description:** Student may contact the instructor or department for information.

**PA 5952 Global Commons Seminar II**

A-F only, 2 credit(s);
Instructor: Shetty, Sudha

**Description:**

**PA 5990 Topics: Public Affairs--General Topics: Citizenship as Public Work**

3 credit(s), max credits 9, 6 completions allowed;
Instructor: Boyte, Harry C

**Description:** PA 5990 will explore the new civic field, focused on the citizen as co-creator, the democratization of "the politics of knowledge" through what is called civic science, and its roots in the freedom movement of the 1950s and 1960s and broad based
organizing in the last two decades. It will also engage students directly in a large scale effort that can be seen as an expression of the civic field, the American Commonwealth Partnership (ACP), a broad coalition of civic and educational groups in partnership with the White House Office of Public Engagement and Department of Education to renew the public purposes and democratic mission of higher education which had its launching meeting at the White House on January 10th. The course holds that higher education in the knowledge societies of the 21st century is a key up-stream site for democratic change and civic renewal. Students across the country are playing leading roles in ACP, and participants in the class will have many opportunities to work with students in other universities.

**PA 5990 Topics: Public Affairs--General Topics: Governing...Minnesota Style**

**3 credit(s), max credits 9, 6 completions allowed;**

**Instructor:** Ludeman, Calvin Reid

**Description:**

PA 8001 Transforming Public Policy

**A-F only, 4 credit(s);**

**Instructor:** Bryson, John M

**Description:** Development of interdisciplinary understanding of one or more policy areas through explorations of theory, readings, cases, and model-building exercises. Articulating policy/system improvements and leadership implications for formulating/implementing them.

**PA 8081 Capstone Workshop: Local Public/Private Partnerships**

**A-F only, 3 credit(s), max credits 6;**

**Instructor:** Westcott, James Schalker

**Description:** The Capstone Workshop Projects in Local Government Public/Private Partnerships is focused on the application of public policy to advance the public interest and the common good. The course is designed to prepare public leaders with skills and knowledge to plan, develop, implement and evaluate effective public-private partnerships and relationships between governments, nonprofits, the philanthropic sector, and the private sector. Students will have the opportunity to learn from numerous guest speakers, all experienced professionals in disciplines necessary to conduct successful public-private partnerships. Students will work in groups to develop recommendations for policy or institutional change which must flow from an inter-disciplinary understanding of issues on which the workshop is focused. Students will work in groups to put into practice the theory and skills they have gained by applying some or all of the following: stakeholder analyses, program evaluation, political feasibility, policy entrepreneurship and advocacy, negotiation, finance, and the policy change cycle. Student groups will create a real product for a real client. This course is designed to delve into this definition and stated purpose related to public-private partnerships.

**Style:** 40% Lecture, 60% Guest Speakers. See attached schedule

**Grading:** 40% reports/papers, 5% written homework, 20% reflection paper, 10% in-class presentation, 25% class participation. See attached syllabus

**PA 8081 Capstone Workshop: Sustainability Planning**

**A-F only, 3 credit(s), max credits 6;**

**Instructor:** Greco, Mike

**Description:** This capstone will address varying aspects of sustainability, including environment, economy, and equity. Two potential group projects have been identified thus far: (1) Sustainability Implementation Guide for UMore Park and the City of Rosemount. UMore Park is a 5,000-acre property owned by the University of Minnesota that is located 25 miles southeast of the Twin Cities in Dakota County. The vision is to build a unique, sustainable community of 20,000 to 30,000 people at UMore Park over the next 30 years. In partnership with staff from UMore Park and the City of Rosemount, students will develop a detailed guidance document that outlines specific programs, policies, and model regulatory language that might be used to implement sustainability goals outlined in a recently completed sustainability action plan for UMore Park. The project will focus on promoting sustainability in such areas as transportation and mobility, urban design, water conservation, stormwater management, energy use, health and wellness, the natural environment, and regional economic development. (2) Sustainability Policy and Implementation Guide for the Central Minnesota Sustainable Development Plan (CMSDP). The CMSDP is a two-year, federally-funded project designed to create a long-term sustainable transportation, housing, land use, and economic development plan for Wadena, Todd, Cass, Crow Wing, and Morrison Counties in the central region of Minnesota. In partnership with the U of MN Regional Sustainable Development Partnership, local governments, and other stakeholders, students will develop a detailed guidance document that outlines specific programs, policies, projects, and model regulatory language that might be used to implement sustainability goals at the local, county, and regional level. The project will focus on promoting sustainability in the areas of housing, water quality, alternative energy, transportation alternatives and mobility, agricultural protection, social and economic equity, shoreland development, and regional growth patterns. In addition to work on one semester-long project, the course will include a mix of individual assignments, lectures, readings, discussions, and guest speakers during the first half of the semester to orient students to sustainability planning concepts.

**Style:** 25% Lecture, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 5% Field Trips, 25% Guest Speakers

**Grading:** 10% reports/papers, 80% special projects, 2% attendance, 5% in-class presentation, 3% class participation.
PA 8081 Capstone Workshop: Economic and Community Development
A-F only, 3 credit(s), max credits 6;
Instructor: Munnich Jr, Lee William
Description: State and local actions can be decisive in shaping the way an area's economy adjusts to the competitive world economy. This course will present a comprehensive overview of state and local economic and community development and the processes involved in developing a broadly conceived development strategy. The course will also explore new institutional structures and processes required to deal with economic change, new political realities, and evolving knowledge. The topic for the Spring 2012 capstone workshop is 'The Role of the University of Minnesota and Higher Education Institutions in Regional Economic Competitiveness.' Teams of Humphrey School graduate students will work with Greater MSP, a recently launched regional economic development organization for the Minneapolis-St. Paul greater metropolitan region, and the Regional Council of Mayors to examine the role that the University of Minnesota, the Minnesota State Colleges and Universities (MNSCU), and private colleges play in regional economic competitiveness. Greater MSP has identified five concentrations of industry and functional strength for the metropolitan region that will be the focus of the graduate student team projects: 1) health and life sciences, 2) headquarters and business services, 3) food and agribusiness, 4) innovation and technology, and 5) financial services and insurance. The student team projects will examine how University research can contribute to commercialization and business development as well as the role of higher education institutions in addressing the current and future jobs/skills mismatch in these industries. Student teams will prepare a strategy report which consists of three parts: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision.
Grading: 55% reports/papers, 15% reflection paper, 15% in-class presentation, 5% class participation, 10% other evaluation. Team member evaluations of each other count for 10% of the grade. See syllabus for more detail on grading.
Exam Format: No exam.

PA 8081 Capstone Workshop: Evaluating Shelter Needs of Homeless Families
A-F only, 3 credit(s), max credits 6;
Instructor: Hanratty, Maria J
Description: This capstone will partner with Heading Home Hennepin and the Family Services Network to assess the reasons for the growth in families in homeless shelters over the recession. One part of the project will draw on Hennepin County service data to assess whether the characteristics of new entrants into the shelter system differ from the period 2007-2010 from those in the period 2004-2007. A second component will interview young families, who are a large part of the new entrant population, to assess how well their service needs are being met.

PA 8081 Capstone Workshop: Climate and Energy
A-F only, 3 credit(s), max credits 6;
Instructor: Wilson, Elizabeth Joan
Description: Student may contact the instructor or department for information.

PA 8081 Capstone Workshop: Planning and Policymaking in Diverse Contexts
A-F only, 3 credit(s), max credits 6;
Instructor: Allen, Ryan Patrick
Description: COURSE DESCRIPTION This capstone course focuses on community-based projects in diverse contexts. Diversity is a wide-ranging term that means different things to different people, but for the purposes of this course we will focus on contexts that are racially and ethnically diverse. Historically in the U.S., race has been considered as a binary: black and white. Since 1965, however, immigration has shifted the reality of race and interpretations of race in the U.S. As a result, many argue that race and its interplay with planning and policy making has grown considerably more complex as immigrants from Asia and Latin America have settled in America. With these demographic changes to the U.S. in mind, this course engages several important questions: - What role has race played in historic policy making and planning initiatives in the U.S.? - How have changes in the immigration stream to the U.S. changed the notion of race and how contemporary policy making and planning engage the topic of race? - What are examples of effective and ineffective practices for working with racially and ethnically diverse populations in planning and public policy initiatives? At the heart of the class is the belief that understanding race, recent immigration to the U.S., and the interaction between the race and contemporary immigration are key components for any planner or public policy maker's tool box. The major piece of work for this course will be a community-based project that is situated in a racially and ethnically diverse setting. These settings involve a residential base that consists of multiple racial and ethnic groups, each of which has a different set of experiences working on planning and public policy initiatives (not to mention varied national, linguistic, and religious backgrounds). The potential clients in this course are: 1. The City of Brooklyn Park, Community Engagement Initiative 2. The Wilder Foundation, St. Paul's Promise Neighborhood Implementation 3. The Minneapolis Department of Health and Family Support, Youth Violence Mitigation Project 4. Aurora/St. Anthony Neighborhood Development Corporation, World Cultural Heritage District COURSE OBJECTIVES After this course, you will be able to: 1. Explain the evolving role that race and immigration have played in planning and policy making in the U.S. over time; 2. Discuss effective and ineffective ways that urban planners and policy makers have engaged immigrants and racial minorities at the local level; 3. Evaluate and suggest responses to current policy and planning challenges affecting diverse neighborhoods and cities in the U.S.; 4. Prepare
professional planning or policy documents; and 5. Present planning and policy proposals to practitioners, residents, elected-officials, and/or other stakeholders.

Grading: 20% reports/papers, 60% special projects, 20% class participation.

PA 8081 Capstone Workshop: Engaging the Public in Policy and Planning
A-F only, 3 credit(s), max credits 6;
Instructor: Benasutti, Merrie A
Description: Prereq: PA 5990: Engaging the Public in Policy and Planning in Fall 2011. Students do not need to register for Capstone Preparation Workshop. Enrollment is allowed by permission number only. Engaging the Public in Policy and Planning (PA 5990 / PA 8081) is a two-semester course that will fulfill the professional paper or capstone requirements for the Humphrey Institute's MPP, MPA, or MURP degree programs. PA 5990 is the first course in the sequence (Fall 2011). Completion of PA 5990 generally will be considered a prerequisite for enrollment in PA 8081 in the Spring 2012 semester.

PA 8081 Capstone Workshop: Non-motorized Transportation
A-F only, 3 credit(s), max credits 6;
Instructor: Lindsey, Greg H
Description:

PA 8081 Capstone Workshop: Engaging the Public in Policy and Planning
A-F only, 3 credit(s), max credits 6;
Instructor: Lindsey, Greg H
Description: Prereq: PA 5990: Engaging the Public in Policy and Planning in Fall 2011. Students do not need to register for Capstone Preparation Workshop. Enrollment is allowed by permission number only. Engaging the Public in Policy and Planning (PA 5990 / PA 8081) is a two-semester course that will fulfill the professional paper or capstone requirements for the Humphrey Institute's MPP, MPA, or MURP degree programs. PA 5990 is the first course in the sequence (Fall 2011). Completion of PA 5990 generally will be considered a prerequisite for enrollment in PA 8081 in the Spring 2012 semester.

PA 8081 Capstone Workshop: Global Public Policy & Economic and Community Dev
A-F only, 3 credit(s), max credits 6;
Instructor: Gray, Sherry
Description: This capstone is designed for students in the global policy area and economic and community development (international) and any other MPP and MPA concentrations at the Humphrey School with an interest in working on projects that have an international or global perspective, realized through the work of the client organization. This capstone will allow students to learn by doing on projects organized in coordination with the faculty advisor in fall 2011. This capstone may allow or require students to travel in the US or abroad at their own expense. Depending upon project structure, students may begin preliminary capstone work for the client in latter half of 2011. Clients and project teams will be developed before registration for this course. A capstone course is a culminating experience - a course designed to provide opportunities for students to integrate knowledge from their core, concentration, and elective courses, to gain insight into the meanings of professionalism and professional practice, and to reflect on the norms of a discipline or profession. At the Humphrey School, capstones have been designed to give students exposure to the policy process through projects and other assignments with emphases on integrating aspects of research or analysis, policy-making, management, science and technology. Students learn by practicing skills learned in this and other courses, through feedback from clients or partners, and from reflection on their experiences. This course is designed to help students learn in five domains of professional work: Empirical, methodological, theoretical, interpersonal, and ethical. You will gain empirical knowledge and perhaps new facts about the challenges of international and/or institutional development. You will practice different methodologies to produce policy relevant information. The GPA capstone workshop mostly will be self-taught in that students will learn by listening, doing (action), practice and reflection. The professor will provide guidance and serve as an advisor or coach. The client also will provide useful feedback and constructive criticism. Students will be provided some reading materials that may help them with certain tasks. As a team we will review and critique written work and practice presentations. In addition to scheduled class sessions, students will meet independently in teams to discuss work assignments and to collaborate on tasks.

PA 8082 Working Group: Technology Policy Research
A-F only, 3 credit(s);
Instructor: Kuzma, Jennifer
Description:

PA 8082 Working Group: Social Policy
A-F only, 3 credit(s);
Instructor: Fennelly, Katherine
Description:
A-F only, 3 credit(s);
Instructor: Levison, Deborah
Description: Course objective: to help 2nd+ year MPP students finish their individual Professional Papers by the end of Spring semester. To this end, the working group provides a supportive environment, regular deadlines, and feedback from peers and the instructor. Students working in Economic & Community Development, Social Policy, Women & Public Policy, and Policy Analysis concentrations are the target audience of this working group. Some Global Policy students may also find this working group appropriate for their topics.
Style: 90% Discussion, 10% Student Presentation.
Grading: See syllabus.

PA 8082 Working Group: Global Policy
A-F only, 3 credit(s);
Instructor: Kudrle, Robert T
Description: This working group (as others) aims to help 2nd year (and beyond) MPP students complete their individual professional papers by the end of Spring semester. All members are expected to make some progress on their papers between meetings. Each meeting will include: 1) a brief report on your progress 2) participation in the discussion of others' work 3) delivery of promised specific reactions to assigned colleagues' work The group will begin by asking for volunteers to comment in writing on the work plans or the work product of one other person. Following our second meeting, most of your effort outside of class will be devoted to: 1) making progress on your own paper and 2) providing useful comments on draft sections of various lengths of someone else's paper. Both the interim product and the comments on it must be provided to the instructor prior to the class meeting.

PA 8202 Networks and Places: Transportation, Land Use, and Design
A-F only, 4 credit(s);
Instructor: Cao, Jason
Description: Pick up a newspaper or watch the news and you're likely to find a story about transportation problems in the Twin Cities, most notably sprawl and congestion, and the multitude of problems that come with them; economic inefficiencies, global warming, air pollutants, oil dependency, social inequities, safety concerns, etc. Although most people agree on the problems, few agree on the solutions. As a result, policy makers and planners have proposed and implemented various land use and transportation policies, including freeway expansion, urban growth boundary, rail investments, value pricing, etc. These policies would impact both transportation and land use because the latter two are inextricably linked. The construction of a new facility, such as a freeway or a light rail line, is likely to influence the nature and location of new development in the corridor. The new development is likely to affect travel patterns of residents in the area, which may in turn demand new transportation investments over time. Therefore, an understanding of land use-transportation interactions is critical to the solution of transportation and its related problems confronting large metropolitan areas. This course will cover key theories and practices, research methodologies and findings, traditional and emerging policy instruments, and techniques for planning. My goal is to introduce students to the essential concepts, influential thinkers, and important debates associated with the land use- transportation connection as a foundation for both academic and professional work in the field of urban and transportation planning. By the end of the course, students will be able to understand - the theories underlying land use and transportation interactions; - spatial evolution of cities related to transportation infrastructure; - empirical impacts of transportation infrastructure on land development and impacts of land use on travel patterns; - urban transportation planning process; - land use and transportation policy instruments, and their political barriers. Further, this course aims to promote team work through assignments, case studies, and labs. This course also trains students to deliver their ideas through paper and oral communication. The open debates will encourage students to become an independent and deliberate thinker. All are essential for successful planners and policy makers.

PA 8204 Creating Good Work: Economic and Workforce Development
A-F only, 4 credit(s);
Instructor: Kane, Matt
Description: The course surveys job-oriented economic development primarily in the United States. It is organized around three broad segments: 1) Theories of regional development o Defining economic development o How regions grow and change o How firms and industries locate o Agglomeration, industrial districts and clusters o Migration and labor 2) Economic development practice o Business recruitment and incentive competition o Technology, innovation and entrepreneurship o Industrial retention and revitalization o Culture, arts and tourism o The "green economy" 3) Labor markets and workforce development o Labor markets and labor market theory o Workforce development and links to economic development o Workforce development practice. The instructor uses class periods mostly for lecture, with some discussion and other interactive elements. In the second half of the course in addition to lectures from the instructor, students work in teams on memos and class presentations about economic development practices (15% of grade). Each student independently draws on data sources and calculations to produce an analysis of a region's economic and demographic characteristics (25% of grade). Each student also produces an economic development policy memo regarding an economic development practice for a specific region (25% of grade). A final take-home exam (hand-in = two short memos) accounts for 25% of
the course grade, and 10% is based on attendance and participation. The instructor emphasizes the importance of writing and requires a work-oriented writing style for the assignments and the final exam. As is true for most 8000-level courses, there is a fair amount of reading. The course also includes a lab, at which students explore data sources, carry out analytical techniques (often of use for the regional analysis assignment) and become familiar with models for regional economies. For detailed information, see the syllabus available through the course guide.

**Grading:**
- 25% final exam
- 50% reports/papers
- 10% attendance and participation
- 15% in-class presentation
- 10% for attendance covers attendance and class participation, both.

**Exam Format:** Take home final, with the hand-in being two short memos.

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**PA 8312 Analysis of Discrimination**

3 credit(s);

Instructor: Myers Jr, Samuel L

**Description:** This is a skills-based course designed to introduce students of applied economics, policy analysis and other applied social sciences to the tools of measuring and detecting discrimination in market and non-market contexts. The focus is on the application of the modern tools of labor econometrics and race relation research to specific problems of market and non-market discrimination. Students will read and critique classic journal articles on the economics of discrimination. They will also work through several exercises designed to sharpen empirical skills related to analyzing discrimination. Students are expected to have a working knowledge of intermediate microeconomics, basic statistics and regression analysis and some familiarity with STATA, SPSS, SAS or similar software programs.

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**PA 8690 Advanced Topics in Women and Public Policy: The Body as Text & Context in Law, Pub Pol & Med**

3 credit(s), max credits 6;

Instructor: Schuster, Mary Lay

**Description:** This seminar explores how the body is configured in legal decisions, public policy debates, and funding and acceptance of medical research and treatment. In particular, we will look at how attitudes toward male and female bodies influence social myths and criminal categorization of domestic violence; how reproductive technologies symbolically divide or unite the maternal body and the fetal body; and how the body and parts of the body become symbols or texts for public and professional discussions of medical research and procedures. The course begins with foundational reading and discussion from the interdisciplinary work on how bodies are defined and marked, from HIV/AIDS tattoos to proposed mandatory HPV vaccination to human rights abuses in maquiladoras to definitions of disability and finally to social movements such as animal rights and environmental ethics. One part of the seminar deals with aspects of domestic violence, including the roles of prosecutors, judges, and the court system in dealing with the problem; the part of emotion and gender myths in criminal law; the recent controversies about sex offender legislation; and the language and principles articulated in historical and current court cases. Another part of the seminar deals with controversies in reproduction, from surrogates to breastfeeding to infertility treatment to homebirth and finally to unplanned pregnancies as portrayed in current films, such as Juno and Knocked Up. The final aspect of the seminar focuses on body debate in medical research and procedures, such as stem cell research, genetic counseling, chemical exposure in fetuses, and historical and current eugenics. Graduate students from all disciplinary areas are welcome. Students will have an opportunity to work on a project of interest. For more information, contact Professor Mary Schuster, mmlay@umn.edu.

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**PA 8921 Master's: Professional Paper (Individual Option)**

1-3 credit(s), max credits 3, 1 completion allowed;

Instructor: Westcott, James Schalker

**Description:** Student may contact the instructor or department for information.

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**PA 8921 Master's: Professional Paper (Individual Option)**

1-3 credit(s), max credits 3, 1 completion allowed;

Instructor: Friedemann-Sanchez, Greta

**Description:** Student may contact the instructor or department for information.

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**PA 8921 Master's: Professional Paper (Individual Option)**

1-3 credit(s), max credits 3, 1 completion allowed;

Instructor: Swackhamer, Deborah L

**Description:** Student may contact the instructor or department for information.

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**PA 8921 Master's: Professional Paper (Individual Option)**

1-3 credit(s), max credits 3, 1 completion allowed;

Instructor: Crosby, Barbara C

**Description:** Student may contact the instructor or department for information.
PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kleiner, Morris M
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Munnich Jr, Lee William
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Hanratty, Maria J
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sandfort, Jodi R.
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kiedrowski, P. Jay
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Temple, Judy
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kelley, Steve
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Gray, Sherry
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cohen, Dara Kay
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Quick, Kathy
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Bloomberg PhD, Laura L
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kuzma, Jennifer
Description: Student may contact the instructor or department for information.
PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Friedemann-Sanchez,Greta
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Bolan,Richard Stuart
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: DeCramer,Gary M
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Stone,Melissa M
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Jacobs,Larry
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Fennelly,Katherine
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Bryson,John M
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Swackhamer,Deborah L
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Myers Jr, Samuel L
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Boyte,Harry C
Description: None.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Crosby,Barbara C
Description: Student may contact the instructor or department for information.
PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Levison, Deborah
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Goetz, Edward Glenn
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Kleiner, Morris M
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Stone, Paul Clois
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Munnich Jr, Lee William
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Kudrle, Robert T
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Hanratty, Maria J
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Ritter, Joe
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Cao, Jason
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Sandfort, Jodi R.
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Kiedrowski, P. Jay
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Slotterback, Carissa Schively
PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Wilson, Elizabeth Joan
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Temple, Judy
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kelley, Steve
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Zhao, Zhirong Jerry
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Soss, Joe
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Allen, Ryan Patrick
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Fan, Yingling
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Lindsey, Greg H
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Gray, Sherry
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Cohen, Dara Kay
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Quick, Kathy
Description: Student may contact the instructor or department for information.
Public Health

PubH 1005 Sleep, Eat, and Exercise
1 credit(s);
Instructor: Kjolhaug, Jerri Rae
Description: Sleep, Eat & Exercise is an introductory level course designed to provide students with the knowledge and tools they need to recognize and manage stress while in college - and beyond. It covers basic concepts in stress prevention and mitigation while empowering students to choose from a variety of techniques that promote self-awareness and reflection, goal setting, and action toward healthy stress management. The course uses stories, scenarios and information pertinent to all students, regardless of whether or not they struggle with stress. It emphasizes prevention strategies and proactive decision-making. It presents students with tips about how to navigate college life and be successful, including time management, building a support system, effective communication and recognizing unhealthy coping techniques. Students are encouraged to think about how the course topics apply to their own lives. Success Over Stress is entirely web-based. Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html. Students should contact Sarah Keene (skeene@umn.edu) with any questions or concerns. Emails should be sent from U of M email accounts.

Style: 100% Web Based. All lessons and readings are accessed via the course site. Lessons can be read and/or listened to via the computer or downloaded in text or mp3 format. Coursework requires an average of 3 hours per week over 15 weeks.
Grading: 50% quizzes, 50% written homework.

PubH 1003 Alcohol and College Life
OPT No Aud, 1 credit(s);
Instructor: Kjolhaug, Jerri Rae
Description: Alcohol and College Life provides college students with factual information about how alcohol and other drugs affect college life. The course highlights stories and information pertinent to all students, regardless of whether or not they choose to drink. It supports students who do not drink, reinforces safety skills among students who do drink, and counters dangerous myths and behaviors. It emphasizes personal prevention strategies and responsible decision-making. It presents students with tips about how to navigate college life and be successful, including time management, getting involved on campus, meeting new people, etc. Students are encouraged to think about how the course topics apply to their own lives. Students will be able to:

- Discuss basic scientific, medical, and socio-cultural aspects of alcohol as it relates to undergraduate college students.
- Describe personal prevention skills regarding alcohol, which maximize safety, academic achievement, and self-growth.
- Discuss expectations regarding alcohol from a personal viewpoint as well as the viewpoints of other students, parents, and the University.
- Check out the attached video and visit our website (URL below) to learn more!
- Alcohol and College Life is intended for first-year college students. Sophomores and PSEO students may also enroll. Registration is allowed through the first two weeks of the semester. Permission numbers are available from Emily Matson (mats0166@umn.edu) for freshmen, sophomores, and PSEO students who need them.
- It generally takes a day or two for students who register after the first day of classes to show up on the class list and get access to the WebVista course site.
- Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html. Students should contact Sarah Keene (skeene@umn.edu) with any questions or concerns. Emails should be sent from U of M email accounts.

Style: 100% Web Based. All lessons and readings are accessed via the WebVista course site. Lessons can be read and/or listened to via the computer, printed in text format, or downloaded in mp3 format. Coursework requires an average of 3 hours per week over 15 weeks.
Grading: 75% quizzes, 20% reflection paper. The lowest of 6 quiz scores gets dropped. Up to 10 points of extra credit may be earned. There are due dates for assignments and quizzes; late work will be penalized.

PubH 1001 Success Over Stress (SOS)
1 credit(s);
Instructor: Kjolhaug, Jerri Rae
Description: Success Over Stress is an introductory level course designed to provide students with the knowledge and tools they need to recognize and manage stress while in college - and beyond. It covers basic concepts in stress prevention and mitigation while empowering students to choose from a variety of techniques that promote self-awareness and reflection, goal setting, and action toward healthy stress management. The course uses stories, scenarios and information pertinent to all students, regardless of whether or not they struggle with stress. It emphasizes prevention strategies and proactive decision-making. It presents students with tips about how to navigate college life and be successful, including time management, building a support system, effective communication and recognizing unhealthy coping techniques. Students are encouraged to think about how the course topics apply to their own lives.

Success Over Stress is entirely web-based. Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html. Students should contact Sarah Keene (skeene@umn.edu) with any questions or concerns. Emails should be sent from U of M email accounts.

Style: 100% Web Based. All lessons and readings are accessed via the course site. Lessons can be read and/or listened to via the computer or downloaded in text or mp3 format. Coursework requires an average of 3 hours per week over 15 weeks.
Grading: 50% quizzes, 50% written homework.
while in college - and beyond. It covers basic concepts in nutrition, sleep, and physical activity and incorporates a variety of techniques to promote self-awareness and reflection, goal setting, and action toward wellness. <p>Sleep, Eat & Exercise is intended for undergraduate students who are undecided in their major, intend to proceed in a major or minor concentration in one of the main topic areas, want a basic knowledge of one or more of the main topic areas, want help achieving/maintaining a healthy lifestyle, and/or want experience taking an online course.</p> 

<p>Sleep, Eat & Exercise is entirely web-based. Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html</p>

<p>There are specific due dates for quizzes and assignments.</p>

<p>Students should contact the instructor, Jerri Kjolhaug (<a href="mailto:wach0041@umn.edu">wach0041@umn.edu</a>), with any questions or concerns. Emails should be sent from U of M email accounts.</p>

**Style:** 100% Web Based. All lessons and readings are accessed via the course site. Lessons can be read and/or listened to via the computer or downloaded in text or mp3 format. Coursework requires an average of 3 hours per week over 15 weeks.

**Grading:** 48% quizzes, 52% written homework.

**PubH 2561 Public Health: A Global Perspective**
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
**Instructor:** Sage PhD, Starr Kelly
**Description:** Student may contact the instructor or department for information.

**PubH 3000 Topics: Public Health: Corporate Responsibility and Public Health**
2 credit(s), max credits 80, 20 completions allowed;
**Instructor:** Lando, Harry A
**Description:** Corporations have major impact on health, both positive and negative. In this course we will review corporate actions in such areas as food safety, privatization of water, nutrition and obesity, alcohol and tobacco. We will use selected readings and case examples and will invite guest lectures in disciplines such as law, public policy, business, and public health. The course is intended for a broad audience of junior and senior undergraduates and graduate students. Students interested in business, psychology, law, public policy, environment, sociology, and public health may find this course especially relevant. This course meets the requirements for an elective in the PubH minor.

**PubH 3001 Personal and Community Health**
2 credit(s);
**Instructor:** Farley, Dana Mark
**Description:** Introduction to scientific, socio-cultural, and attitudinal aspects of communicable and degenerative diseases, environmental and occupational health hazards, alcohol and drug problems; emphasis on role of education in health conservation, disease control, and drug use. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at the course URL listed below.

**Style:** 100% Lecture.
**Grading:** 40% final exam, 10% reports/papers, 25% other evaluation. on each of two mid-term exams

**Exam Format:** Multiple choice, fill-in-the-blank, short answer

**PubH 3003 Fundamentals of Alcohol and Drug Abuse**
2 credit(s); Credit will not be granted if credit has been received for: PUBH 3004;
**Instructor:** Farley, Dana Mark
**Description:** Lecture and special readings on the scientific, sociocultural and attitudinal aspects of alcohol and other drug problems, with special emphasis on incidence, prevalence, high risk populations, prevention, and interventions. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at http://www.epi.umn.edu/academic/syllabi.shtm.

**Style:** 100% Lecture.
**Grading:** 40% final exam, 10% reports/papers, 50% other evaluation. two midterm exams (25% each)

**Exam Format:** multiple choice

**PubH 3004 Basic Concepts in Personal and Community Health**
4 credit(s); Credit will not be granted if credit received for: 3001 Credit will not be granted if credit has been received for: PUBH 3003;
**Instructor:** Farley, Dana Mark  
**Description:** Introduction to scientific, socio-cultural, and attitudinal aspects of communicable and degenerative diseases. This course includes environmental and occupational health hazards and alcohol and drug problems, with an emphasis on the roles of education and prevention.  
**Style:** 100% Lecture.  
**Grading:** 40% final exam, 10% reports/papers, 50% other evaluation. four midsemester exams (12.5% each)  
**Exam Format:** Multiple choice, short answer

**PubH 3005 Fundamentals of Alcohol and Drug Abuse for Teacher Education**  
1 credit(s); Undergrad in agricultural educ or business/marketing educ or career/technical educ or foundations of educ or [kinesiology, pre-PE] or technology educ or music educ  
**Credit will not be granted if credit has been received for:** PUBH 3003;  
**Instructor:** Hearst, Mary O'Neill  
**Description:** 3005 Course Guide Information  
Description Fundamentals of Alcohol & Drug Abuse for Teacher Education is entirely online but is not an independent study course. Interaction is asynchronous but there are due dates for assignments and quizzes. The course consists of 15 lessons and their respective interactive and audio units on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. Special emphasis is placed on the incidence and prevalence of drug and alcohol abuse, as well as prevention issues, and interventions. Prerequisites: Undergrad in agricultural education, business/marketing education, career/technical education, foundations of education, kinesiology/pre-PE, technology education or music education. All other students should consult with the instructor, Mary Hearst (hearst@umn.edu), for a permission number. Credit will not be granted if credit has been received for: PubH 3002, 3003, 3004, 3032, 3033, 5003, 5023, or 6003. Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html. All class communications will be sent to students' official U of M email accounts only. Students should check their U of M email accounts frequently throughout the semester. It generally takes a day or two for students who register after the first day of classes to show up on the class list and get access to the Moodle course site. So, students who register after the first day of classes should start by reading the course syllabus (available at http://www.sph.umn.edu/programs/syllabi/index.asp). Students should direct questions or concerns to pubh3005@umn.edu.  
**Class Time** 100% Web Based  
**Other Class Time Information** Students access all lessons and readings via the Moodle course site. Going through the lessons and completing the readings, assignments and quizzes will require a minimum of three hours per week over a 15-week semester.

**PubH 3040 Dying and Death in Contemporary Society: Implications for Intervention**  
2 credit(s); Jr or sr or instr consent  
**Credit will not be granted if credit has been received for:** PUBH 6040;  
**Instructor:** Orchard, Ellen H  
**Description:** Student may contact the instructor or department for information.

**PubH 3052 Practicum in Peer Education II**  
A-F only, 2 credit(s);  
**Instructor:** Sanem, Julia R  
**Description:** Student may contact the instructor or department for information.

**PubH 3106 Making Sense of Health Studies**  
2 credit(s);  
**Instructor:** Maldonado, George  
**Description:** We spend large sums of money on health (epidemiologic) research. Results of that research reach the public primarily in the form of brief reports via television news, television commercials, newspapers, magazines, books and internet websites. These brief reports should not be read uncritically. This course will teach you how to critically evaluate health news (and the health research reports on which they are based) to make good, well-informed decisions about your health and well-being.  
In addition, this course will teach you how to conduct your own personal (N-of-1) studies to find out what health strategies work for you (for example, what weight-loss tips work best for you personally). All of this will be done in the context of recent news reports that are of interest to college students.  
This is a self-contained class with no prerequisites. No previous background in math or statistics is needed. This course is taught by scientists who are experts in the methods of epidemiology, who have published extensively in the scientific literature on the methods of epidemiology, and who have been teaching this topic for many years.  
This course satisfies a core-course requirement for the Public Health minor.  
**Style:** 90% Lecture, 10% Film/Video.  
**Grading:** 50% mid exam, 50% final exam.

**PubH 3350 Epidemiology: People, Places, and Disease**  
2 credit(s);  
**Instructor:** Nguyen, Ruby H.N.
PubH 3561 Environmental Health and Environmental Justice
A-F only, 3 credit(s); Meets CLE req of Environment; meets CLE req of Social Sciences
Instructor: Sage PhD, Starr Kelly
Description: Student may contact the instructor or department for information.

PubH 3600 Topics: Maternal and Child Health: MCH Global Public Health Issues
2 credit(s), max credits 12;
Instructor: Bonilla, Zobeida E.
Description: This course provides students with important knowledge and perspectives on global public health issues with a focus on mothers, infants, children, and adolescents. The course provides an overview of the global burden of disease and premature death; the effects of globalization on the health of families and communities, the heterogeneity of resources and systems of care among countries; and current programmatic and policy efforts to address global health needs.

PubH 3639 Prevention: Theory, Practice, and Application in Public Health Services
3 credit(s);
Instructor: Bonilla, Zobeida E.
Description: Students in this course will explore theories and current issues and controversies on health promotion and disease prevention, and these relate to health services and program planning and implementation. Course objectives include: (1) Define the concept of prevention and health promotion in public health, (2) Identify individual, interpersonal, and community level theories commonly used in public health prevention efforts; and (3) Apply theory to public health practice.

PubH 3801 Health Economics and Policy
3 credit(s); Course on microeconomics, course on basic statistics Credit will not be granted if credit has been received for: APEC 3801;
Instructor: Jonk, Yvonne C
Description: This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health, health care, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.
Style: 75% Lecture, 25% Discussion.
Grading: 45% mid exam, 20% final exam, 15% quizzes, 15% problem solving.
Exam Format: short answer, problem solving, essay, and multiple choice questions

PubH 5230 Topics: Public Health Practice: Emergency Preparedness: A Public Health Perspective
OPT No Aud, 2 credit(s), max credits 4;
Instructor: Hedberg, Craig W
Description: Student may contact the instructor or department for information.

PubH 6000 Topics: Community Health Education: Obesity and Eating Disorders
2 credit(s), max credits 80, 20 completions allowed;
Instructor: French, Simone A
Description: Student may contact the instructor or department for information.

PubH 6000 Topics: Community Health Education: Corporate Responsibility and Public Health
2 credit(s), max credits 80, 20 completions allowed;
Instructor: Lando, Harry A
Description: Corporations have major impact on health, both positive and negative. In this course we will review corporate actions in such areas as food safety, privatization of water, nutrition and obesity, alcohol and tobacco. We will use selected readings and case examples and will invite guest lectures in disciplines such as law, public policy, business, and public health. The course is intended for
a broad audience of junior and senior undergraduates and graduate students with interest in the topic.

PubH 6003 Fundamentals of Alcohol and Drug Abuse for Teacher Education
1 credit(s); Master of education student or instr consent Credit will not be granted if credit has been received for: PUBH 3003; Instructor: Hearst, Mary O'Neill
Description: 6003 Course Guide Information Description Fundamentals of Alcohol & Drug Abuse for Teacher Education is entirely online but is not an independent study course. Interaction is asynchronous but there are due date for assignments and quizzes. The course consists of 15 lessons and their respective interactive and audio units on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. Special emphasis is placed on the incidence and prevalence of drug and alcohol abuse, as well as prevention issues, and interventions. Prerequisites: M.Ed. student or Addiction Studies student. All other students should consult with the instructor, Mary Hearst (hearst@umn.edu), for a permission number. Credit will not be granted if credit has been received for: PUBH 3002, 3003, 3004, 3005, 3032, 3033, 5003, or 5023. The course is entirely online, including the reading assignments. Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html. All class communications will be sent to students? official U of M email accounts only. Students should check their U of M email accounts frequently throughout the semester. It generally takes a day or two for students who register after the first day of classes to show up on the class list and get access to the Moodle course site. So, students who register after the first day of classes should start by reading the course syllabus (available at http://www.sph.umn.edu/programs/syllabi/index.asp). Students should direct questions or concerns to pubh3005@umn.edu. Class Time 100% Web Based Other Class Time Information Students access all lessons and readings via the Moodle course site. Going through the lessons and completing the readings, assignments and quizzes will require a minimum of three hours per week over a 15-week semester.

PubH 6020 Fundamentals of Social and Behavioral Science
A-F only, 3 credit(s), max credits 6;
Instructor: Jones-Webb, Rhonda Jean
Description: Student may contact the instructor or department for information.

PubH 6034 Program Evaluation for Public Health Practice
3 credit(s);
Instructor: Harwood PhD, Eileen M.
Description: This course will survey several dimensions of practical health program evaluation with emphases on meeting the needs of community program administrators and planners. We will cover such things as: the purpose and uses of evaluation; differences between program evaluation and evaluation research; standards for good program evaluations (i.e., utility, feasibility, propriety, and accuracy); how logic models are used to describe program goals and objectives; the influence of a program?s developmental stage on determining an appropriate evaluation plan; characteristics of good evaluation questions; standards for measuring program effectiveness; evaluation designs and approaches; the importance of engaging stakeholders in the evaluation process; the importance of high quality, reliable and valid evaluation data that are appropriate to the selected design and analysis methods; the context or environment in which a program operates (i.e., confounding variables such as politics, history, social norms, and competition); how to interpret and disseminate evaluation findings that will be used; and the role of evaluators in society. The course's structural emphasis is highly participatory as instruction is designed to stimulate critical thinking; therefore, lectures are minimized and student interactions are maximized with practical examples and application of the reading materials.
Style: 10% Lecture, 40% Discussion, 30% Small Group Activities, 10% Demonstration, 5% Guest Speakers, 5% Web Based. The course textbook readings are critical to class time discussions and activities; some class time may be used to re-read, discuss, apply, and evaluate that material.
Grading: 75% special projects, 25% other evaluation. 25% of the final grade is based on team performance throughout the semester; peer evaluation.
Exam Format: No exams are given for this course.

PubH 6045 Skills for Policy Development
1 credit(s);
Instructor: Toomey, Traci Louise
Description: <p>Develop skills that will help you in any professional position! Learn how to give a media interview and oral testimony, write an editorial, prepare an effective fact sheet, and meet with an elected official. Practice these important skills in a supportive and fun environment. These skills can help set you apart from other job applicants!&lt;/p&gt; &lt;p&gt;Class meetings will include a combination of lectures, guest speakers, and skill-development sessions. Students will be expected to actively participate. As a result of this course, students will understand how to: (1) Use strategies to effectively use media to influence policy change; (2) Give an effective media interview; (3) Structure and give effective testimony; (4) Develop fact sheets and other written materials for legislators and media; (5) Communicate with elected officials; (6) Understand different strategies for influencing policy changes. Course Prerequisites The course
is intended for graduate students who have an interest in public health policy and/or interest in developing skills important to all public health professionals. This course serves as the capstone course for the SPH policy concentration. 

**PubH 6055 Social Inequalities in Health**

**Description:** This course examines cutting-edge interventions to reduce health disparities nationally and globally. The course specifically focuses on policy, community, institutional, and individual level strategies to reduce health inequities. The course uses a variety of learning formats—seminar style discussion of readings, short lectures, and field trips—to stimulate discussion. The course is designed for public health students; however, students in other health professions (e.g., medicine, nursing, public affairs, social work, psychology, sociology) are also welcome. Consideration will be given to undergraduates on a case by case basis.

**Instructor:** Jones-Webb, Rhonda Jean

**Grading:** 40% reports/papers, 40% written homework, 20% class participation.

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**PubH 6049 Legislative Advocacy Skills for Public Health**

**Description:** This course was designed for Community Health Education students to provide them with information and skills needed to conceptualize, design, and implement programs that influence health-related behaviors. Goals: For students to learn a process for the development of population-level programs. In addition to reviewing the literature in an area of concern, students will participate in the design of an intervention program based on theory, etiological data, behavioral models, intervention objectives, and state-of-the-art community health education and behavior change methods. Another goal of the course is to acquire practical skills in implementing program materials, activity plans, timelines, and budgets. Finally, students will learn the basic requirements of grant writing by preparing a proposal for funding for their newly designed programs. Objectives: 1. Learn about promising intervention approaches for selected health-related behaviors with an identified target group, including family, school, worksite, media or community-wide programs, as well as potential policy and environmental change initiatives. 2. Learn methods for developing programs and policies in different settings and for different populations. 3. Be able to write a plan for an intervention program for a given targeted group and behavior. 4. Be able to critically discuss some of the challenges of implementing programs in various organizational settings. 5. Be able to identify effective strategies for designing intervention materials for community-wide programs. 6. Will be able to develop work plans, timelines, and budgets. 7. Will understand the importance of evaluation in development and implementation of programs and policies. 8. Will be able to write a brief proposal summarizing the newly developed program. Course Prerequisites: PubH 6050 and CHE major or instructor's permission.

**Instructor:** Toomey, Traci Louise

**Grading:** 70% written homework, 30% class participation.

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**PubH 6051 Community Health Theory and Practice II**

**Description:** This course was designed for Community Health Education students to provide them with information and skills needed to conceptualize, design, and implement programs that influence health-related behaviors. Goals: For students to learn a process for the development of population-level programs. In addition to reviewing the literature in an area of concern, students will participate in the design of an intervention program based on theory, etiological data, behavioral models, intervention objectives, and state-of-the-art community health education and behavior change methods. Another goal of the course is to acquire practical skills in implementing programs. Students will develop an implementation plan for the program they develop during the beginning of the course. Students will learn about (a) the opportunities and constraints of implementing programs/policy initiatives in various organizational settings and (b) how to design program materials, activity plans, timelines, and budgets. Finally, students will learn the basic requirements of grant writing by preparing a proposal for funding for their newly designed programs. Objectives: 1. Learn about promising intervention approaches for selected health-related behaviors with an identified target group, including family, school, worksite, media or community-wide programs, as well as potential policy and environmental change initiatives. 2. Learn methods for developing programs and policies in different settings and for different populations. 3. Be able to write a plan for an intervention program for a given targeted group and behavior. 4. Be able to critically discuss some of the challenges of implementing programs in various organizational settings. 5. Be able to identify effective strategies for designing intervention materials for community-wide programs. 6. Will be able to develop work plans, timelines, and budgets. 7. Will understand the importance of evaluation in development and implementation of programs and policies. 8. Will be able to write a brief proposal summarizing the newly developed program. Course Prerequisites: PubH 6050 and CHE major or instructor’s permission.

**Instructor:** Toomey, Traci Louise

**Grading:** 50% Lecture, 25% Small Group Activities, 25% Guest Speakers.

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**PubH 6047 Community Health Theory and Practice II**

**Style:** 20% Lecture, 10% Film/Video, 30% Small Group Activities, 40% Guest Speakers. Students say that this class flies by and that they wish it was a longer course!

**Grading:** 70% written homework, 30% class participation.
PubH 6074 Mass Communication and Public Health
3 credit(s);
Instructor: Yzer, Marco
Description: This course is designed to provide an overview of theory and research regarding the intersection of information available via mass media outlets and various aspects of public health. In this course we examine the potential impact of media content on public health outcomes both as a product of individual?šs everyday interaction with media and as a result of strategic use of media-based efforts to accomplish public health goals. Discussion will emphasize both planned and unplanned effects of mass media in a variety of health-related situations. For SPH and Health Sciences students, this course is intended to complement courses in social and behavioral approaches to community health. This includes the intervention core in Community Health Education and the social and behavioral science perspectives in MPH programs in general. This course is primarily a critical review of theory, research, and applications of mass media in public health but applies to planning principles for developing media-based public health interventions. For students in Journalism and Mass Communication, the course is intended to complement social and behavioral science approaches to public opinion and media effects as well as to provide another perspective on the study of mass media as social institutions. For students in Health Communication, the course also is intended as a basis for courses on health message design and public health campaign evaluation. The learning objectives of this 3-credit course are to advance the student?šs familiarity, comprehension, and application of a broad range of mass communication-related facts, concepts, and theories as they apply to public health: 1. The student will recognize the transdisciplinary nature of mass communication and public health, and will identify the critical relationships between theoretical ideas from different disciplines, i.e., communication, public health and psychology 2. The student will identify the complex interdependence of critical factors in mass communication of public health, i.e., factors related to audience, environment (e.g., competing and reinforcing media effects), message, and the health issue at hand. 3. The student will be able to analyze the effects of various media content on the public?šs beliefs about health issues. 4. The student will be able to write about health communication issues in a compelling manner. This means that the student?šs writing carefully builds an argument that integrates theoretical notions about communication and health, and applies them to real life issues. 5. Self-discovery: The student will reflect on herself or himself as a scholar, a producer of media health information, and a consumer of media health messages. How do the approaches discussed in this course relate to your individual interests? What are the implications of the planned and unplanned effects of health media information for how you engage with the media?

PubH 6100 Topics: Environmental Health: Occupational and Environ Health Nursing Seminar
1 credit(s), max credits 80, 20 completions allowed;
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 6100 Topics: Environmental Health: Climate Change and Pub Health
3 credit(s), max credits 80, 20 completions allowed;
Instructor: Simcik, Matt
Description: This course explores the interconnected relationships between global climate change and human health. During this course students will develop computer models to predict climate change from natural and anthropogenic forces, predict human health outcomes as a result of a changing climate, and combine them to investigate different policy scenarios.

PubH 6100 Topics: Environmental Health: Sustainable Development and Global Public Health
2 credit(s), max credits 80, 20 completions allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 6101 Environmental Health
A-F only, 2 credit(s);
Instructor: Toscano Jr, William A
Description: This course explores the interaction between the environment and humans. The envirome covers all aspects of the environment including physical, psychosocial, nutritional and chemical environment. How he environment affects human health is discussed. Principles of environmental health relating to macro and micro environments and products consumed or used by people. Global climate change and its effects on human health are discussed.
Style: 50% Lecture, 10% Small Group Activities, 30% Student Presentation, 10% Guest Speakers.
Grading: 50% reports/papers, 10% attendance, 25% in-class presentation, 15% class participation.

PubH 6102 Issues in Environmental and Occupational Health
A-F only, 2 credit(s); Public health [MPH or MHA or certificate] student or health journalism MA major or nursing MS student or instr consent Credit will not be granted if credit has been received for: PUBH 3102;
Instructor: Allwood, Paul Bancroft
Description: Student may contact the instructor or department for information.
PubH 6105 Environmental and Occupational Health Policy
A-F only, 2 credit(s);
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 6112 Risk Analysis: Application to Risk-Based Decision Making
3 credit(s);
Instructor: Coleman, Kelly Patrick
Description: This course will provide students with a general survey of risk analysis as it is used in environmental health regulatory decision-making. This course will cover the basic components and applications of environmental health risk assessment, including exposure assessment, hazard identification, dose-response evaluation, and risk characterization. The course will also address risk communication, risk management, and risk assessment reform. The major goal of this course is to introduce students to current practices and procedures environmental health risk assessment, as well as future directions, and to help students understand the complexities, challenges, and controversies associated with environmental health risk analysis.

PubH 6116 Environmental Law
1 credit(s);
Instructor: Austin, Michael L
Description: I. Course Description What legal principles protect us from pollution? Several difficult legal questions arise when pollution protection law conflicts with policy encouraging use of natural resources. Conflict also arises when the government restricts the use of property without compensating its owner. We will also consider the increasing authority of government agencies to audit businesses to assure compliance with law. II. Learning Objectives At the end of this course, students will be able to: * Discuss how the interests of stakeholders are balanced in legal decision making * Describe contradictions in the law between protecting the environment, and protecting individual property rights * Discuss the evolving authority of government to protect the environment * Discuss legal issues underlying several environmental public policies * Demonstrate techniques of persuasive legal research, writing and oral presentation III. Methods of Instruction and Work Expectations Students are encouraged to introduce issues of current interest from the media or from their workplace for discussion. These issues will be incorporated into the curriculum when appropriate. Through lecture and discussion, we will focus on legal principles underlying law that protects our natural environment from pollution. Especially important will be a review of the increasing authority of government agencies to audit businesses to assure compliance with law. Underlying pollution protection law is sometimes contradictory law related to encouraging resource utilization, Constitutional protection against the uncompensated public taking of private property, and traditional tort rights. Each week students will write a short paragraph or one page outline that answers a question based on the reading assignment. Each student will conduct legal research and write five pages on the legal aspects of an environmental or public health problem. A rough draft must be submitted for review with the instructor before a final draft is submitted. The paper must advocate a public policy that might solve the problem, and include at least 10 primary references. Each student will prepare and present a 6-8 minute persuasive speech in class based on the legal research and writing project. Students will critique each other.
Style: 75% Lecture, 20% Discussion, 5% Student Presentation.
Grading: 70% reports/papers, 20% written homework, 10% in-class presentation.

PubH 6120 Injury Prevention in the Workplace, Community, and Home
2 credit(s);
Instructor: Gerberich PhD, Susan G
Description: Injury Epidemiology: Analyses of major injury problems, affecting the public in the workplace, community, and home, using the epidemiologic model and conceptual framework; emphasis on strategies/program development for prevention and control. For students involved in the field of Occupational Health and Safety, this course provides a foundation essential to the development of programs for Occupational Injury Prevention and Control.

PubH 6130 Occupational Medicine: Principles and Practice
2 credit(s);
Instructor: Mandel, Jeffrey H
Description: The course focuses on occupational and environmental diseases, their causes and preventive strategies. There is an emphasis on multi-disciplinary approaches to evaluating these diseases in environmental and workplace settings. Diseases are covered within organ systems impacted by common occupational and environmental exposures. Respiratory, skin, musculoskeletal, hematological systems and others are covered. Examples used in the class include assessment and management issues involving lead, asbestos, chlorinated solvents, silica, halogenated organic compounds and others. An emphasis is placed on multi-disciplinary disease-related problem solving. The course is designed for students from multiple disciplines and involves classwork which emphasizes interactions of the occupational health team in its efforts to prevent occupational/environmental illnesses.
Style: 30% Lecture, 5% Film/Video, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 20% Guest Speakers.
Grading: 30% mid exam, 20% special projects, 30% additional semester exams, 10% attendance, 10% class participation.

PubH 6133 Global Health Seminar
S-N only, 1 credit(s);
Instructor: Alexander, Bruce H
Description: Student may contact the instructor or department for information.

PubH 6140 Occupational and Environmental Epidemiology
2 credit(s);
Instructor: Church, Timothy Robert
Description: Student may contact the instructor or department for information.

PubH 6150 Interdisciplinary Evaluation of Occupational Health and Safety Field Problems
3 credit(s);
Instructor: Nachreiner, Nancy Martha
Description: Guided evaluation of occupational hazard identification, assessment and control measures. This applications course includes several off campus tours to local worksites. In addition to these walk-through tours, multidisciplinary student teams also focus on a specific worksite during the semester. The team assesses the specific hazard, proposes control measures, identifies pros and cons to various control options, and identifies costs associated with the control options. At the conclusion of the semester, student groups present their reports to management at the company, and provide a written report which includes their assessment and recommendations. Students are expected to have already completed PubH 6170 (Introduction to Occupational Health and Safety).

PubH 6160 Metabolomics
3 credit(s);
Instructor: Peterson, Lisa Ann
Description: Student may contact the instructor or department for information.

PubH 6161 Regulatory Toxicology
2 credit(s);
Instructor: Wattenberg, Elizabeth Vaughn
Description: Toxicological data are used for many legal and regulatory purposes, including the development, manufacture, and registration of commercial products. This course provides an introduction to the concepts and practice of regulatory toxicology as applied to products classified as medical devices. Course topics include an overview of medical device regulatory guidance, the roles of various agencies and non-governmental organizations in device testing and approval, test methods used for the evaluation of material and product safety, the evaluation of new technologies, and current issues in medical device toxicology. Trends in technology and regulatory philosophy that will shape the future practice of medical device toxicology will be also discussed. Students will have the opportunity to develop test plans, critically evaluate test data, and prepare biocompatibility/risk assessments to confirm product safety.

PubH 6173 Exposure to Physical Agents
2 credit(s);
Instructor: Raynor, Peter Cameron
Description: Student may contact the instructor or department for information.

PubH 6175 Environmental Measurements Laboratory
A-F only, 2 credit(s);
Instructor: Simcik, Matt
Description: Student may contact the instructor or department for information.
PubH 6182 Emerging Infectious Disease: Current Issues, Policies, and Controversies
  3 credit(s);
  Instructor: Osterholm, Michael T
  Description: Student may contact the instructor or department for information.

PubH 6210 Public Health Medicine Seminar
  S-N only, 1 credit(s);
  Instructor: Lohman MD, William H
  Description: Student may contact the instructor or department for information.

PubH 6303 Clinical Research Project Seminar
  A-F only, 2 credit(s);
  Instructor: Luepker MD, Russell V
  Description: This seminar is required for clinical research MS students. It allows them to present their thesis work in a preliminary form. This constitutes 50% of the class. The other 50% of the class is spent reviewing study proposals for the General Clinical Research Center (GCRC). Students critique these proposals for scientific integrity and ethical considerations.
  Style: 15% Lecture, 50% Discussion, 35% Student Presentation.
  Grading: 30% in-class presentation, 70% class participation.

PubH 6320 Fundamentals of Epidemiology
  A-F only, 3 credit(s); AHC or health journalism student or instr consent
  Credit will not be granted if credit has been received for: PHAR 6320;
  Instructor: Punyko, Judy
  Description: Student may contact the instructor or department for information.

PubH 6320 Fundamentals of Epidemiology
  A-F only, 3 credit(s); AHC or health journalism student or instr consent
  Credit will not be granted if credit has been received for: PHAR 6320;
  Instructor: Lazovich, DeAnn
  Description: Student may contact the instructor or department for information.

PubH 6320 Fundamentals of Epidemiology
  A-F only, 3 credit(s); AHC or health journalism student or instr consent
  Credit will not be granted if credit has been received for: PHAR 6320;
  Instructor: Lazovich, DeAnn
  Description: Student may contact the instructor or department for information.

PubH 6325 Data Processing with PC-SAS
  1 credit(s);
  Instructor: Oakes, Michael
  Description: The aim of this course is to introduce School of Public Health (SPH) students to methods for processing existing data sources in SAS. This time-intensive short course emphasizes hands-on and otherwise practical approaches to prestatistical data processing and analysis with PC-SAS statistical software on an PC with a MS Windows operating system. The course is basic and introductory. The intended audience is public health masters and doctoral students but others are welcome.

PubH 6342 Epidemiologic Methods II
  3 credit(s);
  Instructor: Pankow, James Scott
  Description:
  Grading: 20% mid exam, 20% final exam, 5% reports/papers, 25% special projects, 20% written homework, 10% class participation.

PubH 6342 Epidemiologic Methods II
  3 credit(s);
  Instructor: Munoz-Zanzi, Claudia Andrea
  Description:
  Grading: 20% mid exam, 20% final exam, 5% reports/papers, 25% special projects, 20% written homework, 10% class participation.

PubH 6344 Research Methods: Application for MPH Project
PubH 6363 Design and Analysis of Group-Randomized Trials in Epidemiology

2 credit(s);
Instructor: Lifson, Alan Raymond
Description: This course provides instruction in the design and analysis of group-randomized trials (GRTs). GRTs are different from "regular" randomized clinical trials (RCTs) in that instead of individual persons, groups (e.g., schools, cities, hospitals) are the unit of randomization. This often provides great benefit but raises some slippery statistical issues. This course covers the statistical, practical, and ethical issues of GRTs. The course is designed for advanced students in health or related fields (e.g., social science; education) who plan to pursue a career in research.
Style: 30% Lecture, 40% Discussion, 30% Laboratory.
Grading: 20% quizzes, 60% written homework, 10% attendance, 10% class participation.

PubH 6350 Epidemiology and Control of Infectious Diseases

2 credit(s);
Instructor: Lifson, Alan Raymond
Description: The purpose of this graduate level course is to learn more about the principles and practice of infectious disease epidemiology, including how communicable diseases and their control affects public health locally, nationally and internationally. We will explore infectious diseases from a variety of different perspectives, in different institutions, and as it affects different populations.
Learning objectives for this course include greater appreciation and understanding of: (1) General principles of infectious disease epidemiology, including: Principles of Infectious Diseases; Outbreak Investigation; Role of the Public Health Laboratory; Disease Surveillance; Modeling Infectious Disease Data, Principles of Screening and Screening Tests; (2) Major infectious diseases and modes of transmission, including: Food-borne Illness; Zoonotic Diseases; Tuberculosis; Influenza; Vector-Borne Diseases; Malaria; Other Parasitic Diseases; HIV/AIDS; Sexually Transmitted Diseases; Viral Hepatitis; Antibiotic Resistant Bacteria; (3) Different control and evaluation strategies for infectious diseases, including: Vaccination; Nosocomial Infections; Behavior Change and HIV/STDs; Blood Safety; Immigrant and Refugee Health; International Research in Resource Poor Settings; Critical Reading of Medical Literature
Style: 90% Lecture, 10% Discussion.
Grading: 84% reports/papers, 16% attendance.

PubH 6387 Cancer Epidemiology

2 credit(s);
Instructor: Anderson PhD, Kristin Ellen
Description: The course introduces students to epidemiologic aspects of cancer through a spectrum of cancer research topics. Epidemiologic concepts are emphasized throughout with attention to limitations and advantages of different study designs and methods. However, this is not an epidemiology methods course. We consider cancer both in and outside of the United States and a few noted historical achievements are covered. We touch on bench science (where disease paradigms, methods for exposure, disease detection and treatment often originate), surveillance, etiologic studies in populations, early detection, treatment, survivorship, palliation...
and end-of-life care and policy. Because cancer is a complex entity, with over 150 diseases, we have the opportunity to talk about many different organ systems; we do not cover them all. Topics include the multistage model of cancer, differences between benign and metastatic tumors and different cancer etiologies: viral, genetic, hormonal and chemical, but this is not a cancer biology course and detailed knowledge of these areas is not expected. We discuss the issue of questionnaire versus biomarker data and the importance of quality control measures. We cover cancer surveillance and discuss influences on quality of the data as well as ethical concerns. A lecture on cancer screening and control includes discussion on screening guidelines, including areas of controversy such as PSA screening for prostate cancer and use of breast self exam for breast cancer; We discuss study designs that can be used to evaluate screening and their limitations. We include material on palliative and end-of-life care for cancer patients.

Grading: 30% final exam, 5% special projects, 30% quizzes, 5% written homework, 25% in-class presentation, 5% class participation. The in-class presentation is a fact sheet on a topic of the student's choice that is presented to a small group.

Exam Format: Both quizzes and the final exam are take home

PubH 6414 Biostatistical Methods I
A-F only, 3 credit(s);
[Public hlt [MPH or certificate] student or environmental hlt [MS or PhD]] or instr consent Credit will not be granted if credit has been received for: PUBH 6450;
Instructor: Davey MS,Cynthia S
Description: Student may contact the instructor or department for information.

PubH 6414 Biostatistical Methods I
A-F only, 3 credit(s);
[Public hlt [MPH or certificate] student or environmental hlt [MS or PhD]] or instr consent Credit will not be granted if credit has been received for: PUBH 6450;
Instructor: Leduc,Robert Edgar
Description: Student may contact the instructor or department for information.

PubH 6415 Biostatistical Methods II
3 credit(s);
Instructor: Telke,Susan Elizabe
Description: Statistical computing using SAS or R (in-class version of the course), or using R (online version of the course). Analysis of variance. Linear regression. Logistic regression. Survival analysis (Kaplan-Meier estimation and Cox regression).

PubH 6415 Biostatistical Methods II
3 credit(s);
Instructor: Gaillard,Philippe Robert
Description: Statistical computing using SAS or R (in-class version of the course), or using R (online version of the course). Analysis of variance. Linear regression. Logistic regression. Survival analysis (Kaplan-Meier estimation and Cox regression).

PubH 6450 Biostatistics I
A-F only, 4 credit(s);
[College-level algebra, health sciences grad student] or instr consent Credit will not be granted if credit has been received for: PUBH 6414;
Instructor: Wolfson,Julian
Description: Student may contact the instructor or department for information.

PubH 6451 Biostatistics II
4 credit(s);
Instructor: Thomas,William
Description: PUBH 6451 is the second semester of an introduction to biostatistics, statistical methods applied in the health sciences. This course covers a broad range of methods, with a focus on their practical use and interpretation in clinical trials and observational studies. The theme of the course is adjusting comparisons of study groups with regression or stratification. A paper from a health journal is assigned as part of each homework: students repeat the analysis and critique the methods and results. Statistical analyses will be performed in SAS, with discussion of basic programming elements and output for the homework. The course covers methods for working with response measurements that are continuous (t-tests, linear regression, ANOVA), that occur in categories (risk, rates, odds, logistic and Poisson regression), and that record time until an event occurs (survival data, proportional hazards regression).
Style: 100% Lecture.
Grading: 50% mid exam, 25% final exam, 25% written homework. "Mid Exam" = 2 exams during semester, 25% each
Exam Format: In-class closed-book exams. Students may use hand calculator and one page of notes.

PubH 6535 Healthcare Services Accounting
A-F only, 3 credit(s);
Instructor: David,Elizabeth Blair
PubH 6541 Statistics for Health Management Decision Making  
3 credit(s);  
Instructor: Abraham, Jean Marie  
Description: Student may contact the instructor or department for information.

PubH 6544 Principles of Problem Solving in Health Services Organizations  
A-F only, 3 credit(s);  
Instructor: Pothoff, Sandra Jean  
Description: Student may contact the instructor or department for information.

PubH 6547 Health Care Human Resources Management  
A-F only, 2 credit(s);  
Instructor: Langan, Patrick J  
Description: Student may contact the instructor or department for information.

PubH 6553 Health Care Management Ethics  
A-F only, 1 credit(s), max credits 2;  
Instructor: Drill-Mellum, Richard D  
Description: Student may contact the instructor or department for information.

PubH 6554 Healthcare Strategy and Marketing  
A-F only, 2 credit(s);  
Instructor: Hillestad, Steven G  
Description: Student may contact the instructor or department for information.

PubH 6557 Health Finance I  
3 credit(s);  
Instructor: Gregory, Sean T  
Description: Student may contact the instructor or department for information.

PubH 6561 Quantitative Methods Applied to Health Administration Problems  
A-F only, 2 credit(s);  
Instructor: Sainfort, Francois  
Description: Student may contact the instructor or department for information.

PubH 6564 Private Purchasers of Health Care: Roles of Employers and Health Plans in U.S. Health Care System  
A-F only, 2 credit(s);  
Instructor: Christianson, Jon B  
Description: Student may contact the instructor or department for information.

PubH 6565 Innovation of Healthcare Services  
A-F only, 2 credit(s);  
Instructor: Zismer, Daniel Kevin  
Description: Student may contact the instructor or department for information.

PubH 6570 Topics: Health Care Administration  
1-4 credit(s), max credits 8;  
Instructor: Henry, William Floyd  
Description: Student may contact the instructor or department for information.
PubH 6570 Topics: Health Care Administration: Health Care Strategy and Strategy Management
1-4 credit(s), max credits 8;
Instructor: Bauer, Paul J
Description: Student may contact the instructor or department for information.

PubH 6570 Topics: Health Care Administration: Manage Health Care Orgs: The Internat'l Perspective
2 credit(s), max credits 8;
Instructor: Rice, James Arthur
Description: Student may contact the instructor or department for information.

PubH 6570 Topics: Health Care Administration: Negotiations
1-4 credit(s), max credits 8;
Instructor: Abrams, Lori J
Description: Student may contact the instructor or department for information.

PubH 6570 Topics: Health Care Administration: Health and Health Systems
1-4 credit(s), max credits 8;
Instructor: Christianson, Jon B
Description: Student may contact the instructor or department for information.

PubH 6571 Leading Performance Improvement in Health Care
A-F only, 2 credit(s);
Instructor: Swensen, Stephen J
Description: Student may contact the instructor or department for information.

PubH 6573 The Nature of Clinical Care
A-F only, 2 credit(s);
Instructor: Marr MD, Thomas J
Description: Student may contact the instructor or department for information.

PubH 6574 Managing Medical Practices as Components of Integrated Health Systems
A-F only, 2 credit(s), max credits 4;
Instructor: Zismer, Daniel Kevin
Description: Student may contact the instructor or department for information.

PubH 6577 Advanced Problem Solving in Health Services Administration
A-F only, 2 credit(s);
Instructor: Reiling, John Gregory
Description: Student may contact the instructor or department for information.

PubH 6589 Medical Technology Evaluation and Market Research
2 credit(s);
Instructor: Parente, Stephen T
Description: Student may contact the instructor or department for information.

PubH 6596 Legal Considerations in Health Services Organizations
A-F only, 2 credit(s);
Instructor: Feinwachs, David
PubH 6606 Children's Health: Issues, Programs, and Policies
2 credit(s);
Instructor: Oberg MD, Charles N
Description: Student may contact the instructor or department for information.

PubH 6627 Sexuality Education: Criteria, Curricula, and Controversy
1 credit(s);
Instructor: Bretl, Lynn Muenzenberger
Description: Student may contact the instructor or department for information.

PubH 6634 Advocacy and Children's Rights
2 credit(s);
Instructor: Oberg MD, Charles N
Description: Student may contact the instructor or department for information.

PubH 6673 Grant Writing for Public Health
1 credit(s);
Instructor: Hennrikus, Deborah Jane
Description: This class is a hands-on program grant-writing workshop for public health graduate students. Its purpose is to provide students with an overview of the grant-writing process, expose them to different types of funding organizations and types of grant proposals, and give them an opportunity to build grant writing and grant review skills. Please note that the course is not intended to cover research grant proposals.

PubH 6700 Foundations of Public Health
3 credit(s);
Instructor: Parsons, Helen Mari
Description: Student may contact the instructor or department for information.

PubH 6705 Community Health Assessment
3 credit(s);
Instructor: McBean, Alexander Marshall
Description: Student may contact the instructor or department for information.

PubH 6711 Public Health Law
2 credit(s);
Instructor: Barry JD, Anne M
Description: Student may contact the instructor or department for information.

PubH 6724 The Health Care System and Public Health
3 credit(s);
Instructor: Ward, Andrew Clay
Description: I. Course Overview The purpose of this course is to provide students with an overview of the U.S. health care finance and delivery systems within a public health context. To be effective practitioners, public health professionals must be able to link the theory of individual and social determinants of health status and outcomes with the changing structures and organizations of the U.S. health care systems. This course will teach the basic components of the U.S. health care systems, including: The history and development of U.S. health care systems; Financing; The role of public programs (e.g., Medicare and Medicaid), insurers, and employers; Health care delivery systems (e.g., Primary Care, Outpatient and Inpatient services); Integrated and managed care; Long-term care and health care delivery to special populations; The future of U.S. health care systems II. Course Objectives Upon completing this course, students should be able to meet the following objectives: 1. Understand the role that U.S. health care systems play in improving health status 2. Identify the key components of the U.S. health care delivery systems 3. Identify funding sources and their relative contributions to health expenditures 4. Identify major gaps in access to care and the reasons for those gaps 5. Identify recent trends in U.S. health care finance and delivery 6. Understand the basic elements of managed and integrated care 7. Describe
collaborative methods and approaches to build on existing service delivery systems to maintain or improve the health status of populations III. Reading Materials/Text Books There is one required textbook for this course: Leiyu Shi and Douglas A. Singh, Delivering Health Care in America: A Systems Approach, 5th edition (Burlington, MA: Jones and Bartlett Learning, 2012). ISBN-13: 978-1-4496-2650. This is the most current edition of the book. Earlier editions of the book are different, and their use will not suffice for the course. Please make certain that you have the correct edition of the required book. In addition to this book, there are online readings. Some of the online readings are publicly accessible from any computer with a reliable Internet connection (see section IX of the syllabus for the URLs). Some of the readings come from journals that you can access using the University of Minnesota library system. I have provided complete bibliographical information for these articles. Thus, if you so choose, you can access the online readings via the University of Minnesota library system. Sometimes even if you know the journal name, the author name, the article name, etc., it can be challenging to find articles using the databases provided by the University of Minnesota library. For this reason, I have also included the journal articles as .pdf files on the course Webpage.

Style: 100% Web Based. The course is an entirely online course. All interactions will be either by e-mail or via the course Webpage functions.

Grading: 20% mid exam, 25% final exam, 20% quizzes, 30% written homework, 5% other evaluation. The "Other Evaluation" are Discussion Board postings.

Exam Format: The mid-term examination is a combination of true-false, multiple-choice and essay questions. The final examination is entirely essay questions.

PubH 6727 Health Leadership and Effecting Change
2 credit(s);
Instructor: White,Katie Marie
Description: PubH 6727, Health Leadership and Effecting Change, is designed for students who aspire to leadership roles, especially that of becoming an effective change leader in any public health or health services organization setting or in multisectoral contexts.

PubH 6730 International Comparative Health Systems
2 credit(s);
Instructor: Blewett,Lynn Ann
Description: Student may contact the instructor or department for information.

PubH 6732 Topics and Methods in Global Health Assessment
2 credit(s);
Instructor: McBean,Alexander Marshall
Description: Student may contact the instructor or department for information.

PubH 6742 Ethics in Public Health: Research and Policy
A-F only, 1 credit(s);
Instructor: Turner,Leigh
Description: Student may contact the instructor or department for information.

PubH 6751 Principles of Management in Health Services Organizations
A-F only, 2 credit(s);
Instructor: Riley,William J
Description: Student may contact the instructor or department for information.

PubH 6751 Principles of Management in Health Services Organizations
A-F only, 2 credit(s);
Instructor: Begun,James Warren
Description: Equip students with analytical skills to understand organizations and organization behavior. Develops management and leadership competencies that enable students to make a positive difference in their work organizations and in the health of populations.

Style: 50% Lecture, 5% Film/Video, 25% Discussion, 20% Small Group Activities. Online section is 100% web based
Grading: 40% mid exam, 45% final exam, 15% attendance.
Exam Format: take-home, open books

PubH 6758 Managing Public Health Systems
A-F only, 2 credit(s);
Instructor: Wholey,Douglas R
Description: The goal of public health is managing the health of populations. In a mixed economy, such as the United States, the activities necessary to improve population health are delivered by a wide variety of organizations, including private for-profit organizations, non-profit organizations, and public organizations. In an economy more dependent on public provision, such as the
National Health Service in England, many services, such as public health, primary care, specialty care, community services, and mental health services, have to be coordinated. So, not only does public health administration require the management of services and activities within a public health agencies, it requires managing public health systems, collaborations with other organizations that affect population health and providing oversight of activities that affect population health. PubH 6758 focuses on three skills essential to managing systems: Problem Solving, Process Management and Quality Improvement, and Collaboration Management. These skills are developed within the context of organizing public health core functions and essential services.

**PubH 6765 Continuous Quality Improvement: Methods and Techniques**
- 3 credit(s);
- Instructor: Riley, William J
- Description: Student may contact the instructor or department for information.

**PubH 6780 Topics: Public Health Administration and Policy: Public Health Leadership**
- 1 credit(s), max credits 40, 20 completions allowed;
- Instructor: Malcolm, Jan Kathleen
- Description: Student may contact the instructor or department for information.

**PubH 6780 Topics: Public Health Administration and Policy: Performance Management and Transformational Change**
- 1-2 credit(s), max credits 40, 20 completions allowed;
- Instructor: Riley, William J
- Description: Student may contact the instructor or department for information.

**PubH 6800 Topics: Health Services Research and Policy: Quantitative Methods for Policy & Demographic Research**
- 3 credit(s), max credits 80, 20 completions allowed;
- Instructor: Golberstein, Ezra
- Description: This course teaches students to understand and competently use advanced quantitative methods in applied social science, policy, and demographic research. This course does not focus on the mathematical derivation of estimators or on the statistical theory underlying various estimators (though mathematical expression may be used to help build intuition in some places). Rather, it focuses on developing a toolkit of advanced quantitative methods, on building a strong understanding of which methods are appropriate with different research designs, and on understanding the assumptions associated with various approaches. Emphasis will be placed on thinking critically about causal inference in quantitative research. This course is intended for any substantive area of interest in policy or demographic research.

**PubH 6803 Conducting a Systematic Literature Review**
- OPT No Aud, 3 credit(s);
- Instructor: Kane, Robert L
- Description: Student may contact the instructor or department for information.

**PubH 6807 Global Health Relief, Development, and Religious and Non-Religious NGOs**
- 3 credit(s), max credits 6;
- Instructor: Allison, Kirk Charles
- Description: Student may contact the instructor or department for information.

**PubH 6809 Advanced Methods in Health Decision Science**
- OPT No Aud, 3 credit(s);
- Instructor: Kuntz, Karen M
- Description: Student may contact the instructor or department for information.

**PubH 6810 Survey Research Methods**
- OPT No Aud, 3 credit(s);
- Instructor: Rockwood, Todd H
- Description: Student may contact the instructor or department for information.

**PubH 6835 Principles of Health Policy**
- 2 credit(s);
- Instructor: Kozhimannil, Katy Backes
- Description: The purpose of this course is to introduce students to the policy environment that influences and shapes public health and the provision of health care services, to enhance understanding of the historical and political context of health policy, to develop
strategies for analysis of health policy issues, and to communicate effectively in the policy environment. Through lectures, readings, collaborative debate and discussion, oral presentation, and written work, students will develop the background and skills to approach a range of problems in the interdisciplinary field of public health, where the major policy issues are constantly evolving. As a result, this course aims to convey not just specific facts, but to help students develop the ability and confidence to critically assess current health policy issues in a thoughtful, comprehensive, and rigorous manner. While the course content focuses on the U.S. health care environment, policy analytic and communication skills are presented in a way that is transferrable to other contexts.

PubH 6845 Using Demographic Data for Policy Analysis
A-F only, 3 credit(s);
Instructor: Karaca Mandic, Pinar
Description: Student may contact the instructor or department for information.

PubH 6852 Program Evaluation in Health and Mental Health Settings
A-F only, 2 credit(s);
Instructor: Garrard, Judith M
Description: Student may contact the instructor or department for information.

PubH 6855 Medical Sociology
3 credit(s);
Instructor: McAlpine, Donna D
Description: Student may contact the instructor or department for information.

PubH 6862 Cost-Effectiveness Analysis in Health Care
3 credit(s);
Instructor: Nyman, John A.
Description: This course is intended to give students an overview of the theory and applications of cost-benefit analysis, cost-effectiveness analysis, and related forms of decision analysis in the health care sector. The topics covered are: the theoretical economic basis for this analysis, comparison of the various forms of decision analysis, measures of costs and related controversies, measures of outcomes including health status and health-related quality of life, assigning monetary values to outcomes, the value of a human life and of quality adjusted life years, discounting, uncertainty in cost-effectiveness analysis, Markov models, study design, and standardized reporting of results. Students also learn TreeAge Pro, a decision-analytic software package and review a number of classic applications from the literature. The course occasionally uses conventional microeconomic analytical and statistical tools. While it is not required, it is recommended that students have taken a microeconomics course. Because not all have taken such a course, one lecture is spent at the beginning of the course familiarizing students with basic microeconomic analytical tools.
Style: 90% Lecture, 10% Discussion.
Grading: 33% mid exam, 33% final exam, 17% quizzes, 17% written homework.

PubH 6906 Global Nutrition
2 credit(s);
Instructor: Himes, John H
Description: Student may contact the instructor or department for information.

PubH 6910 Critical Review of Research in Public Health Nutrition
1 credit(s);
Instructor: Pereira PhD, Mark A
Description: Student may contact the instructor or department for information.

PubH 6914 Community Nutrition Intervention
3 credit(s);
Instructor: Neumark-Sztainer, Dianne Ruth
Description: This class provides students with the tools for developing community nutrition interventions. Students will learn about utilizing behavioral theory, conducting needs assessments, writing program objectives, developing intervention strategies, evaluating program implementation and effectiveness, planning a budget, and writing grant proposals. Students pick their projects based on their personal interests and work in small groups. Previous examples include: obesity prevention for school-aged children, eating disorder prevention for adolescent girls; increasing whole-grain consumption in college students, and increasing fruit and vegetable intake in preschoolers.
Style: 40% Lecture, 10% Discussion, 20% Small Group Activities, 10% Student Presentation, 20% Guest Speakers.
Grading: 25% reports/papers, 50% special projects, 25% class participation.
PubH 6933 Nutrition and Chronic Diseases
2 credit(s);
Instructor: Robien,Kim
Description: This course covers issues in nutrition and public health, with an emphasis on how nutrition research is translated into dietary recommendations for chronic disease prevention. The process of conducting systematic reviews of the nutrition literature will be covered extensively in the course. We will focus on the relation of nutrition to obesity, cardiovascular disease, diabetes, and cancer. This course is designed for graduate students in the Public Health Nutrition MPH program. Graduate students from other programs are welcome, however it is strongly recommended that all students have had previous (or concurrent) coursework in:
- Nutrition (such as PubH 6905 - Human Nutrition and Health, FScN 4612 - Advanced Human Nutrition, or NUTR 5626 - Nutritional Physiology)
- Epidemiology (such as PubH 6320 - Fundamentals of Epidemiology or PubH 6330 - Epidemiology I)
- Pathophysiology (such as PubH 6355 - Pathophysiology of Human Disease)
Style: 50% Lecture, 45% Discussion, 5% Student Presentation. The course is structured as a weekly seminar with about an hour of lecture and an hour of discussion.
Grading: 50% reports/papers, 25% in-class presentation, 25% class participation.

PubH 7091 Independent Study: Community Health Education
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Lando, Harry A
Description: Student may contact the instructor or department for information.

PubH 7094 Master's Project: Community Health Education
S-N only, 1-6 credit(s), max credits 6;
Instructor: Linde, Jennifer A
Description: Student may contact the instructor or department for information.

PubH 7096 Field Experience: Community Health Education
S-N only, 1-6 credit(s), max credits 6;
Instructor: Toomey, Traci Louise
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Nachreiner, Nancy Martha
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Ramachandran, Gurumurthy
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Maldonado, George
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Raynor, Peter Cameron
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: McGovern, Patricia Marie  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Osterholm, Michael T  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Hedberg, Craig W  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Olson, Debra Kay  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Mandel, Jeffrey H  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Medus PhD, Carlota  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Nachreiner, Nancy Martha  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Wattenberg, Elizabeth Vaughn  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Brosseau, Lisa M  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Simcik, Matt  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Peterson, Lisa Ann  
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health  
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;  
Instructor: Maldonado, George  
Description: Student may contact the instructor or department for information.
PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Raynor, Peter Cameron
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Alexander, Bruce H
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Osterholm, Michael T
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Hedberg, Craig W
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Olson, Debra Kay
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Mandel, Jeffrey H
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Medus PhD, Carlota
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Nachreiner, Nancy Martha
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Wattenberg, Elizabeth Vaughn
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Allwood, Paul Bancroft
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Brosseau, Lisa M
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Simcik, Matt
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Ramachandran, Gurumurthy
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Maldonado, George
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Raynor, Peter Cameron
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Alexander, Bruce H
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 7200 Topics: Public Health Practice: Global Health Institute-Thailand
OPT No Aud, 4.5 credit(s), max credits 90, 20 completions allowed;
Instructor: Olson Keller, Linda
Description: Student may contact the instructor or department for information.

PubH 7250 Designing and Conducting Focus Group Interviews
OPT No Aud, 1 credit(s);
Instructor: Krueger, Richard A
Description: Student may contact the instructor or department for information.

PubH 7280 Public Health Advocacy Through Professional Organizations
S-N only, 0.5-2 credit(s), max credits 2;
Instructor: Hart MD, James F
Description: Student may contact the instructor or department for information.

PubH 7280 Public Health Advocacy Through Professional Organizations
S-N only, 0.5-2 credit(s), max credits 2;
Instructor: Hueston DVM, William D.
Description: Student may contact the instructor or department for information.
PubH 7291 Independent Study: Public Health Practice
S-N only, 0.5-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Waters, Katherine Cecilia
Description: Student may contact the instructor or department for information.

PubH 7294 Master's Project: Public Health Practice
S-N only, 0.5-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Minicucci, Larissa A
Description: Student may contact the instructor or department for information.

PubH 7296 Field Experience: Public Health Practice
S-N only, 0.5-6 credit(s), max credits 24, 4 completions allowed;
Public health practice MPH major, instr consent Credit will not be granted if credit has been received for: CVM 6516;
Instructor: Minicucci, Larissa A
Description: Student may contact the instructor or department for information.

PubH 7391 Independent Study: Epidemiology
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Tang, Weihong
Description: Student may contact the instructor or department for information.

PubH 7394 Master's Project: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Pankow, James Scott
Description: Student may contact the instructor or department for information.

PubH 7394 Master's Project: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Pereira PhD, Mark A
Description: Student may contact the instructor or department for information.

PubH 7396 Field Experience: Epidemiology
S-N only, 1-5 credit(s), max credits 5;
Instructor: Munoz-Zanzi, Claudia Andrea
Description: Student may contact the instructor or department for information.

PubH 7400 Topics: Biostatistics: Introduction to Clinical Trials
3 credit(s), max credits 20, 20 completions allowed;
Instructor: Telke, Susan Elizabe
Description: Participating either as a consumer, adviser, or contributor to evidence-based medical and public health decisions requires an understanding of the quality of that evidence. A strong foundation in clinical trials helps prepare scientists to evaluate published medical advances and to implement well-designed pioneering health research. The topics of this Introduction to Clinical Trials class follow the natural sequence in a protocol, and will include: hypotheses and endpoints, choice of intervention and control, ethical considerations, blinding and randomization, data collection and monitoring, sample size, analysis strategies, and writing of the protocol. Motivating examples from published research will be used throughout. All course interactions occur in an on-line environment. Weekly lessons on each topic have an audio lecture presentation, readings in texts and research literature, interactive discussion boards, video delivered by experts, and optional enrichment materials. Students will participate in group projects to develop and write a complete protocol. Homework and exams will be delivered on-line.
Style: 100% Web Based.

PubH 7402 Biostatistics Modeling and Methods
4 credit(s);
Instructor: Guan, Weihua
Description: Student may contact the instructor or department for information.

PubH 7406 Advanced Regression and Design
4 credit(s);
Instructor: Hughes, John
PubH 7407 Analysis of Categorical Data
3 credit(s);
Instructor: Chu,Haitao
Description: Student may contact the instructor or department for information.

PubH 7420 Clinical Trials: Design, Implementation, and Analysis
3 credit(s);
Instructor: Neaton,Jim
Description: Student may contact the instructor or department for information.

PubH 7440 Introduction to Bayesian Analysis
3 credit(s);
Instructor: Carlin PhD,Bradley Paige
Description: Student may contact the instructor or department for information.

PubH 7465 Biostatistics Consulting
3 credit(s);
Instructor: Rudser,Kyle
Description: Student may contact the instructor or department for information.

PubH 7494 Master's Project: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Neaton,Jim
Description: Student may contact the instructor or department for information.

PubH 7494 Master's Project: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Reilly,Cavan Sheerin
Description: Student may contact the instructor or department for information.

PubH 7494 Master's Project: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Chu,Haitao
Description: Student may contact the instructor or department for information.

PubH 7494 Master's Project: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Eberly,Lynn Elizabeth
Description: Student may contact the instructor or department for information.

PubH 7494 Master's Project: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Koopmeiners,Joseph Stephen
Description: Student may contact the instructor or department for information.

PubH 7494 Master's Project: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Wolfson,Julian
Description: Student may contact the instructor or department for information.

PubH 7494 Master's Project: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Bandyopadhyay,Dipankar
Description: Student may contact the instructor or department for information.
PubH 7496 Biostatistics: Field Experience
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Connett, John E
Description: Student may contact the instructor or department for information.

PubH 7581 Gerontology and Services for Long Term Care Residents
A-F only, 2-4 credit(s), max credits 8;
Instructor: Grant, Leslie Alan
Description: Student may contact the instructor or department for information.

PubH 7582 Practicum in Long-Term Care Administration
S-N only, 4 credit(s);
Instructor: Grant, Leslie Alan
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Henry, William Floyd
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Zismer, Daniel Kevin
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Begun, James Warren
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Christianson, Jon B
Description: Student may contact the instructor or department for information.

PubH 7596 Clerkship in Health Care Administration
A-F only, 2 credit(s);
Instructor: Hart, Gregory Wayne
Description: Student may contact the instructor or department for information.

PubH 7694 Master’s Project: Maternal and Child Health
S-N only, 2-4 credit(s), max credits 4;
Instructor: Hellerstedt, Wendy L
Description: Student may contact the instructor or department for information.

PubH 7696 Field Experience: Maternal and Child Health
S-N only, 1-4 credit(s), max credits 4;
Instructor: Oberg MD, Charles N
Description: Student may contact the instructor or department for information.

PubH 7784 Master’s Project Seminar: Public Health Administration and Policy
A-F only, 1 credit(s), max credits 2;
Instructor: McAlpine, Donna D
Description: Student may contact the instructor or department for information.

PubH 7791 Independent Study: HDIC Seminar
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Call PhD, Kathleen Thiede
Description: Student may contact the instructor or department for information.

PubH 7791 Independent Study: HDIC Seminar
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Allison,Kirk Charles
Description: Student may contact the instructor or department for information.

PubH 7791 Independent Study: HDIC Seminar
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: McBean,Alexander Marshall
Description: Student may contact the instructor or department for information.

PubH 7791 Independent Study: HDIC Seminar
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Gollust,Sarah Elizabeth
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Potthoff,Sandra Jean
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Call PhD,Kathleen Thiede
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Blewett,Lynn Ann
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Nyman,John A.
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Wholey,Douglas R
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: McAlpine,Donna D
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Kuntz,Karen M
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Karaca Mandic,Pinar
Description: Student may contact the instructor or department for information.
PubH 7994 Master's Project: Public Health Nutrition  
S-N only, 1-6 credit(s), max credits 6;  
Instructor: Neumark-Sztainer,Dianne Ruth  
Description: Student may contact the instructor or department for information.

PubH 7996 Field Experience: Public Health Nutrition  
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;  
Instructor: Miles,Aida  
Description: Student may contact the instructor or department for information.

PubH 8120 Occupational Health and Safety Research Seminar  
S-N only, 1 credit(s), max credits 12, 12 completions allowed;  
Instructor: Gerberich PhD,Susan G  
Description: This course builds on other coursework, including the basic epidemiology, biostatistics, and occupational health- and safety-related courses. It enables students from multiple disciplines to synthesize information, in concert with other coursework, to enhance critical thinking and application to specific research efforts. Activities include: discussions/critiques of various aspects of research projects (ideas for projects; proposals; development of methods; analyses; interpretation); informal lectures and presentations by students, faculty and guest lecturers; practice presentations for thesis committees and professional/other meetings; field trips relevant to occupational health and safety and other research areas.

PubH 8141 Doctoral Seminar in Observational Inference  
S-N only, 2 credit(s), max credits 20, 10 completions allowed;  
Instructor: Maldonado,George  
Style: 100% Discussion.  
Grading: 100% class participation.

PubH 8142 Epidemiologic Uncertainty Analysis  
S-N only, 2 credit(s);  
Instructor: Maldonado,George  
Description: An observed relative risk (RRobs) can be described mathematically as the product of the causal relative risk (RRcausal)? a desired effect measure for etiologic epidemiologic studies? and error factors for the impact on study results of imperfections in the design, conduct and analysis of the study (uncontrolled confounding, losses-to-followup, nonrandom subject sampling, subject nonresponse, missing data, exposure and disease measurement error, unjustified statistical model assumptions, and random error). When viewed from this perspective, it becomes clear that RRcausal is not identifiable (i.e., cannot be validly estimated) without making assumptions about the values of the error-factor and random-error terms. A standard quantitative analysis does not account for most study imperfections. It therefore implicitly assumes that the product of the error factors equals 1.0. This standard-practice assumption, however, has neither theoretical nor empirical justification. We therefore advise epidemiologists to replace the standard assumption with more justifiable assumptions about the values of the error-factor terms. These more-justifiable assumptions can be incorporated into a quantitative analysis with uncertainty analysis (also known as bias modeling, probabilistic sensitivity analysis, Monte Carlo sensitivity analysis). We discuss this technique in this class.

PubH 8165 Current Topics in Toxicology  
S-N only, 1 credit(s), max credits 2;  
Instructor: Toscano Jr,William A  
Description: Student may contact the instructor or department for information.

PubH 8166 Experiences in Toxicology Research  
A-F only, 3 credit(s);  
Instructor: Peterson,Lisa Ann  
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health  
1-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Gerberich PhD,Susan G  
Description: Student may contact the instructor or department for information.
PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Osterholm, Michael T
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Nachreiner, Nancy Martha
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Wattenberg, Elizabeth Vaughn
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Ramachandran, Gurumurthy
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Alexander, Bruce H
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 8342 Advanced Epidemiologic Methods: Applications
3 credit(s);
Instructor: Erickson, Darin John
Description: Student may contact the instructor or department for information.

PubH 8392 Readings in Clinical Research
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Yueh, Bevan
Description: Student may contact the instructor or department for information.

PubH 8393 Directed Study: Clinical Research
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Burns, Linda J
Description: Student may contact the instructor or department for information.

PubH 8442 Bayesian Decision Theory and Data Analysis
3 credit(s);
Instructor: Banerjee, Sudipto
Description: Student may contact the instructor or department for information.

PubH 8446 Advanced Statistical Genetics and Genomics
3 credit(s);
Instructor: Wu, Baolin
Description: Student may contact the instructor or department for information.

PubH 8472 Spatial Biostatistics
PubH 8492 Theories of Hierarchical and Other Richly Parametrized Linear Models
A-F only, 3 credit(s);
Instructor: Hodges, James Steven
Description: Student may contact the instructor or department for information.

PubH 8494 Directed Research: Biostatistics
S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Banerjee, Sudipto
Description: Student may contact the instructor or department for information.

PubH 8802 Health Services Policy Analysis: Applications
A-F only, 2 credit(s);
Instructor: Blewett, Lynn Ann
Description: Student may contact the instructor or department for information.

PubH 8813 Measurement of Health-Related Social Factors
A-F only, 3 credit(s);
Instructor: Rockwood, Todd H
Description: Student may contact the instructor or department for information.

PubH 8821 Health Economics II
A-F only, 3 credit(s);
Instructor: Feldman, Roger D
Description: Student may contact the instructor or department for information.

PubH 8830 Writing for Research
OPT No Aud, 2 credit(s);
Instructor: Dowd, Bryan E
Description: Student may contact the instructor or department for information.

PubH 8893 Directed Study: Health Services Research, Policy, and Administration
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Radosevich, David M
Description: Student may contact the instructor or department for information.

PubH 8893 Directed Study: Health Services Research, Policy, and Administration
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Nyman, John A.
Description: Student may contact the instructor or department for information.

PubH 8893 Directed Study: Health Services Research, Policy, and Administration
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Sainfort, Francois
Description: Student may contact the instructor or department for information.

PubH 8894 Directed Research: Health Services Research, Policy, and Administration
1-8 credit(s), max credits 8, 8 completions allowed;
Instructor: Rockwood, Todd H
Description: Student may contact the instructor or department for information.

PubH 8894 Directed Research: Health Services Research, Policy, and Administration
1-8 credit(s), max credits 8, 8 completions allowed;
Instructor: Wholey, Douglas R
Description: Student may contact the instructor or department for information.
PubH 8894 Directed Research: Health Services Research, Policy, and Administration
  1-8 credit(s), max credits 8, 8 completions allowed;
  Instructor: McAlpine, Donna D
  Description: Student may contact the instructor or department for information.

PubH 8894 Directed Research: Health Services Research, Policy, and Administration
  1-8 credit(s), max credits 8, 8 completions allowed;
  Instructor: Karaca Mandic, Pinar
  Description: Student may contact the instructor or department for information.

Recreation Resource Management 115 Green Hall

RRM 4232W Managing Recreational Lands
  A-F only, 4 credit(s); Credit will not be granted if credit has been received for: RRM 5232; Meets CLE req of Writing Intensive
  Instructor: Schneider, Ingrid Eleanore
  Description: Most of us like to be outdoors and participate in some kind of outdoor recreation: hiking, hunting or horsebackriding?! Outdoor recreation management focuses on providing opportunities for a host of benefits to visitors, communities and the environment. However, challenges in outdoor recreation management also exist. This class provides an overview of federal recreation land management, the organizations involved, and the benefits/challenges associated with this management. An applied experience working with MN recreation areas brings immediate use of the knowledge, connections with agencies and a great team experience. This course is designed to provide an understanding of the principles and practices of wildland recreation management. Specific objectives are to:
  1) understand federal recreation land management policy & organization, 2) develop an understanding of conceptual frameworks for recreation resource & visitor use management, 3) identify & evaluate visitor caused impacts to resources & to visitor experiences, 4) understand & be able to use management tools designed to reduce recreation-related impacts & conflicts, & 5) demonstrate an understanding of course material through exams & applied assignments.
  Style: Recitation

RRM 4293 Directed Study
  1-5 credit(s), max credits 12, 12 completions allowed;
  Instructor: Baughman, Mel J.
  Description: Student may contact the instructor or department for information.

RRM 4293 Directed Study
  1-5 credit(s), max credits 12, 12 completions allowed;
  Instructor: Schneider, Ingrid Eleanore
  Description: Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

RRM 4293 Directed Study
  1-5 credit(s), max credits 12, 12 completions allowed;
  Instructor: Messer, Cynthia Cosdon
  Description: Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

RRM 4293 Directed Study
  1-5 credit(s), max credits 12, 12 completions allowed;
  Instructor: Davenport, Mae Allen
  Description: Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

RRM 5232 Managing Recreational Lands
  A-F only, 4 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: RRM 4232W;
  Instructor: Schneider, Ingrid Eleanore
  Description: Most of us like to be outdoors and participate in some kind of outdoor recreation: hiking, hunting or horsebackriding?! Outdoor recreation management focuses on providing opportunities for a host of benefits to visitors, communities and the environment. However, challenges in outdoor recreation management also exist. This class provides an overview of federal recreation land management, the organizations involved, and the benefits/challenges associated with this management. An applied experience working
with MN recreation areas brings immediate use of the knowledge, connections with agencies and a great team experience. This course is designed to provide an understanding of the principles and practices of wildland recreation management. Specific objectives are to:
1) understand federal recreation land management policy & organization, 2) develop an understanding of conceptual frameworks for recreation resource & visitor use management, 3) identify & evaluate visitor caused impacts to resources & to visitor experiences, 4) understand & be able to use management tools designed to reduce recreation-related impacts & conflicts, & 5) demonstrate an understanding of course material through exams & applied assignments.

**Style:** Recitation

### Recreation, Park, and Leisure Studies 220 Cooke Hall

**Rec 1501 Orientation to Leisure and Recreation**

3 credit(s);
Instructor: Morrissey, Sean Patrick

**Description:** This course is designed as an introduction to the field of recreation and leisure studies through several field trips and service learning opportunities that highlight a variety of recreation programs, facilities, services and delivery systems. An experiential approach allows students to see firsthand the opportunities and careers in the recreation industry. Most class periods will be spent in the field exploring various agencies and meeting with professionals in the industry (YMCA Camp Ihduhapi, Three Rivers Park District - Silverwood & French Regional Park, REI, University Recreation Center, Oxford Community Center, National Sports Center, and Wilderness Inquiry). Students also help to plan events and operate the exciting Gopher Adventure Race (GAR) on-campus!

**Style:** 25% Lecture, 5% Small Group Activities, 40% Field Trips, 5% Guest Speakers, 25% Service Learning.

**Grading:** 15% special projects, 20% attendance, 30% reflection paper, 15% in-class presentation, 20% class participation.

### Rec 2151 Outdoor and Camp Leadership

A-F only, 3 credit(s);
Instructor: Lais, Gregory J

**Description:** Practical and theoretical study of leading groups in outdoor and camp settings. Outdoor leadership skills, expedition planning, emergency procedures and risk management, LNT approaches, and working with youth in a camp environment. Two classes evening classes will be held at Wilderness Inquiry, 808 14th Ave SE. A 5-day sea kayak field experience will be held May 11th - 15th at Wilderness Inquiry’s Little Sand Bay basecamp in the Apostle Islands. This trip will leave at 7:30AM on the 11th from Wilderness Inquiry, and return by 7PM on the 15th. Students may either drive up on their own or ride in Wilderness Inquiry van. All kayak gear provided.

**Style:** 20% Lecture, 10% Small Group Activities, 20% Student Presentation, 50% Field Trips. Two evening classes will be held at Wlon 8th St. SE and 14th Ave SE. Field trip will leave from Wilderness Inquiry 7:30 AM on May 11th and return by 7PM on May 15th.

**Grading:** 20% final exam, 20% reflection paper, 20% class participation, 40% laboratory evaluation.

**Exam Format:** Multiple choice

### Rec 3551 Administration and Finance of Leisure Services

A-F only, 4 credit(s);
Instructor: Brown PhD, Tony Kevin

**Description:** Concepts, principles, and practices of managing leisure service organizations. Course content includes organizational leadership, personnel management, project management, facility development, facility operations and maintenance management, and financial management.

### Rec 3601W Leisure and Human Development

3 credit(s); Meets CLE req of Writing Intensive
Instructor: Magnuson PhD, Connie

**Description:** Course Description This course examines the role of recreation, play and leisure in the lives of individuals across the life span. An interdisciplinary approach draws from psychology, sociology, anthropology, physiology and other disciplines to better understand the motivations of individuals in order to provide recreation programs, services, and facilities that will meet their needs. We take a holistic approach looking at the four domains of physical, social, cognitive and emotional development as an individual moves through the phases of the life span. This is an upper level writing intensive course designed for Recreation majors. Other students will need instructor permission to register depending on availability. Readings: various articles and instructor materials. There is no assigned textbook. Method of Instruction: The class is entirely on-line.

### Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies

S-N only, 9 credit(s);
Instructor: Magnuson PhD, Connie

**Description:** A capstone of the student’s academic program, this practical experience under the supervision of a recreational professional provides students the opportunity to apply acquired academic knowledge while totally immersed in the work place setting.
full time. The internship is 9-credits for a total of 405 hours in the field. Internships are done once the coursework for the degree has been completed.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Magnuson PhD, Connie
Description: Explore areas of personal interest and delve into a degree-related topic that may not be covered in depth in the coursework that will be applicable to your chosen career path. During this independent study, you will work with faculty or recreational professionals on creative activities, scholarly research, or other project developments that allow for learning opportunities and contribute to the student’s academic program. A great opportunity for getting involved in the field and working with mentors and experts in the field that will provide tremendous learning and networking opportunities.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD, Rayla
Description: Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD, Stephen
Description: Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 5111 Sports Facilities
A-F only, 3 credit(s);
Instructor: Turman PhD, James C
Description: An overview of sports facilities including the planning, development, design, funding, financing, and construction of such facilities with emphasis on major indoor multipurpose facilities for recreational sports, physical education, and intercollegiate athletics on the college campus and an introduction to public/private arenas and stadiums. The class will tour selected on-campus kinesiology, athletic, and recreational facilities. Students will be assigned a group sports facilities project and present their concepts and plans to the class. Other topic areas may include, operations management, marketing, advertising, public relations, and risk management.
Style: 35% Lecture, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 15% Field Trips, 5% Guest Speakers.
Grading: 17% final exam, 35% reports/papers, 25% special projects, 5% quizzes, 13% written homework, 5% attendance. Note: attendance also includes in-class presentation and participation.
Exam Format: multiple choice, fill-in, matching, and essay

Rec 5115 Event Management in Sport
A-F only, 3 credit(s);
Instructor: Ross PhD, Stephen
Description: This seminar style course is designed to introduce and discuss practices and principles of planning, funding, and managing sport events and how this impacts and influences its success. In addition to preparation for the event, legal and safety issues are very important considerations as well. Through discussion seminar discussion, this course will delve into the science of event management and all of its components.

Rec 5311 Programming Outdoor and Environmental Education
A-F only, 3 credit(s);
Instructor: Sorensen, Melanie Carol
Description: Student may contact the instructor or department for information.
Rec 5371 Sport and Society
A-F only, 3 credit(s);
Instructor: LaVoI PhD,Nicole Marie
Description: This course examines people and their behaviors within sport contexts from socio-cultural perspectives and how social institutions (e.g., family, church, government) and social constructions (e.g., gender, class, race, sexual identity) intersect with sport to influence behavior. Course Objectives 1. To introduce students to the field of sport sociology by providing a broad overview of the major areas of the discipline. 2. To describe the complex and politicized relationship between sport, culture, and society. 3. To understand how identity is shaped, in part, by the dominant values and norms of a particular society, and how the generally conservative institution of sport attempts to indoctrinate people into the dominant system. 4. To understand how characteristics that are unique to sport can contribute to identity formation that sometimes runs counter to prevailing societal norms (e.g. athlete privileges, proscribed violence within hockey, culture of misogyny within football locker rooms, etc.) 5. To identify and understand movements towards equality and social justice in an increasingly multicultural and globalized sporting environment. 6. To describe how social problems such as violence, sexism, racism and homophobia in sport relate to larger society. 7. To describe how race, ethnicity, class, gender, sexual orientation, and disability are negotiated within sport. 8. To describe how technology has influenced sport and contemporary notions of the human athletic body. 9. To identify and critique future trends in sport. 10. To develop critical writing and thinking skills.
Style: 50% Lecture, 10% Film/Video, 25% Discussion, 5% Laboratory, 5% Small Group Activities, 5% Guest Speakers.
Grading: 10% final exam, 15% special projects, 5% attendance, 70% reflection paper.

Rec 5601 Sport Management Ethics and Policy
A-F only, 3 credit(s);
Instructor: Kihl PhD,Lisa A
Description: Ethical concepts that underpin or inform sport policies. Evaluating sport policies from a normative point of view. Selected sport policy issues are used to illustrate relevance of ethical considerations in policy development, ethical implications of sport policy.

Rec 5801 Legal Aspects of Sport and Recreation
A-F only, 4 credit(s);
Instructor: Loher JD,Vickie Lynn
Description: Legal issues related to recreation, park, and sport programs/facilities with public/private sectors.

Rec 5900 Special Topics: Contemporary Issues in Leisure Services: Experiential Youth Leadership and Service Learning
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Magnuson PhD,Connie
Description: This course is designed to maximize learning from a Pay It Forward Tour Leadership experience by providing a greater understanding and knowledge of youth development and leadership. This course will include topics on youth development, leadership, human nature, relationships, evaluation, measurement, and more, thus enhancing the Tour experience.

Rec 5900 Special Topics: Contemporary Issues in Leisure Services: Outdoor Recreation Winter Skills
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Hoffman,Mitchell Lee
Description: This course will look at developing the field skills essential to aspiring outdoor educators and leaders. The learning environment will occur mostly in the outdoor classroom teaching students how to effectively utilize this tool as an educator and instructor. Areas of focus will be instructional strategies, site management, hard skill development and application of outdoor leadership skills. Activities will include snowshoeing, Nordic skiing, winter camping and ice climbing. Students will be expected to operate comfortably in a winter environment and field based class sessions are mandatory for course completion. The course meets on Fridays for six weeks and one weekend overnight field experience.

Rec 5981 Research Methodology in Kinesiology, Recreation, and Sport
A-F only, 3 credit(s);MEd or grad student or instr consentCredit will not be granted if credit has been received for: KIN 5981;
Instructor: Kihl PhD,Lisa A
Description: Defines/reviews various types of research in exercise and sport science, physical education, and recreation studies. Qualitative research, field studies, and introspective research strategies as alternatives to traditional scientific paradigm.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Buysse PhD,Jo Ann
Description: Readings on Globalization theory, Italian language and culture. This course is offered as a preparation for the May Session Global Sport course in Italy. Only students who are taking the May Session Learning Abroad course may sign up for this readings course.
Style: 20% Lecture, 60% Discussion, 20% Small Group Activities. Class meetings once a week for 75 minutes

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Magnuson PhD, Connie
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD, Rayla
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Magnuson PhD, Connie
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD, Rayla
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Magnuson PhD, Connie
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Allison JD, Rayla
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 8995 Research Problems in Recreation, Park, and Leisure Studies
S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Individual scholarly research.

Rec 8995 Research Problems in Recreation, Park, and Leisure Studies
S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD, Stephen
Description: Individual scholarly research.

Rec 8995 Research Problems in Recreation, Park, and Leisure Studies
S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Individual scholarly research.

**Rehabilitation Science**

RSc 5235 Advanced Biomechanics II: Kinetics
A-F only, 3 credit(s);
Instructor: Nuckley PhD, David J
Description: This course examines the forces which create human motion and which are produced within the body as a result of human motion. Using lectures, laboratory experiments, and group discussion we will develop the skills for measuring the kinetics of human motion. Clinical movement assessment as well as exercise, sport, and activities of daily living will be measured and analyzed to describe the transfer of forces within the body. We will develop two dimensional rigid body dynamics models to describe human kinetics, discuss forward and inverse dynamics solutions, and develop hypotheses to describe whole body and joint kinetics.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Patterson, Robert Patrick
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Adamczak, Rich
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Stern PhD, Erica Beth
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kukulka, Carl G
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Nuckley PhD, David J
Description: Student may contact the instructor or department for information.

RSc 8100 Rehabilitation Science Seminar
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Ludwig, Paula M
Description: Student may contact the instructor or department for information.
RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Patterson, Robert Patrick
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Di Fabio, Richard P
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Stern PhD, Erica Beth
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Ludwig, Paula M
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Kukulka, Carl G
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Nuckley PhD, David J
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Carey, James Robert
RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Martin PhD, Peggy Mae
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Di Fabio, Richard P
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Stern PhD, Erica Beth
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kukulka, Carl G
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Nuckley PhD, David J
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Patterson, Robert Patrick
Description: Student may contact the instructor or department for information.
RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Carey, James Robert  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Mathiowetz PhD, Virgil G  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Kimberley, PT, PhD, Teresa Jacobson  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Di Fabio, Richard P  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Stern PhD, Erica Beth  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Thompson PhD, LaDora V  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Ludewig, Paula M  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Lowe, Dawn Annette  
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum  
A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;  
Instructor: Kukulka, Carl G  
Description: Student may contact the instructor or department for information.

RSc 8235 Human Kinetics  
A-F only, 3 credit(s);  
Instructor: Nuckley PhD, David J  
Description: Student may contact the instructor or department for information.

RSc 8282 Problems in Human Movement  
A-F only, 4 credit(s);  
Instructor: Kimberley, PT, PhD, Teresa Jacobson  
Description: Student may contact the instructor or department for information.
RelS 1001 Introduction to the Religions of the World
3 credit(s); Meets CLE req of Global Perspectives
Instructor: Laine, James
Description: Since the nineteenth century, scholars have studied the major religions of the world in a comparative way. It is not always clear just what the definition of religion is, but it is clear that most people in most times and places have been religious: they think about divine beings, the ultimate purpose of human life and the mystery of being and death. Religious commitments can be a set of taken-for-granted assumptions, or clearly articulated ideological stances about what human beings should do and believe. We will look at both aspects of religion. We cannot hope to cover all religious traditions nor even cover a few in any great depth. The course intended as a reflection on aspects of religion as found in religious traditions of South Asia (India), East Asia (China, Japan), and the West (Judaism, Christianity and Islam). While not neglecting the classical texts, we will use films and a field report as ways of confronting the contemporary practices of religious people today.

RelS 1003 World of the Bible: Religions, Empires, and Discourses of Power
3 credit(s); credit will not be granted if credit already received for: RelS 1001
Credit will not be granted if credit has been received for: CNES 1001; Meets CLE req of Arts/Humanities
Instructor: Brink, Katherine Shannon Dailey
Description: Where did the Bible come from? Who were the ancient Israelites? How did the great ancient civilizations influence the Bible? Integrating a cross-disciplinary spectrum of religion, history, archeology, and literature, students in this class will discover the ancient context for the Hebrew Bible and New Testament literary anthologies. Topics will include the development of monotheism, kingship, warfare, divination, prophecy, law, mythology, and daily life. Students will encounter a variety of famous ancient Near Eastern texts, including the Laws of Hammurabi and the Dead Sea Scrolls. Since we will engage in secular study only, analytically examining all relevant religious texts and traditions, students are required to have an open mind and willingness to read and discuss the Bible in a new way.

RelS 1034 Introduction to Jewish History and Civilization
3 credit(s); credit will not be granted if credit already received for: RelA 1034, 3034, JWSt 1034, 3034, RelS 3034
Credit will not be granted if credit has been received for: JWST 1034; Meets CLE req of Historical Perspectives
Instructor: Schroeter, Daniel J
Description: This course surveys the history, culture and religion of Jews from ancient to modern times. We begin with the origins of Jews and Judaism in Ancient Israel, and the development of Jewish cultures in the Diaspora that emerged in the ancient Middle East and Mediterranean world. As Jews adapted to their cultural surroundings in the Middle Ages, dominated by Christianity and Islam, we explore the question: how were Jews, as a small minority often living under adversity, able to maintain a separate religion and distinctive ethnic identity. We examine the diversity of Jewish cultures and religious practices that were influenced by the cultures of the many places where Jews lived, while asking the question: how did Jewish communities differ and what did they share in common? From the 1700s to the beginning of the 21st century, Jewish communities in the Middle East, North Africa, Europe, and the Americas have been shaped by the transformations of the modern world, such as the rise of the modern nation state, economic change, the emergence of secular culture and ideologies, new religious trends, colonialism, population growth, and mass migrations. Among the major themes examined for the modern period are emancipation, assimilation, religious reform, secularization, Zionism, Socialism, the mass migration of Eastern European Jews to the United States, anti-Semitism, the Holocaust, and immigration to the modern state of Israel. How these processes impacted Jewish cultures and identities as well as the new kinds of relations that developed between the majority cultures and the Jewish minority is the focus of this part of the course.
Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

RelS 3001W Theory and Method in Religion: Critical Approaches to the Study of Religion
3 credit(s); Credit will not be granted if credit has been received for: RELS 5001; Meets CLE req of Writing Intensive
Instructor: Kilde, Jeanne Halgren
Description: While even a quick glance at any newspaper these days impresses upon us the importance of religion, just how we are to understand and/or learn about religion, given the vast array of ideas, practices, institutions, and communities that lay claim to the category, is anything but straightforward. Scholars from many disciplines study religion, adding another layer of diversity, or even confusion, to the question of how one might go about learning about religion. This course will sort through a number of theories of religion and methods for studying it that have developed since the 19th century. Along the way we will examine theoretical work by Frederick Schleiermacher, Emile Durkheim, E. B. Taylor, Rudolph Otto, Mircea Eliade, Evans Evans-Pritchard, Clifford Geertz, Jonathan Z. Smith, Robert Orsi, Thomas Tweed, Talal Asad, Tomoko Masuzawa, and others. Embedded in all of these theories are ideas about religious power and about the "religious other" and the ethics of studying those "others." Thus, to focus our examination, we will concentrate on two areas: 1.) The Politics of Space and Ritual in the study of religion and 2.) The Ethics of Ethnography. We will examine a variety of religious places and practices, including mosques, churches, temples, street festivals, pilgrimages, worship services, devotionals to saints, speaking in tongues, and snake handling. This course is partnering with courses in Architecture and Art around an initiative on Sacred/Contested Space. Students will have the opportunity to participate in conversations across these courses, in an exhibit to be developed for the Nash Gallery, and in a conference.
Style: 20% Lecture, 5% Film/Video, 60% Discussion, 10% Small Group Activities, 5% Guest Speakers.
RelS 3034 Introduction to Jewish History and Civilization
3 credit(s); credit will not be granted if credit already received for: RelA 1034, 3034, JwSt 1034, 3034, RelS 3034
Credit will not be granted if credit has been received for: JWST 1034; Meets CLE req of Historical Perspectives
Instructor: Schroeter, Daniel J
Description: This course surveys the history, culture and religion of Jews from ancient to modern times. We begin with the origins of Jews and Judaism in Ancient Israel, and the development of Jewish cultures in the Diaspora that emerged in the ancient Middle East and Mediterranean world. As Jews adapted to their cultural surroundings in the Middle Ages, dominated by Christianity and Islam, we explore the question: how were Jews, as a small minority often living under adversity, able to maintain a separate religion and distinctive ethnic identity. We examine the diversity of Jewish cultures and religious practices that were influenced by the cultures of the many places where Jews lived, while asking the question: how did Jewish communities differ and what did they share in common? From the 1700s to the beginning of the 21st century, Jewish communities in the Middle East, North Africa, Europe, and the Americas have been shaped by the transformations of the modern world, such as the rise of the modern nation state, economic change, the emergence of secular culture and ideologies, new religious trends, colonialism, population growth, and mass migrations. Among the major themes examined for the modern period are emancipation, assimilation, religious reform, secularization, Zionism, Socialism, the mass migration of Eastern European Jews to the United States, anti-Semitism, the Holocaust, and immigration to the modern state of Israel. How these processes impacted Jewish cultures and identities as well as the new kinds of relations that developed between the majority cultures and the Jewish minority is the focus of this part of the course.
Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

RelS 3073 Roman Religion and Early Christianity
3 credit(s);
Instructor: Gustafson, Mark Timothy
Description: Religion was at the center of life in the ancient Roman world. Roman politics, society, art, literature, and history are imbued with religion. Topics studied will include: origins; polytheism; ritual sacrifice; religion & the state; emperor worship; various cults from the East; magic; astrology. Christianity was born and grew in that same world, ultimately becoming dominant. How did it happen? We will consider, among other matters: the nature of its development; monotheism; persecution & martyrdom; orthodoxy & heresy; imperial involvement; creeds & councils; hermits & monks. Significant emphasis is placed on the reading of primary sources?literature and inscriptions. We will also look at material evidence?buildings and works of art.

RelS 3204 Dead Sea Scrolls
3 credit(s); Credit will not be granted if credit has been received for: JWST 3204;
Instructor: Brink, Katherine Shannon Dailey
Description: Student may contact the instructor or department for information.

RelS 3321 American Indian Philosophies
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Ghebregzi, Alex Anthony
Description: The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.
Style: 60% Lecture, 20% Discussion. Group work
Grading: 33% mid exam, 33% final exam, 17% reports/papers, 17% class participation.
Exam Format: The exams will be a take home essay.

RelS 3415W Art of India
4 credit(s); Credit will not be granted if credit has been received for: ARTH 3014W; Meets CLE req of Writing Intensive
Instructor: Asher, Frederick M
Description: When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and
RelS 3521W History of the Holocaust
3 credit(s);
Credit will not be granted if credit has been received for: HIST 3727W; Meets CLE req of Writing Intensive
Instructor: Ashkenazi, Ofer
Description: The term "Holocaust" refers to the deliberate, systematic murder of approximately 6 million Jews, as well as hundreds of thousands of Roma (Gypsies) and others, in Nazi dominated Europe between the years 1941-1945. The course will narrate the history of the Holocaust, its social, cultural and ideological origins, and its major influences on post-1945 developments. In addition, we will discuss the theories that seek to explain "how it could happen" and what is the "meaning" of it, the "lesson" it taught. In our inquiry we will use a variety of primary sources - such as films, television shows, memoirs, speeches, essays, short stories, etc. The diverse sources would provide us with clues for a better understanding of this unimaginable, tragic period in human history. The class does not require special linguistic abilities, although they are most welcome. Class time: 60% lecture, 40% discussion. Work Load: 8-10 pages of writing per semester: a take-home midterm exam (3-4 pages); final paper (4-5 pages); in-class multiple-choice final exam. Grade: 50% take-home exams (25% each); 30% final exam; 10% in-class final exam; 10% participation in class discussions.

RelS 3611 Eastern Orthodoxy: History and Culture
3 credit(s);
Instructor: Stavrou, Theofanis G
Description: Student may contact the instructor or department for information.

RelS 3623 Religion and the U.S. Founding: Contests Then and Now Over the Place of Religion in Politics
3 credit(s);
Credit will not be granted if credit has been received for: HIST 3804; Meets CLE req of Historical Perspectives
Instructor: Haker, Joseph Patrick
Description: In contemporary American politics, few sentiments are as inescapable or controversial as the notion that we inhabit a Christian, Judeo-Christian, or religious nation. Central to this debate is the role religion is thought to have played, or not played, in the founding of the nation: what were the intentions of the so-called "Founding Fathers"? For some, the founders were largely pious men intent on constructing an explicitly Christian nation; for others, they were ardent secularists who held an expansive vision of religious freedom and believed in a complete separation of church and state. The historical reality is, as it so often is, much more complex than either side readily admits. Burdened by anachronism, presentism, and oversimplification, this debate is in dire need of thoughtful historical exploration from a variety of angles. That is the work we will perform in this course. We will not only examine and contextualize the complex, conflicting, and often changing views of the founders themselves, but we will also trace the development of this debate over time. How and why did the struggle over the place of religion in American politics come to take the form that it has? What would "the founders" say and does that matter?

RelS 3712 Islam: Religion and Culture Islam
3 credit(s); credit will not be granted if credit already received for: RelA 3036; Credit will not be granted if credit has been received for: ARAB 3036;
Instructor: Matar, Nabil I
Description: The purpose of this course is to introduce the theology and civilization of Islam in its Arabic legacy. In the centuries of its growth and development, Islam incorporated numerous cultures, languages, and ethnicities, at the same time that it inspired different literatures, artistic expressions, and religious views. In focusing on the Arabic legacy, the course will address the formative beginnings of the Islamic Empires in their Umayyad (both Eastern and Western/Andalusian) as well as Abbasid histories. There is no serious understanding of Islam without a serious understanding of its formative text and traditions. And so a good amount of time will be spent reading the Qur'an and selections from the Hadith (sayings and actions of the prophet) and the Sira (biography). We then shall shift gear from theology to culture and history, examining other primary sources that represent the vast compendium of literature, art, and imagination of the Arabian tradition. I will ask you to view two films on your own and in all our study of the material, we shall see if there are links to modern times, and how millennium-old events and texts may help us understand the complexity of today's changes.

RelS 3713 Modern Iran: Nationalism, Religion, and the Struggle to Create Modern Iran
3 credit(s);
Instructor: Bashiri, Iraj
Description: Modern Iran covers Iranian history from the fall of the Sassanids (7th c. CE) to the present. 1) Shi'ite Islam in world context: the relationship between Iranian nationalism and Iranian Shi'ism. 2) Focus on Iranian dynasties, like the Safavids (1502-1722), who brought Iran prosperity vis-a-vis the Qajars (1785-1925) under whose rule Iran lost its prestige and most of its territory. 3) Iran's entrance into world politics. a) Great Britain and United States brought Iran up to par with other nations in the region, like Turkey. b)
The reaction of the Shi'ite clergy against the government of the Shah and the US—the 1979 Iranian Revolution.

**Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 15% final exam, 40% reports/papers, 22% quizzes, 3% attendance, 15% in-class presentation, 5% class participation.

Attendance is tracked by signing a sheet

**Exam Format:** essay format

### RelS 3714 Islam and the West

3 credit(s); Credit will not be granted if credit has been received for: CAS 3533;

**Instructor:** Bashiri, Iraj

**Description:** Intellectual trends defining fundamental differences between Islam and the West arise from their respective historical, philosophical, and intellectual mindsets. The course examines contributing factors to tension, anxiety, and hatred between Muslims and the West, as well as aspects of Islamic and European cultures that inspire respect and emulation. Objectives: - Acquaint the students with the fundamental differences between Islam and Western culture. - Equip students with the means for a better understanding of international events. - Teach students to distinguish different trends and accept them for what they are. - Discuss factors that create tension, anxiety and hatred among peoples and nations. - Examine aspects of Islamic and European cultures that inspire respect and emulation

**Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 12% final exam, 27% reports/papers, 36% quizzes, 3% attendance, 12% in-class presentation, 10% other evaluation.

**Book Report**

**Exam Format:** Essay

### RelS 3715 History of the Crusades

3 credit(s);

**Instructor:** Reyerson, Kathryn L

**Description:** Student may contact the instructor or department for information.

### RelS 3993 Directed Studies

1-4 credit(s), max credits 10, 5 completions allowed;

**Instructor:** Kilde, Jeanne Halgren

**Description:** Student may contact the instructor or department for information.

### RelS 4309 Prophets, Pundits, and Priests: Public Religion in the United States Today

3 credit(s); Soc majors/minors must register A-FCredit will not be granted if credit has been received for: SOC 4309; Meets CLE req of Civic Life and Ethics

**Instructor:** Edgell, Penny A

**Description:** This course will focus on the "public face" of religion in the U.S. The U.S. is characterized by religious pluralism and high levels of religious involvement, has a history of strong religious movements, and experiences periodic episodes of publicly-oriented religious discourse. We will talk about how the public face of religion today is similar to and different from public religious expression in our nation's history. How do religious movements and leaders in shape public policy and affect the political landscape today? How do religious communities foster particular understandings of democracy and styles of civic participation, influence volunteering, and form individuals' views on issues such as race, poverty, the family, science, and sexuality? This upper-level undergraduate course is open to majors and non-majors.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 25% mid exam, 25% final exam, 50% in-class presentation. In-class presentations are made to a small group (5 students); each presentation counts as 20% of your grade, and 10% is for attending group discussions of other members' presentations.

**Exam Format:** short answer and essay

### RelS 5001 Theory and Method in the Study of Religion: Critical Approaches to the Study of Religion

3 credit(s); Sr or grad student or instr consent credit will not be granted if credit already received for: RelA 5521Credit will not be granted if credit has been received for: RELS 3001W;

**Instructor:** Kilde, Jeanne Halgren

**Description:** While even a quick glance at any newspaper these days impresses upon us the importance of religion, just how we are to understand and/or learn about religion, given the vast array of ideas, practices, institutions, and communities that lay claim to the category, is anything but straightforward. Scholars from many disciplines study religion, adding another layer of diversity, or even confusion, to the question of how one might go about learning about religion. This course will sort through a number of theories of religion and methods for studying it that have developed since the 19th century. Along the way we will examine theoretical work by Frederich Schleiermacher, Emile Durkheim, E. B. Taylor, Rudolph Otto, Mircea Eliade, Evans Evans-Pritchard, Clifford Geertz, Jonathan Z. Smith, Robert Orsi, Thomas Tweed, Talal Asad, Tomoko Masuzawa, and others. Embedded in all of these theories are ideas about religious power and about the "religious other" and the ethics of studying those "others." Thus, to focus our examination,
we will concentrate on two areas: 1.) The Politics of Space and Ritual in the study of religion and 2.) The Ethics of Ethnography. We will examine a variety of religious places and practices, including mosques, churches, temples, street festivals, pilgrimages, worship services, devotion to saints, speaking in tongues, and snake handling. This course is partnering with courses in Architecture and Art around an initiative on Sacred/Contested Space. Students will have the opportunity to participate in conversations across these courses, in an exhibit to be developed for the Nash Gallery, and in a conference.

**Style:** 20% Lecture, 5% Film/Video, 60% Discussion, 10% Small Group Activities, 5% Guest Speakers.

**RelS 5070 Topics in Religious Studies**
- 3 credit(s), max credits 18, 6 completions allowed;
- **Instructor:** Murphy, Kevin P.
- **Description:** Student may contact the instructor or department for information.

**RelS 5204 Dead Sea Scrolls**
- 3 credit(s); Credit will not be granted if credit has been received for: JWST 3204;
- **Instructor:** Brink, Katherine Shannon Dailey
- **Description:** Student may contact the instructor or department for information.

**RelS 8190 Comparative Seminar in Religions in Antiquity: Scripture and Interpretation: Comparative Seminar**
- A-F only, 3 credit(s), max credits 6;
- **Instructor:** Levinson, Bernard M.
- **Description:** Comparative Seminar in the Religions of Antiquity: Special Topic SCRIPTURE AND INTERPRETATION
- **RelS 8190/CNES 8950 Tuesdays, 2:30??5:30 pm Spring 2012; 3 credits Nicholson Hall 201 This seminar investigates the idea of divine revelation and its impact upon religion and literature. It shows how the history of the Bible’s creation, transmission and interpretation in Judaism and Christianity can help us think critically about the role of the idea of revelation in the history of religious traditions. Just what is revelation? What happens when a literary text is accorded the status of revelation? How does the belief that a text is revealed affect the way it is read within the community for which it constitutes revelation? How can a text from one cultural tradition (ancient Israel) operate as authoritative Scripture in another (Greco-Roman Christianity)? The course will place particular emphasis upon the reinterpretation and transformation of authoritative texts within the Hebrew Bible even before the closure of the canon, and then in the new situation of early Christianity attempting to claim and interpret many of the same texts for its own purposes. Chronologically, the course covers developments from about the fifth century B.C.E. until about the sixth century C.E. This period begins prior to the formation of the present version of the Bible, witnesses its compilation and the origins of Rabbinic Judaism and early Christianity, and ends with the solidification of those medieval traditions of biblical commentary which still shape modern understanding of Scripture. Questions to be explored include ways in which divine revelation represents a conscious authorial strategy; the claim of ?tradition? as a means to camouflage innovation; the techniques employed by authors to lend authority to a text; and literary allusion as a means for canon transformation. The course provides in-depth examination of canon, the history of authorship, textual authority, intertextuality, and the nature of interpretation. Especially welcome in the course are grad students with an interest in the intersection of religion, literature, and culture.
- **Style:** 20% Lecture, 60% Discussion, 20% Student Presentation.
- **Grading:** 60% reports/papers, 35% written homework, 5% class participation. regular written responses to reading; Major paper organized as proposal with bibliography; first draft; then final revision.
- **Exam Format:** no exams

**Respiratory Care**

**RC 4301 Seminar: Research Project and Publication**
- A-F only, 2 credit(s);
- **Instructor:** STAFF
- **Description:** Students will be responsible for preparing a research project for submission. This includes assembling a poster, abstract, or manuscript of original research. Research mentors will be assigned to allow guided independent study. In cooperation with Mayo School of Health Sciences, Rochester.

**RC 4596 Subspecialty Clinical Practicum in Advanced Respiratory Care II**
- S-N only, 3 credit(s);
- **Instructor:** STAFF
- **Description:** Students will complete competencies focused in the areas of advanced-level respiratory care including clinical subspecialties and related areas important to the respiratory care practitioner desiring greater scope of practice. Rotations are 8 weeks in length and include 120 hours of directed clinical experience. Rotations are conducted at facilities within the Mayo Health System and institutions affiliated with the University of Minnesota. Two rotations can be completed in one semester. In cooperation with Mayo School of Health Sciences, Rochester.
RC 4611 Grand Rounds
A-F only, 2 credit(s);
Instructor: Plevak, David Joseph
Description: This capstone course reviews respiratory clinical and professional issues from a broad spectrum and also allows reflection on caregiver roles in human caring. Presentations cover a wide range of topics that impact allied health practitioners and include global views of national health policy, economics, ethical and legal problems, and challenging clinical cases. Group discussion sessions provide a forum for multidisciplinary review of cases in order to bring larger issues down to individual patient and family experiences.

Respiratory Care (Rochester)  University of Minnesota Rochester

Resp 3102 Respiratory Care Modalities and Equipment II
A-F only, 4 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Resp 3202 Advanced Cardiopulmonary Physiology and Pathophysiology
A-F only, 3 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Resp 3302 Clinical Practicum II
S-N only, 4 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Resp 3402 Seminar in Respiratory Care II
A-F only, 1 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Resp 3502 Clinical Research: Literature, Methodology, and Application
A-F only, 3 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Retail Merchandising  240 McNeal Hall

RM 1201 Fashion, Ethics, and Consumption
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Lee, Ji Young
Description: Student may contact the instructor or department for information.

RM 2196 Work Experience in Retail Merchandising
S-N only, 1-4 credit(s), max credits 8;
Instructor: Johnson PhD, Kim KP
Description: Student may contact the instructor or department for information.

RM 2196 Work Experience in Retail Merchandising
S-N only, 1-4 credit(s), max credits 8;
Instructor: Wu, Juanjuan
Description: Student may contact the instructor or department for information.

RM 2196 Work Experience in Retail Merchandising
S-N only, 1-4 credit(s), max credits 8;
Instructor: Kim, Hye-Young
RM 2215 Multichannel Retailing  
A-F only, 3 credit(s);  
Instructor: Marshall, Kerianne Maura  
Description: Student may contact the instructor or department for information.

RM 3201 Career and Internship Preparation for Retail Merchandising  
A-F only, 1 credit(s);  
Instructor: Reile, Lucy  
Description: Student may contact the instructor or department for information.

RM 3243 Visual Merchandising  
A-F only, 3 credit(s);  
Instructor: Wu, Juanjuan  
Description: Students will use Mockshop, a virtual 3D store modeling software package, to conceptualize and design store interior, layout, fixtures, lighting, signs, merchandising planograms based on an understanding of visual merchandising concepts, theories, planning, strategies, techniques, store image, and target market. Upon completion of this course, students should be able to: -- Understand visual merchandising concepts, theories, processes, and techniques in various retail environments. -- Create successful window displays for various businesses with an understanding of the store/business image and target market. -- Fluently integrate visual merchandising thinking and practice with a 3D software application and effectively communicate across disciplines using both verbal and computerized 3D visual vocabulary. -- Develop virtual retail stores that project store image, merchandise, target market, and promotional theme, using relevant software applications.

RM 4124 Consumers of Design  
A-F only, 3 credit(s);  
Instructor: Wu, Juanjuan  
Description: Student may contact the instructor or department for information.

RM 4160H Honors Capstone Project  
A-F only, 2 credit(s);  
Instructor: Johnson PhD, Kim KP  
Description: Student may contact the instructor or department for information.

RM 4160H Honors Capstone Project  
A-F only, 2 credit(s);  
Instructor: Wu, Juanjuan  
Description: Student may contact the instructor or department for information.

RM 4160H Honors Capstone Project  
A-F only, 2 credit(s);  
Instructor: Kim, Hye-Young  
Description: Student may contact the instructor or department for information.

RM 4193 Directed Study in Retail Merchandising  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Johnson PhD, Kim KP  
Description: Student may contact the instructor or department for information.

RM 4193 Directed Study in Retail Merchandising  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Wu, Juanjuan  
Description: Student may contact the instructor or department for information.

RM 4193 Directed Study in Retail Merchandising  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Kim, Hye-Young  
Description: Student may contact the instructor or department for information.
RM 4196 Internship in Retail Merchandising
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Johnson PhD, Kim KP
Description: Student may contact the instructor or department for information.

RM 4196 Internship in Retail Merchandising
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Wu, Juanjuan
Description: Student may contact the instructor or department for information.

RM 4196 Internship in Retail Merchandising
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Kim, Hye-Young
Description: Student may contact the instructor or department for information.

RM 4212W Dress, Society, and Culture
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Johnson PhD, Kim KP
Description: Dressing the body is an everyday experience that is often taken for granted yet has a tremendous impact on the US economy. We dress our bodies to communicate consciously or unconsciously who we are and to receive personal satisfaction. Thus, dress is a nonverbal communication system of body modifications and supplements that have meaning dependent on time and socio-cultural space. Apparel retailers and designers are very interested in what motivates consumers to modify their bodies and subsequently purchase or acquire items to dress the body. This course examines contemporary dress from cultures outside and within the United States. Dress is analyzed as a communication system that indicates individuality as well as a social position within specific social systems such as the family and other social organizations. We also examine how cultural patterns including political systems, level of technological development, religious beliefs, and beliefs concerning morality and beauty influence our everyday decision making concerning how we alter our appearances.
Style: 100% Web Based.
Grading: 15% mid exam, 15% final exam, 45% reports/papers, 15% quizzes, 10% class participation.
Exam Format: Objective questions, fills ins and short answer/essay

RM 4217 International Retail Markets
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Kim, Hye-Young
Description: This course is designed to provide exposure to a number of selected topics in the context of globalization. Students will also have the opportunity to extend their thinking regarding globalization to retail business. The basic content of this course will include: (a) an overview of the means of operating a retail business in foreign countries, with an emphasis on what makes international markets different from the U.S. market; (b) the effects of the socio-cultural systems within foreign countries on the conduct of retailing; (c) the major theories explaining international trade; (d) the dynamic interface between countries and firms attempting to conduct retailing on an international scale; and (e) strategic alternatives for global retail operations.
Style: 60% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Web Based.
Grading: 20% mid exam, 20% final exam, 15% special projects, 15% quizzes, 20% written homework, 10% class participation.
Exam Format: multiple choice

RM 4247 Advanced Buying and Sourcing
A-F only, 3 credit(s);
Instructor: Kim, Hye-Young
Description: Student may contact the instructor or department for information.

Russian 320 Folwell Hall

Russ 1101 Beginning Russian I
Russ 1101 Beginning Russian I
5 credit(s); Credit will not be granted if credit has been received for: RUSS 4101;
Instructor: Williams, Denise Elizabeth
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is the first in a two-course sequence on Beginning Russian. Upon completion of the two courses, a student can expect to be able to pronounce Russian words with reasonable correctness; compose grammatically correct, simple, sentences; understand Russian as spoken conversationally; respond appropriately to common requests; and read everyday Russian with the aid of a dictionary. In order to speak Russian effectively, you would need to get practice speaking Russian with others.
Style: This is a printed correspondence section.
Grading: 20% mid exam, 30% final exam, 50% written homework.
Exam Format: Supervised, in-person exams

Russ 1102 Beginning Russian II
5 credit(s); 1101 or equiv Credit will not be granted if credit has been received for: RUSS 4102;
Instructor: Schweikert, Maria S
Description: Student may contact the instructor or department for information.

Russ 1102 Beginning Russian II
5 credit(s); 1101 or equiv Credit will not be granted if credit has been received for: RUSS 4102;
Instructor: Walter, Ronald F.
Description: Student may contact the instructor or department for information.

Russ 1102 Beginning Russian II
5 credit(s); 1101 or equiv Credit will not be granted if credit has been received for: RUSS 4102;
Instructor: Jahn, Gary R
Description:

Russ 3002 Intermediate Russian II
5 credit(s); 3001 or instr consent Credit will not be granted if credit has been received for: RUSS 4104;
Instructor: Schweikert, Maria S
Description: Student may contact the instructor or department for information.

Russ 3002 Intermediate Russian II
5 credit(s); 3001 or instr consent Credit will not be granted if credit has been received for: RUSS 4104;
Instructor: Walter, Ronald F.
Description: Student may contact the instructor or department for information.

Russ 3102 Advanced Russian II
Credit(s): 4
Instructor: Schweikert, Maria S
Description: In this course, RUSS 3102 (Advanced level), we continue studying the grammar more in depth, read stories, watch documentaries and feature films. Students write about 3 short essays on the stories we read during a semester, and a longer end-of-semester final essay on a movie we watch together. These essays are graded. We also have chapter tests/quizzes. The class is conducted mostly in Russian. Students carry on conversations in groups of 2-3 on given topics. Occasionally, they give short oral reports on current events. Class time: 10% lecture, 30% small group activities, 10% film/video, 10% student presentation, 20% interactive exercises, 20% discussion. Grade: 70% tests (4-5), compositions (2-3 per semester, min. 2 pages per comp.), 20% final essay, 10% attendance and class participation. Workload: weekly grammar - 15 pp., reading stories 5-10 pp. per week, homework assignments (Workbook).

Russ 3311 Russian Major Project
Credit(s): A-F only, 3
Instructor: STAFF
Description: This 3-credit course is designed for and required of all students majoring in Russian, except for Honors students (see Russ 3312). It consists of writing a research paper of no less than 20 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to use secondary sources (critical and scholarly literature) appropriately, and the ability to analyze and present arguments effectively. Unacceptable projects include book reports, plots summaries, or translations. The project should be linked to the student's course work within the Russian major, i.e., the student should have some academic background in a particular area before undertaking to write a paper in that area. The language of the paper should be English. The paper should, however, present evidence of appropriate use of Russian-language sources.

Russ 3311H Honors Major Project in Russian
Credit(s): A-F only, 3-4 max credits 4, 1 completion allowed
Instructor: STAFF
Description: This course is designed for and required of all Honors students majoring in Russian. It consists of writing a research paper of no less than 35 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Candidates for summa cum laude need three faculty readers, one of who should be outside the Russian department. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to analyze, and to present arguments effectively. Unacceptable projects include book reports, plots summaries, or translations. The project should, in some way, be linked to the student's course work within the Russian major, i.e., the student should have some academic background in a particular area of study before undertaking to write a paper in that area. The language of the paper should be English. The paper should present evidence of appropriate use of Russian-language sources.

Style: 25% Discussion. guided research
Grading: 100% other evaluation. finished research paper

Russ 3404 Tolstoy in Translation
Credit(s): 3
Instructor: Jahn, Gary R
Description:

Russ 3407 Stories and Plays of Anton Chekhov in Translation
Credit(s): 3
Instructor: Polakiewicz, Leonard Anthony
Description: This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.
Style: 60% Lecture, 40% Discussion.
Grading: 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.
Exam Format: Essay

Russ 3422 Literature: Tolstoy to the Present in Translation
3 credit(s); Credit will not be granted if credit has been received for: RUSS 5422; Meets CLE req of Literature
Instructor: Walter, Ronald F.
Description: The course is divided into two halves: during the first half (before spring break) we will read selected short works, mostly stories, of Tolstoy and Chekhov. After spring break and till the end of the semester we will read three novels: Solzhenitsyn's Cancer Ward, Bulgakov's Master and Margarita, and Pasternak's Doctor Zhivago. The course as a whole may be seen as an exploration of the organic literary worldviews, the "gospels," so to speak, of each author, to wit, Tolstoy: the immediate awareness of death releases consciousness; Chekhov: humankind is made of one substance; Solzhenitsyn: male liberation is found in transcending the feminine principle; Bulgakov: putative evil unwittingly performs good; and Pasternak: Truth is found in the individuation conferred by Christian freedom. There will be take-home essays to write for both the mid-term and the final exams. The workload consists mostly of about six hours of reading for each Tuesday evening session. A course paper is optional.

Russ 3993 Directed Studies
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to undergraduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated; preference is given to students in the final year of completing their Russian major. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

Russ 4102 Beginning Russian II
3 credit(s); 4101, [fourth sem course in another language or grad student] Credit will not be granted if credit has been received for: RUSS 1102;
Instructor: Schweikert, Maria S
Description: Student may contact the instructor or department for information.

Russ 4102 Beginning Russian II
3 credit(s); 4101, [fourth sem course in another language or grad student] Credit will not be granted if credit has been received for: RUSS 1102;
Instructor: Walter, Ronald F.
Description: Student may contact the instructor or department for information.

Russ 4102 Beginning Russian II
3 credit(s); 4101, [fourth sem course in another language or grad student] Credit will not be granted if credit has been received for: RUSS 1102;
Instructor: Jahn, Gary R
Description:

Russ 4104 Intermediate Russian II
3 credit(s); 4103, [fourth sem course in another language or grad student] Credit will not be granted if credit has been received for: RUSS 3002;
Instructor: Schweikert, Maria S
Description: Student may contact the instructor or department for information.

Russ 4104 Intermediate Russian II
3 credit(s); 4103, [fourth sem course in another language or grad student] Credit will not be granted if credit has been received for: RUSS 3002;
Instructor: Walter, Ronald F.
Description: Student may contact the instructor or department for information.

Russ 5404 Tolstoy in Translation
3 credit(s); Credit will not be granted if credit has been received for: RUSS 3404;
Instructor: Jahn,Gary R  
Description: 

Russ 5407 Stories and Plays of Anton Chekhov in Translation  
3 credit(s); Credit will not be granted if credit has been received for: RUSS 3407;  
Instructor: Polakiewicz,Leonard Anthony  
Description: This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.  
Style: 60% Lecture, 40% Discussion.  
Grading: 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.  
Exam Format: Essay

Russ 5422 Literature: Tolstoy to the Present in Translation  
3 credit(s); Credit will not be granted if credit has been received for: RUSS 3422;  
Instructor: Walter,Ronald F.  
Description: The course is divided into two halves: during the first half (before spring break) we will read selected short works, mostly stories, of Tolstoy and Chekhov. After spring break and till the end of the semester we will read three novels: Solzhenitsyn's Cancer Ward, Bulgakov's Master and Margarita, and Pasternak's Doctor Zhivago. The course as a whole may be seen as an exploration of the organic literary worldviews, the "gospels," so to speak, of each author, to wit, Tolstoy: the immediate awareness of death releases consciousness; Chekhov: humankind is made of one substance; Solzhenitsyn: male liberation is found in transcending the feminine principle; Bulgakov: putative evil unwittingly performs good; and Pasternak: Truth is found in the individuation conferred by Christian freedom. There will be take-home essays to write for both the mid-term and the final exams. The workload consists mostly of about six hours of reading for each Tuesday evening session. A course paper is required.

Russ 5993 Directed Studies  
1-4 credit(s), max credits 16, 4 completions allowed;  
Instructor: STAFF  
Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.  
Style: guided research and discussion  
Grading: 100% other evaluation. student's work evaluated on the basis of variable course criteria

Scandinavian 320 Folwell Hall

Scan 3504 The Immigrant Experience  
3 credit(s); Meets CLE req of Historical Perspectives  
Instructor: Stockenstrom,Goran K  
Description: This course will examine a body of experiences related to the process of immigration among the Swedes, Norwegians, and Finns in America. These groups are characterized by a consciousness based on a sense of common origins, reflected by an internal sense of distinctiveness as well as an external perception affirming the latter. The following features will be discussed from a historical and comparative perspective: 1) geographic origin, race and language; 2) patterns of immigration and settlement; 3) shared traditions, values and myth; 4) literature, theater and music; 5) cultural and political institutions that served and maintained the group; 6) and finally the ties which, in the New World, transgressed the old kinship, neighborhood and community boundaries. A selection of oral interviews, letters and diary entries, photos and film clips, samples of stories, novels and plays, has been gathered from a variety of sources. How these ethnic experiences evolve into systems of ideas, becoming gradually more systematic and comprehensive, eventually codified in an extended historical process, will be studied in the context of a body of representative criticism.  
Style: 50% Lecture, 50% Discussion.  
Grading: 30% reports/papers, 50% special projects, 20% in-class presentation.  
Exam Format: Take-home exam; paper (part of project)

Scan 3601 Great Literary Works of Scandinavia  
3 credit(s); Meets CLE req of Literature
**Instructor:** Norman, Lena Elisabeth

**Description:** The course examines major works of Scandinavia from the Viking Age to the present: an Icelandic saga (13th C), plays by Henrik Ibsen and August Strindberg, a chapter from the first Finnish novel by Aleksis Kivi, fairy tales by H.C. Andersen (19th C), novels by Knut Hamsun and Halldor Laxness, poems by Edith Sodergran, Kaj Munch, contemporary material, for example, short stories by Rosa Liksom, modern prose by Jan Myrdal, Suzanne Brøgger, Mikael Niemi, and Jonas Hassen Khemiri. We will read selected texts from the different Scandinavian countries and explore themes expressing the view of society, culture, art, and diversity in these texts. Emphasis for class discussions will be how the represented writers tell their stories about their time, in their country.

**Style:** 40% Lecture, 30% Discussion, 30% Small Group Activities.

**Grading:** 25% final exam, 25% reports/papers, 25% in-class presentation, 25% class participation.

**Exam Format:** The Final Exam is in the form of a 5-page paper

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**Scan 3605 The Scandinavian Short Story**

**3 credit(s); Meets CLE req of Literature**

**Instructor:** Houe, Poul

**Description:** This course will examine thirty-five of the best short stories written in Denmark, Finland, Iceland, Norway, and Sweden within the last 200 years. Although it represents a large variety of literary expressions and human attitudes - ranging from early 19th century Romantic tales to late 20th century absurdist pieces - the Scandinavian short story is typically written in the realistic-psychological mode. Quite esteemed as a literary genre, its classical form has in recent years been subject to a remarkable expansion and explosion. The principal concern of the Scandinavian short story, however, remains with characters who desperately try to plan their lives and control their future, but whose efforts are usually in vain. Discussions will focus on the individual stories (incl. two short story based films), but attention will also be given to social and historical background, relations to other narrative genres, and to the cultural contexts informing today's short story writers and readers.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 25% final exam, 50% reports/papers, 25% class participation.

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**Scan 3613 Children's Literature in Scandinavia**

**3 credit(s); Meets CLE req of Literature**

**Instructor:** Houe, Poul

**Description:** This undergraduate course explores Scandinavian children's literature in English translation on the background of children's culture within Scandinavian culture at large. The history of the subject dates back to the Enlightenment, when didactic and moralistic writings were aimed at socializing children's emotions and desires into acceptable bourgeois family norms. The Romantic era of the 19th century put another, more emotional and imaginative mode of writing center stage. In the fairy tales and stories told for children (and adults) by Hans Christian Andersen, the Danish father of the Scandinavian art fairy tale, children's lives are no longer inferior to the middle class norms of grown-ups. Rather, their oral culture is preferred to the rigid cultural standards of their elders, and valued as a source of protest and dissent. This move toward individualism and independence-furthered by an increasing literacy and the modern market place for cultural products-later paved the way for such beloved 20th century figures as Pippi Longstocking in the books by Swedish author Astrid Lindgren, and for the elusive moomins in Finland-Swedish author and artist Tove Jansson's work. At times, social and political agendas have dispensed with fantasy in favor of realism. But on the whole the two have increasingly interacted with one another since Scandinavian children's literature entered its post WWII golden era. One major children's book will be discussed in this context every week.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% final exam, 50% reports/papers, 20% class participation.

**Exam Format:** take home/essay exam

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**Scan 3993 Directed Studies**

**1-4 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

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**Scan 5710 Topics in Old Norse Literature**

**3 credit(s); max credits 9, 3 completions allowed;**

**Instructor:** Liberman, Anatoly

**Description:** This course will be devoted to Old Icelandic poetry, of which there are two varieties: eddic (with reference to the songs preserved in the so-called Elder, or Poetic, Edda) and skaldic. Skaldic poetry is a genre known only from medieval Scandinavia. There are enough texts in Gordon's Introduction to Old Norse for a whole semester, but if we happen to finish all of them before the semester is over, we will read an extra song or part of it from the Edda. This is an unusually informal course. It presupposes no tests or papers. Its goal is to introduce the students to one of the greatest poetic traditions of mediaeval Europe. Those who will enroll in it will...
come away with the sufficient skills for reading the Edda and the skalds on their own. Although the department has a website with a detailed Companion to Gordon’s textbook, attendance is crucial, because readings will be supplemented by short lectures on the structure of the poetic text, the technique of translation, and comparison of Old Norse poetry with its analogs in Anglo-Saxon England. The only requirements are regular attendance and being fully prepared for each week’s class work.

Scan 5993 Directed Studies
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Second Language Studies 214 Nolte Center

SLS 3001W Basics in Teaching English as a Second Language
4 credit(s);Meets CLE req of Writing Intensive
Instructor: STAFF
Description: SLS 3001W is a four credit liberal education course that combines a service learning internship with classroom lectures, discussions, group work, and experiential activities to introduce students to theoretical and conceptual foundations of language pedagogy and prepare students for teaching ESL in post-secondary or community programs. The course is writing intensive and also requires students to actively participate in discussions, reflect on their internship experiences, and produce written reports and oral presentations that demonstrate their developing understanding of core issues in the field of TESL. As a liberal education core course, SLS 3001W expects students to learn concepts and theories available to the field, but also to critically evaluate the evidence supporting different theoretical stances. Rather than looking for the right answer, you should consider a variety of perspectives and weigh their strengths and weaknesses. Throughout the semester in our discussion, class work, projects, reflective journals, and presentations, remember that an important part of your development as a second language professional is to be able to consider all of the aspects of language teaching - teacher role, student role, the pedagogical theories and methods, student learning background, learning environment, the role of culture, etc. - in order to begin to make good decisions in the classroom.
Style: 30% Lecture, 40% Discussion, 30% Laboratory.
Grading: 25% reports/papers, 25% quizzes, 5% attendance, 15% reflection paper, 5% in-class presentation, 25% other evaluation.
Other evaluation: 10% Swap shop presentations (2), 15% Internship
Exam Format: Short answer, essay

SLS 3401 Introduction to Pronunciation and Grammar for ESL Teachers
A-F only, 4 credit(s);
Instructor: Holt, Sheryl Lynn
Description: Student may contact the instructor or department for information.

SLS 5402 Language Analysis for Teachers of English as a Second Language
4 credit(s);
Instructor: Lazaraton, Anne
Description: This course provides an overview of the more complex aspects of English grammar (articles, passives, indirect objects, prepositions, conditionals, relative clauses, complementation, reported speech), and of basic elements of pragmatics and discourse analysis as applied to English usage. Pedagogical implications of these considerations will be investigated. SLS 5402 is the second of a two-semester sequence. The sequence is required in the first year for M.A. in ESL students, and may also be taken by other graduate or advanced undergraduate students interested in teaching ESL to adults. Prerequisites: SLS 5401.
Style: 30% Lecture, 40% Discussion, 20% Small Group Activities, 10% Student Presentation.
Grading: 40% reports/papers, 40% quizzes, 10% in-class presentation, 10% class participation.
Exam Format: problem solving

SLS 5722 Practicum in Teaching English as a Second Language
S-N only, 6 credit(s), max credits 12;
Instructor: Anderson, Michael Einar
Description: Student may contact the instructor or department for information.

SLS 5993 Directed Studies
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Tarone, Elaine E
Description: Student may contact the instructor or department for information.
Security Technologies  West Bank Office Building

ST 8113 Information and Cyber Security
   A-F only, 2 credit(s);
   Instructor: Kearn, Michael Lee
   Description: Student may contact the instructor or department for information.

ST 8200 Special Topics in Security Technologies
   A-F only, 0.5 credit(s);
   Instructor: Isle, Brian Archer
   Description: Student may contact the instructor or department for information.

ST 8220 Vulnerability, Risk and Threat Assessment and Management
   A-F only, 3 credit(s);
   Instructor: Marcus, Alfred A
   Description: Student may contact the instructor or department for information.

ST 8441 Internship (optional)
   A-F only, 0.5 credit(s), max credits 1;
   Instructor: Isle, Brian Archer
   Description: Student may contact the instructor or department for information.

ST 8512 Partnership in Conflict Management: Security/Privacy Law, Social Responsibility and Ethics
   A-F only, 2 credit(s);
   Instructor: Radsan, Afsheen John
   Description: Student may contact the instructor or department for information.

ST 8620 Capstone
   A-F only, 0.5-2 credit(s), max credits 2, 1 completion allowed;
   Instructor: Amin, Massoud
   Description: Student may contact the instructor or department for information.

Social Work  105 Peters Hall

SW 1001 Introduction to the World of Social Work: A Global Perspective
   3 credit(s);
   Instructor: Knust MSW, LICSW, Diane M
   Description: Social Work has a rich history that provides a foundation for its development as a profession concerned about people and their social environment. Early social work was and continues to be driven by a passion to create a just society through ensuring that individuals have rights to equal access to the basic human needs of food, shelter, clothing, medical care, meaningful work, and the expression and acceptance of individual differences. Initially social workers advocated for changes in the Poor Laws that prescribed incarceration for those without employment. Social Workers created settlement houses for those who were homeless and living in poverty and were instrumental in changing policies and attitudes toward this population. The amelioration of problems associated with alcohol abuse was addressed through social work’s involvement in abolitionist movements such as the Women’s Temperance Union. Social casework developed as means of monitoring and providing services to the homeless and inebriates in lieu of incarceration while psychiatric social work provided a unique perspective for treatment and discharge planning for patients in mental hospitals. Today social work is still involved in all these areas, and we have much to learn from other countries and the ways they organize for social welfare. Social Workers recognize the strengths individuals bring to cope with whatever circumstances confront them across the life cycle, as well as those systems created to provide support. The focus is bringing into alignment the individual and the system working together to ameliorate distress and improve the client’s self-efficacy and sense of well-being. Sometimes the effort is centered on empowering the individual, at other times on changing the system, and often on both. While systems initially included close family, friends, community, occupation, policies, culture, etc., the definition has expanded. Today, the boundaries of system extend far beyond the borders of the United States. This global system impacts both peripherally and directly things that happen throughout the world. The course includes an intentional focus on international policies, immigrant populations, human rights, the physical environment, world hunger, restorative justice, and trauma intervention, because they all impact the human experience in the U.S. more than ever before. The Code of Ethics of the National Association of Social Work states: ?The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's
unique purpose and perspective. These core values are: service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.

SW 1501 Introduction to Peace Studies
A-F only, 3 credit(s);
Instructor: Menanteau,Dario
Description: This course provides an introduction to peace studies - an interdisciplinary field that considers questions such as: how can human conflicts be resolved in ways that promote justice and peace? We will explore definitions, conditions, and causes of violence, nonviolence, war, and peace? be it between nations, groups, or individuals. In this work, we will study distinctions between the concepts of negative peace, or the absence of war, and positive peace, understood as the presence of values and practices which promote justice and well-being within a society (such as economic and social justice and environmental stewardship). The class will also distinguish between overt forms of violence (be it collective or individual) and what Johan Galtung has termed structural violence: those practices which disadvantage people due through unjust political or economic systems, and/or cultural traditions. Participants in the class will explore a broad range of historical examples of ways that people have responded creatively to situations of violence and injustice, and from this study, construct their own understandings of creative response to conflict.

2 credit(s), max credits 6;
Instructor: VeLure Roholt,Ross Ronald
Description: Student may contact the instructor or department for information.

SW 1905 Freshman Seminar: High School: Moments, Memories, & Meanings
2 credit(s), max credits 6;
Instructor: Baizerman,Michael Leon
Description: A course on "images of youth" can be about the many actual and possible representations of young people. As such, a course would examine a variety of notions about youth, the actual persons and "youth" the representation. Examination could be about the personal, social, and cultural spaces between actual (young) persons and their images and other representations, and how these vary (or not) by historical period, social arena, "true self", ethnicity/race, geography, social class, sex/gender, language, and the like. Attention could be given to how these representations are (are not) embedded in larger reticula of scientific and lay theories of these people, their "stage of life", what is "natural" about their being as they are and doing as they do and what is "essential" (and/or the essence) of their person(hood) and of the images which portray them in the popular media, in scientific theories, in novels, films and plays, and in music, poetry, and art, for instance. This seminar will explore some of these and some other related themes in pursuit of responses to the focal questions of this course: How are youth portrayed in a variety of media; how are they represented, and what are some images of youth which seem to guide our collective and individual responses to real world, everyday-life youth, and how are these images used by young people and adults to fashion their multiple identities in everyday life and in the reflective, personal self. In the University, "youth" is a subject (and object) "owned" by many academic disciplines and professions, and there can be (and is) disagreement between and among these about "the true nature" of these persons, the best ways to "enhance their healthy development" and to facilitate their "growing up" and "coming of age", and their place(s) within family, neighborhood, community, and nation. That is, "youth" is "contested terrain" and the vocabulary and rhetorics of this ongoing, but always changing (somewhat) "youth discourse" will also be a focus of this course. Framed thus, it is clear that there are a vast array of traditional disciplines and professions contributing theories, concepts and images to our subject. Any one of these can invite life-long inquiry and many will be new to you. That's inevitable and fine, because while you are experts in how you did (are doing) your youth, you are not expected to be so on the many ways you are represented in our culture and society. Indeed, that's why we are together in this Seminar - to explore and try to understand how (and why) youth are portrayed as they are. By the end of our work together, we both will have a better grasp of the issues, questions, responses, and answers.
Style: 30% Lecture, 10% Film/Video, 40% Discussion. 20% Field Visits.
Grading: Grading is finalized after negotiated assignments/papers.

SW 2501W Introduction to Social Justice
A-F only, 4 credit(s);Meets CLE req of Writing Intensive
Instructor: Fisher,Colleen
Description: This course is the first of three required courses that are part of the new interdisciplinary, cross-college undergraduate minor in Social Justice. In this course, we will focus on the meanings of social justice by looking at three key socio-political areas of study: globalization, criminal justice and social welfare. We will also look at how various activists from these arenas work for social change, and finally we will engage in community-based education (service learning) where we will volunteer in social justice organizations locally. Given the dilemmas we face on this planet regarding our survival as culturally diverse people, social justice is a fitting subject for us to explore. As we become more proficient analytical thinkers and writers, perhaps we will also become more knowledgeable citizens, more competent communicators, and people who can make the world a better place for all human beings. Living in a democracy means that we, as citizens, have a great deal of responsibility. By looking at the meanings of social justice and
at how different people and organizations work for social justice, we will explore how activism is deeply connected to citizenship and democracy. Another major goal of this course is to create a community of learners in our classroom. In forming this environment, students should be prepared to be active in class. Since this is not a lecture class, we will spend most of our classroom time together talking with each other. Listening to each other, and learning to give constructive feedback will allow our community to flourish, and will give each of us individually new perspectives on our own writing and thinking processes. The course is planned carefully, especially the community-based learning experiences. Please don't fall behind; the sequence of readings and activities are meant to be done in the order I've assigned them.

**Style:** 25% Discussion, 25% Small Group Activities, 25% Student Presentation, 15% Service Learning.

**Grading:** 15% mid exam, 15% final exam, 20% special projects, 20% reflection paper, 15% class participation, 15% other evaluation. Other Evaluation: service learning.

**Exam Format:** Take-home.

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**SW 3501 Theories and Practices of Social Change Organizing**

*A-F only, 4 credit(s):*

**Instructor:** Albrecht, Lisa D

**Description:** In this course, we will look at various 20th and 21st century social change movements to study how activists & organizers work for social change. Examples: immigrant rights, environmental justice, reproductive justice, GLBT rights, etc. We also read texts about how to work for social justice. We will engage in 30 hours of community-based education (service learning) where we will volunteer in social justice organizations locally. Be prepared to be active in class. Since this is not a lecture class, we will spend most of our time together talking with each other. Students co-lead class, do a group project after reading a book related to a social movement, write about community-based learning experiences & complete a final project. The course is planned carefully. Please don't fall behind; the sequence of readings and activities are meant to be done in the order I've assigned them.

**Style:** 10% Lecture, 25% Discussion, 25% Small Group Activities, 25% Student Presentation, 15% Service Learning.

**Grading:** 35% special projects, 20% reflection paper, 30% class participation, 15% other evaluation. Other Evaluation: service learning.

**Exam Format:** Take-home.

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**SW 3701 Introduction to Child Maltreatment: Intervention and Prevention**

*3 credit(s):*

**Instructor:** STAFF

**Description:** This course is designed as an introduction to the study of family violence across the lifespan. It will introduce students to history, current theories, research, and policies in the areas of child maltreatment and the larger domain of family violence. The content of the course focuses on current theories, research and policies on violence against women (battering, sexual assault, stalking), child maltreatment (physical and sexual abuse, emotional abuse, neglect) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations). This course is an introduction to the topic. It will give students a basic overview of the issues across types of family violence intervention and prevention and how societies have responded through public policy. The course will also integrate issues of gender, race, culture, age, physical ability, and sexual orientation throughout our examination of these topics. This course is designed to meet the social science diversified core requirement of the University's Liberal Education Requirement. There are no prerequisites for this course, it is open to all undergraduates and serves as the first required course in the Family Violence Prevention Minor. Other required courses in the Minor cover prevention, intervention and gender violence in global perspectives. As such, this course will emphasize theories, research and policies with a focus on family violence against child and adults in North America.

**Style:** 25% Lecture, 10% Film/Video, 25% Discussion, 10% Demonstration, 10% Field Trips, 20% Guest Speakers.

**Grading:** 15% mid exam, 20% final exam, 10% special projects, 20% written homework, 15% reflection paper, 20% class participation. Written Homework=online assignments.

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**SW 3702 Introduction to Adult Intimate Partner Violence: Intervention and Prevention**

*3 credit(s):*

**Instructor:** STAFF

**Description:** This course is designed as an introduction to the study of Intimate Partner Violence (IPV) in the adult population. It will introduce students to current theories, research, and prevention practice in the area of family violence. The content of the course focuses on the intervention and prevention of intimate partner violence, including preventing violence against women (battering, sexual assault, stalking) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations) within the United States. A major emphasis in this course will be on prevention of adult IPV and social interventions aimed at ending violence in families once it occurs. This includes direct work with victims of abuse, assailants, and their families as well as community-level and policy interventions. The course will also integrate issues of gender, race, culture, age, physical ability, socio-economic status, and sexual orientation throughout our examination of these topics. This course is open to all undergraduates and serves as a required course in the Family Violence Prevention Minor. Because other required courses in the Minor cover child maltreatment and gender violence in global perspectives, this course will emphasize prevention and intervention practices with a focus on family violence against adults in North America.

**Style:** 15% Lecture, 15% Film/Video, 20% Discussion, 20% Small Group Activities, 5% Student Presentation, 10% Guest Speakers, 15% Service Learning.
Grading: 25% reports/papers, 10% special projects, 30% reflection paper, 10% in-class presentation, 5% class participation. 20% is Service Learning.

SW 3703 Gender Violence in Global Perspective
3 credit(s);
Instructor: STAFF
Description: This course examines gender violence in its multiple forms from a global perspective. An introduction to the history of violence against women, current theories and research on the causes of violence in intimate relationships, past and current responses, and interventions and prevention models to address this worldwide problem will be discussed. Understanding the multiple approaches for addressing gender violence will provide students the knowledge to describe culturally competent intervention and prevention strategies.
Style: 20% Film/Video, 25% Discussion, 15% Small Group Activities, 15% Field Trips, 25% Guest Speakers.
Grading: 50% reports/papers, 25% attendance, 25% reflection paper.

SW 4501 Senior Seminar in Social Justice
A-F only, 4 credit(s);
Instructor: Albrecht,Lisa D
Description: This course is the last of three required courses that are part of the interdisciplinary, cross-college undergraduate minor in Social Justice. This seminar brings together the theories and practices of social justice that you have explored as part of your required minor courses and your elective courses, and your community based learning experiences. We will continue to engage in dialogue about the many meanings of social justice, and we will also focus on 1 or 2 contemporary issues. The key work of this seminar will be your own self-designed final social justice portfolio. It will represent the culmination of your experiences as a student in the social justice minor program. Each student will complete a social justice portfolio, and present their work to the seminar as well as the general public. As we have done in each of the required courses, we will continue to ask ourselves questions about the meanings of citizenship and democracy in the U.S., particularly as they relate to social justice. We will also continue to do community based learning (service learning) in a social justice organization. Another major goal of this course is to create a community of learners in our classroom. In forming this environment, students should be prepared to be active in class. Since this is not a lecture class, we will spend most of our classroom time together talking with each other. Listening to each other, and learning to give constructive feedback will allow our community to flourish, and will give each of us individually new perspectives on our own writing and thinking processes. The course is planned carefully, especially the community based learning experiences. Please don’t fall behind; the sequence of readings and activities are meant to be done in the order I’ve assigned them.
Style: 25% Discussion, 30% Small Group Activities, 25% Student Presentation, 5% Guest Speakers, 15% Service Learning.
Grading: 15% reports/papers, 55% special projects, 15% class participation, 15% other evaluation. Students submit drafts of portfolio after sharing with peers. Attendance taken.
Exam Format: none

SW 4501 Senior Seminar in Social Justice
A-F only, 4 credit(s);
Instructor: Karcher-Ramos,Muneer
Description: Student may contact the instructor or department for information.

SW 5313 Social Work with Older Adults
2 credit(s);
Instructor: Lee,Hee Yun
Description: Student may contact the instructor or department for information.

SW 5316 Brief Treatment and the Task-Centered Approach
2 credit(s);
Instructor: Rooney,Ronald H
Description: Student may contact the instructor or department for information.

SW 5317 Social Work With Involuntary Clients
2 credit(s);
Instructor: Rooney,Ronald H
Description: This is a blended learning course with 4 in person sessions and 10 on-line weeks. It has been useful for students from across programs and fields that work with clients or persons who have contacts with a professional under pressure.
Style: 20% Lecture, 10% Film/Video, 10% Discussion, 20% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 30% Web Based. 4 in person sessions; 10 on line weeks including one required chat
Grading: 20% mid exam, 15% quizzes, 40% written homework, 5% attendance, 10% reflection paper, 10% class participation.
SW 5512 Developing and Managing an Agency Budget  
1 credit(s);  
Instructor: Cain, Therese Marie  
Description: Student may contact the instructor or department for information.

SW 5514 Strategic Risk Management in Agencies  
1 credit(s);  
Instructor: Cain, Therese Marie  
Description: Student may contact the instructor or department for information.

SW 5519 Mediation and Conflict Resolution  
3 credit(s);  
Instructor: Umbreit, Mark S  
Description: Student may contact the instructor or department for information.

SW 5708 Substance Abuse and Social Work  
3 credit(s);  
Instructor: Zuel, Timothy Brett  
Description: Student may contact the instructor or department for information.

SW 5810 Seminar: Special Topics: Wrk Immigrant Populations  
2 credit(s), max credits 10, 3 completions allowed;  
Instructor: Hollister, David  
Description: Student may contact the instructor or department for information.

SW 5813 Child Welfare and the Law  
2 credit(s);  
Instructor: Opsahl, Irene M  
Description: Student may contact the instructor or department for information.

SW 8010 Seminar: Field Practicum I  
S-N only, 1-8 credit(s), max credits 8;  
Instructor: Morcomb, Denise Charlot  
Description: Student may contact the instructor or department for information.

SW 8010 Seminar: Field Practicum I  
S-N only, 1-8 credit(s), max credits 8;  
Instructor: Maxwell, Steve  
Description: Student may contact the instructor or department for information.

SW 8010 Seminar: Field Practicum I  
S-N only, 1-8 credit(s), max credits 8;  
Instructor: Gilbert, MJ  
Description: Student may contact the instructor or department for information.

SW 8010 Seminar: Field Practicum I  
S-N only, 1-8 credit(s), max credits 8;  
Instructor: Presslein MSW, LICSW, Heidi M.  
Description: Student may contact the instructor or department for information.

SW 8020 Field Practicum II  
S-N only, 1-6 credit(s), max credits 6;
SW 8020 Field Practicum II
S-N only, 1-6 credit(s), max credits 6;
Instructor: Maxwell, Steve
Description: Student may contact the instructor or department for information.

SW 8020 Field Practicum II
S-N only, 1-6 credit(s), max credits 6;
Instructor: Gilbert, MJ
Description: Student may contact the instructor or department for information.

SW 8020 Field Practicum II
S-N only, 1-6 credit(s), max credits 6;
Instructor: Presslein MSW, LICSW, Heidi M.
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Morcomb, Denise Charlot
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Maxwell, Steve
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Gilbert, MJ
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Presslein MSW, LICSW, Heidi M.
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Gensheimer, Linda Christine
Description: Student may contact the instructor or department for information.

SW 8041 Specialized Field Placement
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Gilbert, MJ
Description: Student may contact the instructor or department for information.

SW 8101 Social Policy and Delivery Systems for Child Welfare and Family Services
A-F only, 3 credit(s);
Instructor: Kincaid, Tamara
Description: Student may contact the instructor or department for information.

SW 8101 Social Policy and Delivery Systems for Child Welfare and Family Services
A-F only, 3 credit(s);
Instructor: Semanchin Jones, Annette Marie
Description: Student may contact the instructor or department for information.
SW 8103 Health and Mental Health Policy
   A-F only, 3 credit(s);
   Instructor: Jones, Linda E
   Description: Student may contact the instructor or department for information.

SW 8202 Social Work Methods: Practice With Families and Groups
   A-F only, 3 credit(s);
   Instructor: Van Slyke, Victoria D
   Description: Student may contact the instructor or department for information.

SW 8202 Social Work Methods: Practice With Families and Groups
   A-F only, 3 credit(s);
   Instructor: Gibson, Priscilla A
   Description: Student may contact the instructor or department for information.

SW 8202 Social Work Methods: Practice With Families and Groups
   A-F only, 3 credit(s);
   Instructor: Bidwell PhD, Laurel
   Description: Student may contact the instructor or department for information.

SW 8211 Macro Social Work Practice and Policy Advocacy
   A-F only, 3 credit(s);
   Instructor: Reinardy, James Robert
   Description: This foundation course presents models of community intervention as integral to the social work professional's role in community and policy practice. It addresses multi-modes of community intervention as to how they are practiced at the levels of neighborhoods and communities, as well as legislative levels. The relationship between power and privilege, social justice, theories of social change, and the values of the social work profession are applied and learned in terms of how they shape social work community practice in the processes of engagement, assessment, intervention and evaluation. Topics of particular attention include: the complementary and interactive relationship between practice with individuals/families and community practice; practitioner competency and roles in a diverse society; policy practice and policy advocacy to bring about community, and legislative change.

SW 8211 Macro Social Work Practice and Policy Advocacy
   A-F only, 3 credit(s);
   Instructor: Sugrue, Erin Patricia
   Description: Student may contact the instructor or department for information.

SW 8314 Social Work Interventions With Families
   3 credit(s);=5318; adv standing or 8202 or instr consentCredit will not be granted if credit has been received for: SW 5318;
   Instructor: Hoy, Judith M
   Description: Student may contact the instructor or department for information.

SW 8315 Mood Disorders: New Directions in Clinical Care
   2 credit(s);
   Instructor: Meier, Mark Alan
   Description: Student may contact the instructor or department for information.

SW 8316 Treatment of Trauma
   2 credit(s);
   Instructor: Shannon, Patricia Jean
   Description: Student may contact the instructor or department for information.

SW 8316 Treatment of Trauma
   2 credit(s);
   Instructor: Pavlik, Kim Margaret
   Description: Student may contact the instructor or department for information.

SW 8503 Personnel Leadership and Management
   3 credit(s);
Instructor: Burton Jr, Velmer S.
Description: Student may contact the instructor or department for information.

**SW 8525 Global Perspectives on Social Welfare, Peace, and Justice**
- A-F only, 3 credit(s);
- Instructor: Menanteau, Dario
- Description: Student may contact the instructor or department for information.

Instructor: Menanteau, Dario
Description: Student may contact the instructor or department for information.

**SW 8601 Social Work Research Methods**
- A-F only, 3 credit(s);
- Instructor: Fisher, Colleen
- Description: Student may contact the instructor or department for information.

Instructor: Fisher, Colleen
Description: Student may contact the instructor or department for information.

**SW 8601 Social Work Research Methods**
- A-F only, 3 credit(s);
- Instructor: Kiesel, Lisa R
- Description: Student may contact the instructor or department for information.

Instructor: Kiesel, Lisa R
Description: Student may contact the instructor or department for information.

**SW 8601 Social Work Research Methods**
- A-F only, 3 credit(s);
- Instructor: Haight, Wendy
- Description: Student may contact the instructor or department for information.

Instructor: Haight, Wendy
Description: Student may contact the instructor or department for information.

**SW 8803 Social Work Supervision, Consultation, and Leadership**
- 2 credit(s);
- Instructor: Van Slyke, Victoria D
- Description: Student may contact the instructor or department for information.

Instructor: Van Slyke, Victoria D
Description: Student may contact the instructor or department for information.

**SW 8803 Social Work Supervision, Consultation, and Leadership**
- 2 credit(s);
- Instructor: Gensheimer, Linda Christine
- Description: Student may contact the instructor or department for information.

Instructor: Gensheimer, Linda Christine
Description: Student may contact the instructor or department for information.

**SW 8851 Social Welfare History and Historical Research Methods**
- A-F only, 3 credit(s);
- Instructor: Morrissey, Megan Harrison
- Description: Student may contact the instructor or department for information.

Instructor: Morrissey, Megan Harrison
Description: Student may contact the instructor or department for information.

**SW 8872 Social Work Research Seminar II**
- A-F only, 3 credit(s);
- Instructor: Kivnick, Helen Quintessa
- Description: Student may contact the instructor or department for information.

Instructor: Kivnick, Helen Quintessa
Description: Student may contact the instructor or department for information.

**SW 8875 Research Practicum**
- S-N only, 2 credit(s), max credits 6, 3 completions allowed;
- Instructor: Lightfoot, Elizabeth Bradford
- Description: Student may contact the instructor or department for information.

Instructor: Lightfoot, Elizabeth Bradford
Description: Student may contact the instructor or department for information.

**Social and Administrative Pharmacy**

**SAPh 8100 Seminar**
- A-F only, 1 credit(s), max credits 8, 8 completions allowed;
- Instructor: Schommer, Jon C
- Description: Student may contact the instructor or department for information.

Instructor: Schommer, Jon C
Description: Student may contact the instructor or department for information.

**SAPh 8173 Principles and Methods of Implementing Research**
- 3 credit(s); Two grad stat courses Credit will not be granted if credit has been received for: NURS 8173;
Instructor: Gross, Cynthia R  
Description: Student may contact the instructor or department for information.

**SAPh 8200 Research Problems**  
1-8 credit(s), max credits 16, 16 completions allowed;  
Instructor: Schommer, Jon C  
Description: Student may contact the instructor or department for information.

**SAPh 8420 Social and Behavioral Aspects of Pharmacy Practice**  
A-F only, 3 credit(s);  
Instructor: Schommer, Jon C  
Description: Student may contact the instructor or department for information.

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**Sociology 909 Social Sciences Tower**

**Soc 1001 Introduction to Sociology**  
4 credit(s); Soc majors/minors must register A-F  
Credit will not be granted if credit has been received for: SOC 1011V; Meets CLE req of Social Sciences  
Instructor: Fischer, Laura L  
Description: This course aims to explain the sociological perspective by way of questions - important questions about justice, inequality, freedom, human nature, misery, reality, and revolution to name a few. Specifically we will explore what Sociology is as a scientific discipline and how it addresses important questions for individuals and for societies. We will investigate central sociological concepts, theories, research strategies, and substantive areas. In all of our studies we will nurture the development of a sociological imagination and employ critical thinking. Lectures will be devoted to introducing and extending sociological concepts, theories, and research. In large part lectures will present information not contained in the texts. Lab Sections will be utilized to devise and complete a series of individual projects designed to demonstrate sociological issues. These projects will require that students understand sociological concepts. In addition, the projects will challenge students to think critically, creatively and express sociological themes in new, often artistic ways.  
Style: 75% Lecture, 25% Film/Video.  
Grading: 40% special projects, 54% additional semester exams, 6% class participation. There will be 5 lab projects required. These will be developed individually in labs, as well as worked on and presented in labs. Each project is worth 8% for a course total of 40%.  
Exam Format: Exam format will be in class essay. There will be 3 non-cumulative exams; each worth 16% for a course total of 54%.

**Soc 1001 Introduction to Sociology**  
4 credit(s); Soc majors/minors must register A-F  
Credit will not be granted if credit has been received for: SOC 1011V; Meets CLE req of Social Sciences  
Instructor: Wozniak, Jesse S  
Description: The famed philosopher Auguste Comte was the first to apply the rigorous research methods of the scientific model to the study of society, creating a new study named Sociology, which Comte believed would be the 'queen of the sciences.' This course is designed to be an introduction to this beautiful and beguiling queen and what she can tell us about the world around us, whether it be global politics or why we don't like it when people talk to us in the elevator. Emphasis will be placed on the 'sociological imagination', the ability to understand the world as a complex social structure with norms and rules, and to see our personal problems as public issues. We will seek the answers to questions such as the following: - What is sociology? - What is the sociological imagination? - Why should I care about anything a sociologist says? - How can sociology help me understand the world? - What can sociology tell me about my sex life?  
Style: 30% Lecture, 30% Film/Video, 20% Discussion, 20% Small Group Activities. Active participation in class discussions and group work is a must. Do not bother taking this course if you are not prepared to do these.

**Soc 1001 Introduction to Sociology**  
4 credit(s); Soc majors/minors must register A-F  
Credit will not be granted if credit has been received for: SOC 1011V; Meets CLE req of Social Sciences  
Instructor: Gerteis, Joseph Howard  
Description: This course is an introduction to the field of sociology. Sociology is the study of human actions and social relations, and the broader patterns of social order that result from them. The course is organized in three parts: we first study social identity and interaction, then how social institutions shape the world we live in. The final section of the course is devoted to understanding how the social world changes. The course involves lecture and lab/discussion sections. Lectures are designed to introduce you to the central ideas and theories of the field and to extend and develop the concepts introduced in reading. Labs allow smaller groups to discuss and apply these ideas more concretely.  
Style: 60% Lecture, 10% Discussion, 10% Laboratory.
Soc 1011V Honors: Introduction to Sociology
A-F only, 4 credit(s); honors
Credit will not be granted if credit has been received for: SOC 1001; Meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Gerteis, Joseph Howard
Description: Sociology is the study of human social interactions and the broader patterns of social order that result from them. This course provides an introduction to the field by examining the foundations of social order, the social institutions that we have to deal with every day (including our educational, legal and stratification systems), and possibilities for social change. This honors section also provides an opportunity for more intensive discussion and for hands-on learning with original field research projects.
Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.
Grading: 20% comprehensive final exam, 20% in-class participation, 30% class participation, 20% class participation.
Exam Format: short answer, essay.

Soc 1641 Social Justice and Ethical Decision Making
A-F only, 3 credit(s)
Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences
Instructor: Dingel, Molly J.
Description: Utilizes foundational sociological concepts to systematically explore the role of policies, regulations, values, norms, and social structures in reinforcing or undermining inequality. Students will exercise decision-making in the context of ethical dilemmas regarding inequality, stratification, research ethics, and biomedical ethics.

A-F only, 3 credit(s)
Meets CLE req of Global Perspectives
Instructor: Bian, Yanjie
Description: China is one of the most dynamic societies in today's increasingly globalized world. This seminar combines instructor's personal observations and scholarly perspectives to offer a sociological introduction to the changing patterns of social life in contemporary Chinese society. Lectures will cover topics on population, economy, ethnicity, culture, community, marriage, family, gender, inequality, social relations, and globalization effects. Students will be given opportunities to participate in class discussions, and to choose a topic on which to write a term-end paper. Growing up in China, Yanjie Bian moved to the United States where he has become a leading scholar on the sociology of contemporary Chinese society.
Style: 70% Lecture, 20% Discussion, 10% Small Group Activities.
Grading: 20% quizzes, 70% reflection paper, 5% in-class presentation, 5% class participation.

Soc 3101 Introduction to the American Criminal Justice System
A-F only, 3 credit(s)
Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences
Instructor: STAFF
Description: This course provides an overview of the American criminal justice system. We will analyze the functions and missions of the police, courts, and corrections agencies. We will think critically about the structure of the criminal justice system and the formal and informal rules guiding criminal justice decision-making. The textbook and lectures are designed to help you understand the organization of the criminal justice system. Films and discussions illustrate current issues and debates in criminal justice. Finally, guest speakers will share their experiences and inform us of the practical challenges they face in their daily work. No prior knowledge of the criminal justice system is required.
Style: 50% Lecture, 10% Film/Video, 25% Discussion, 15% Guest Speakers.
Grading: The quizzes and exams are not cumulative. Assessment will be 10% participation and 90% graded work.
Exam Format: The format will be multiple choice, true/false, and short essay.

Soc 3101 Introduction to the American Criminal Justice System
A-F only, 3 credit(s)
Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences
Instructor: Samaha, Joel B
Description: Overview and analysis of the U.S. criminal justice system. The course stresses three themes: 1. the balance between the government's power to control crime and the rights of individuals; 2. the appropriate decision making criteria (seriousness of offense, criminal history of offenders, and strength of evidence) and the illegal criteria (race, ethnicity) that can infect decision-making in the major crime control agencies (police, courts, and corrections); 3. the evaluation of criminal justice policies and practices (Do they work? Are they legal? Are they fair? Are they smart?). The course describes, analyzes, and provides information and arguments to stimulate you to think critically about crime control in a constitutional democracy. Topics include crime, trends in crime, criminals and their families; victims and their families; crime control in a constitutional democracy; criminal law; police roles and culture, police strategies, and police and the Constitution; charging suspects; prosecuting, defending, and sentencing defendants; probation and incarceration; and prisoner reentry into society ("Eventually, they all come home.") No prior knowledge of the criminal justice system is required.
Soc 3251W Sociological Perspectives on Race, Class, and Gender

A-F only, 3 credit(s); Soc majors/minors must register A-F
Credit will not be granted if credit has been received for: AFRO
3251W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Strano, Andria J
Description: This course will explore the ways in which race, class and gender organize and impact social life for individuals and society as a whole. We will begin with a brief introduction to the general conceptual challenges that race, class and gender pose for typical, commonsense understandings of American society. We will then examine class, gender and race on their own terms and as they intersect with one another, attending to the ways they are constructed, experienced, and connected with social stratification and inequalities in power, status and privilege. We will explore how race, class, and gender shape and are shaped by social institutions, including work, education, family, and social policy, and will conclude by discussing implications for politics and social change. The class will focus primarily on the United States. This class is writing intensive and student will choose to write a paper based on a community service learning experience or complete a research paper.
Style: 45% Lecture, 20% Film/Video, 35% Discussion.
Grading: 25% mid exam, 60% reports/papers, 15% class participation.

Soc 3211W American Race Relations

A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Strano, Andria J
Description: In 1903, sociologist W.E.B DuBois claimed that "the problem of the 20th century is the problem of the color line". This course will examine the degree to which DuBois' claim holds true in the 21st century. The overall objective is to understand the nature of contemporary race relations in the United States, as well as different sociological theories explaining modern racism. Additionally, students will be expected to use course readings and conversations to think critically about their own experiences and American society in general. In this class, we will consider how racism has changed over time and the degree to which it persists as an issue facing U.S. society. The course will begin by exploring historical and contemporary experiences among racial/ethnic groups, provide examples of hate crimes and white supremacist ideology, as well as review sociological explanations for their persistence. Throughout the term, we will continue to explore modern stereotypes and essentialist thinking, institutional barriers to equality by race, and sociological theories explaining them. The course will end with an assessment of identity politics and micro-level processes of racism, as well as discuss some potential solutions to this social problem.
Style: 45% Lecture, 5% Film/Video, 45% Discussion, 5% Small Group Activities.
Grading: 35% mid exam, 35% final exam, 30% reports/papers.
Exam Format: Essay and short answer (1 mid-term, 1 final).

Soc 3102 Introduction to Criminal Behavior and Social Control

3 credit(s);
Instructor: Ferrales, Gabrielle
Description: This course will address the social and legal origins of crime and crime control. We will focus on general theories of deviance/crime and present an overview of forms of social control. We will critically examine criminological, sociological and legal theories that explain the causes of crime. This course covers diverse types of crime, including: street crime, violent crime, white-collar crime, occupational crime, war crimes and torture. In addition, we will examine the punishment of crime, including policing, prosecution, sentencing and mass incarceration. There will be a particular focus on how crime and forms of social control impact social inequality and divisions around race, class, and gender.
Style: 55% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 5% Guest Speakers.
Exam Format: multiple choice, True/False, and short essays.
Grading: 10% class participation, 90% other evaluation. 3 NONCUMULATIVE exams + a NONCUMULATIVE final%
we examine the social construction of Race, Class, Gender and Sexuality in American society. We then move to look at the workings of these concepts in different interpersonal and institutional settings. These include the Labor Force, Schools, the Family, the Criminal Justice System, understanding Violence, and the politics of Language. In the last week of the class we discuss individual and corporate approaches to overcoming injustice.

Style: 30% Lecture, 20% Film/Video, 50% Discussion.
Grading: 55% reports/papers, 10% quizzes, 15% in-class presentation, 20% class participation.
Exam Format: TF and essay

Soc 3301W Politics and Society
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Aminzade, Ron R
Description: This course is concerned with the social bases of power and the social consequences of the organization of power, especially how power operates in relationship to various forms of inequality and different institutions. We will explore a wide range of topics in political sociology, beginning with an analysis of different theories of power and of the state. Topics include the politics of inequality and oppression, political socialization, voting and electoral participation, social movements and political change, civic life in America, the welfare state, public policy formation, war and empire, terrorism and political violence, and alternative possible futures. Most of the readings and lectures will focus on different theoretical perspectives on power, the state, political parties, and political change and the focus will be on the United States, although we will also address political issues in other parts of the globe.
Style: 20% Lecture, 10% Film/Video, 50% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Service Learning.
Grading: 80% reports/papers, 20% reflection paper. The 4-5 page research proposal will be 20% of the final grade. The two drafts of the 12-15 pages research paper constitute 60% of the final grade. The reaction paper and leadership of class discussion count for 20% of the final grade.

Soc 3571 Drugs and Society
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Dingel, Molly J.
Description: Student may contact the instructor or department for information.

Soc 3613W Food, Culture, and Society
A-F only, 3 credit(s); Soc majors/minors must register A-F Credit will not be granted if credit has been received for: GLOS 3613W; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Cadieux, Kirsten Valentine
Description: Hamburgers and a Coke, rice and beans, collard greens, wonton soup, creme brulee What meanings and feelings do these foods conjure up, and for whom? Where are their key ingredients produced? Who prepares these dishes, and who eats them? This course is built on two key premises: first, that the production, distribution, and consumption of food involves relationships among different groups of people, and second, that one can gain great insights into these social relations and the societies in which they are embedded through a sociological analysis of food. Among the themes we will explore in this course are the different cultural and social meanings attached to food; food, culture and body image; the industrialization of agriculture; the global food system; work in the food sector; the debate over genetically modified food; and efforts to change the current food system.

Soc 3701 Social Theory
A-F only, 4 credit(s);
Instructor: Edgell, Penny A
Description: This course is designed to provide an overview of the major theoretical traditions in the discipline of sociology. Sociological theory is like an evolving conversation about core questions regarding the nature of society and the individual's role within it. These questions include: Are individuals rational calculators of costs and benefits, or communicators who create and inhabit symbolic universes? Is the social order shaped mostly by the economic system and how it organizes resources (e.g. capitalism), or are technologies of communication and control what matter as we transition from industrial societies to mass societies? How does increasing globalization foster new theories of how societies work? Theories of society are, of course, shaped by the social location of the theorist, so as more diverse voices have joined the conversation, theory has expanded to grapple in new ways with problems of power, difference, and inequality. In this class, we will learn how sociological theory has developed over the 20th century and explore how and why it is useful in understanding the world we live in today.
Style: 60% Lecture, 40% Discussion.
Grading: 30% reports/papers, 10% class participation, 60% other evaluation. 4 in-class mini-exams
Exam Format: short answer and short essay
Description: Theory is the lifeblood of sociological knowledge. In this course, we examine sociology's major theoretical perspectives, beginning with the classic statements on social life, then moving on to the insights of contemporary theorists. We will emerge with a sense of how a sociological dialogue has evolved, shaping the discipline's core themes, perennial questions, and key debates. The domain of social theory is society itself, and our studies will take us everywhere the "social" resides-- the family, the office, religious gatherings, corporations, prisons, community organizations, street corners-- even elevators! As we visit these various domains, we will examine the core sociological concepts that organize life and help us make sense of the world and our place within it. On our theoretical journey, we will encounter the questions that animate sociological study, including: What is the meaning of the self in social context? What are social institutions and how have they evolved? How is social difference reproduced? What is power and how does it work? How can we define the features of modernity? In this course, critical thinking is key-- we wrestle actively with theories to understand the competing perspectives they offer. Theory comes alive only when we can link it to lived experience. We will work to carry sociological concepts out of the classroom to evaluate them in our everyday lives.

Style: 60% Lecture, 40% Discussion.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.

Soc 3701 Social Theory
A-F only, 4 credit(s);
Instructor: Baiocchi, Arturo
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Traditions of social theory that have been basic to sociological knowledge. How they have expanded in contemporary theory. Their applications in selected areas of empirical research.
Style: 100% Web Based.
Grading: 40% mid exam, 20% final exam, 10% quizzes. -10 written journal assignments (20%) -10 discussion forums (10%)

Soc 3801 Sociological Research Methods
4 credit(s);
Instructor: Liebler, Carolyn
Description: This course focuses on the effective critical evaluation of sociological evidence. After introducing basic principles of sociological research, we will carefully read and analyze significant studies which exemplify each of four types of sociological research methods: field observations, historical archives, surveys, and experiments. No mathematical or statistical background is required.
Style: 60% Lecture, 5% Film/Video, 5% Discussion, 20% Laboratory, 5% Small Group Activities, 5% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 30% reports/papers, 10% written homework, 10% class participation, 10% laboratory evaluation.

Exam Format: short answer and brief essay

Soc 3811 Basic Social Statistics
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Bian, Yanjie
Description: This course will introduce sociology majors to basic statistical measures and procedures that are used to describe and analyze quantitative data in sociological research. The topics include (1) displays of frequency and percentage distributions, (2) measures of central tendency and dispersion, (3) measures of association and correlation, (4) bivariate regression, and (5) basics about probability and statistical inference. Lectures on these topics will be given in class meetings, and lab exercises are designed to help students learn statistical skills needed to analyze quantitative data provided in the class. In addition to attendance to lectures and labs, students are expected to read 15-20 pages of the text per week. There will be a midterm exam and a final exam. Students will need a calculation for assignments and exams.
Style: 65% Lecture, 35% Laboratory.
Grading: 70% mid exam, 30% problem solving.
Exam Format: multiple choice, computational problems

Soc 3811 Basic Social Statistics
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Mather, Darin M
Description: This course is designed to familiarize students with fundamental statistical concepts and techniques. The topics include (1) displays of frequency and percentage distributions, (2) measures of central tendency and dispersion, (3) measures of association and correlation, (4) regression analysis, and (5) basics about statistical inference. Because this is a sociology course, most of the examples in class will be drawn from the social sciences; however, the concepts and techniques presented also apply broadly to other disciplines and areas of life. I do not expect students to become expert statisticians, but I do expect them to gain an understanding of how statistics can be used to address key social science questions. Sociology students should gain the statistical competency need to conduct basic quantitative research for their senior project. In addition, all students should develop the skills needed to understand and critically evaluate the statistical information that they encounter in their work and other areas of life. Major course concepts will be
presented during class sessions. Throughout the term, students will be given ample opportunities to practice their skills in class, in labs, on assignments and in supplement work. Course lab time will also be devoted to instruction in using SPSS, a common statistical software package.

**Style:** 66% Lecture, 33% Laboratory. During class statistical concepts will be presented and students will be given ample time to practice. Labs will teach student SPSS statistical software. It will also provide an opportunity for students to review class concepts.

**Grading:** 20% mid exam, 25% final exam, 5% special projects, 35% written homework, 15% additional semester exams.

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**Soc 4101W Sociology of Law**

**A-F only, 3 credit(s);Meets CLE req of Writing Intensive**

**Instructor:** Ferrales,Gabrielle

**Description:** This course will consider the relationship between law and society, analyzing law as an expression of cultural values, a reflection of social and political structure, and an instrument of social control and social change. Emphasizing a comparative perspective, we begin by discussing theories about law and legal institutions. We then turn our attention to the legal process and legal actors, focusing on the impact of law, courts, and lawyers on the rights of individuals. Throughout the course, we will consider the role of law in reinforcing and changing class, gender, and race inequalities. Although this course focuses on the U.S. legal system, we will explore issues of the relationship between U.S. law and global law and concepts of justice. This course uses an array of reading materials including: theoretical works, empirical studies, and U.S. Supreme Court cases.

**Style:** 45% Lecture, 5% Film/Video, 45% Discussion, 5% Small Group Activities.

**Grading:** 20% mid exam, 20% final exam, 50% reports/papers, 10% class participation.

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**Soc 4104 Crime and Human Rights**

**3 credit(s);1001, at least one 3xxx SOC or GLOS course recommended; soc majors/minors must register A-FCredit will not be granted if credit has been received for: GLOS 4104;**

**Instructor:** Savelsberg,Joachim J

**Description:** This course addresses serious violations of humanitarian and human rights law, efforts to criminalize those violations (laws and institutions), and consequences of these efforts. Examples are crimes against humanity, war crimes, and genocide. Special attention will be paid to the impact interventions have on memories of atrocities as such memories are likely to affect the future of cycles of violence. Section I provides an overview of the basic themes of this class and their interconnection: atrocities, legal and other institutional responses, and the ways responses mediate memory. Section II addresses a series of cases in which responses to past atrocities included criminal prosecution and trials: the Holocaust, the Balkan wars, and the My Lai massacre during the Vietnam War. A special focus will be on the violence in the Darfur region of Sudan. Section III will examine cases in which a major response to atrocities was truth commissions, at times combined with trials and compensation programs. Special cases include South Africa, Argentina, and post-Communist Eastern Europe. Section IV addresses the consequences of interventions and memories for ending cycles of violence.

**Style:** 65% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation.

**Grading:** 50% mid exam, 35% final exam, 15% special projects.

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**Soc 4111 Deviant Behavior**

**A-F only, 3 credit(s);**

**Instructor:** Uggen,Christopher

**Description:** This course asks why and how certain attributes and behaviors are defined as deviant, the consequences of deviant labels, and how norms, values, and rules are made and enforced. There are four units. We first take up basic concepts that cut across theories and research on deviance, including social control, subcultures, and deviant careers. The second unit is devoted to theories of deviant behavior and societal reaction. We then discuss methodology and how the "social facts" of deviance are determined and disseminated. Case studies in topical areas are the fourth focus, addressing crime, organizational and occupational deviance, substance use, heteronormativity and sexuality, suicide, disability, and mental illness. Course objectives include the following: (1) To understand how deviance is defined and produced; (2) To gain a working knowledge of the key sociological explanations of deviance; (3) To critically apply these ideas to selected case studies; and, (4) To critique and evaluate institutional responses to deviance and control. There are two basic texts for the course and supplemental readings available online in Adobe pdf format. The Clinard and Meier text is an old-school introduction to deviance that provides some up-to-date information on the empirical research and 'social facts' relating to each of the topical areas we cover. The Adler and Adler reader is a collection of excerpts from classic and contemporary writings on deviance, with a much heavier emphasis on the social construction of deviance. Most of the supplementary readings will come from my original work on topics such as felon disenfranchisement, sexual harassment, and workplace deviance. In previous years, some students have saved money by purchasing earlier editions of their texts (7th edition of Adler & Adler or 13th edition of Clinard & Meier).

**Style:** 50% Lecture, 10% Film/Video, 25% Discussion, 10% Small Group Activities, 5% Service Learning, media and in-class exercises.

**Grading:** 25% mid exam, 30% final exam, 25% reports/papers, 10% special projects, 10% class participation.

**Exam Format:** Mixed -- typically 70% essay
Soc 4142 Juvenile Justice and Law
3 credit(s);
Instructor: Page, Joshua A
Description: This course focuses on the relationship between institutions, people, and processes. We will first study the development and transformation of the juvenile justice system and related institutions. We will then turn to the lives of young people involved in crime as teenagers and young adults, focusing on the experiences, social conditions, and relationships that underpin their illicit behavior. In the final third of the course, we will investigate current, pressing juvenile justice issues, including racial and gender disparities in treatment, transfer of young people from juvenile to criminal court, the incarceration of juvenile offenders in adult prisons, collateral sanctions, and desistance and re-entry. This course includes lectures, class discussions and debates, guest speakers, and documentary films.
Style: 55% Lecture, 30% Discussion, 10% Small Group Activities, 5% Guest Speakers.
Grading: 40% mid exam, 40% final exam, 20% quizzes.

Soc 4149 Killing
3 credit(s);
Instructor: Malmquist, Carl P
Description: Sociological, legal, and psychological aspects of diverse types of killing. The topic of "normal" killings is contrasted with various pathological types. Subtopics include: mentally disturbed killings, sexual killings, killings within families, gang killings, and terrorist killings.

Soc 4162 Criminal Procedure in American Society
3 credit(s);
Instructor: Samaha, Joel B
Description: Course Content: Balance between government power to enforce criminal laws and individuals' right to be let alone by the government in a constitutional democracy. Topics include: police power to stop and frisk, arrest, search, interrogate, and identify suspects; right to a lawyer; remedies for constitutional violations; social science, the courts, and the law of criminal procedure. Teaching methods: Read and discuss U.S. Supreme Court and other cases. Textbooks and other reading: Samaha, Criminal Procedure 8th edition (earlier editions won't do). Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.
Style: 15% Lecture, 85% Discussion.
Grading: 90% other evaluation. 90%, 13 non cumulative short answer and essay exams; 10%, participation in course surveys
Exam Format: 60% identification, definition; description and explanation of legal concepts and social science findings (no multiple choice); 10% case briefs; 30% discussion reaction essays

Soc 4309 Prophets, Pundits, and Priests: Public Religion in the United States Today
3 credit(s); Soc majors/minors must register A-F Credit will not be granted if credit has been received for: RELS 4309; Meets CLE req of Civic Life and Ethics
Instructor: Edgell, Penny A
Description: This course will focus on the "public face" of religion in the U.S. The U.S. is characterized by religious pluralism and high levels of religious involvement, has a history of strong religious movements, and experiences periodic episodes of publicly-oriented religious discourse. We will talk about how the public face of religion today is similar to and different from public religious expression in our nation's history. How do religious movements and leaders shape public policy and affect the political landscape today? How do religious communities foster particular understandings of democracy and styles of civic participation, influence volunteering, and form individuals' views on issues such as race, poverty, the family, science, and sexuality? This upper-level undergraduate course is open to majors and non-majors.
Style: 50% Lecture, 50% Discussion.
Grading: 25% mid exam, 25% final exam, 50% in-class presentation. In-class presentations are made to a small group (5 students); each presentation counts as 20% of your grade, and 10% is for attending group discussions of other members' presentations.
Exam Format: short answer and essay

Soc 4411 Terrorist Networks and Counterterror Organizations
A-F only, 3 credit(s);
Instructor: Knoke, David H
Description: SOC4411 Terrorist Networks & Counterterror Organizations Theories/evidence about origins, development, and consequences of terrorist networks. Efforts to prevent, investigate, and punish terrorists by use of law enforcement, security, and military forces. Terror involves using violent actions to achieve political, religious, or social goals. This course examines theories and evidence about the origins, development, and consequences of terrorist networks. It analyzes efforts to prevent, investigate, and punish terrorists by counterterror organizations, including law enforcement, security, and military forces.
Style: 40% Lecture, 15% Film/Video, 20% Discussion, 15% Small Group Activities, 10% Guest Speakers.
Soc 4511 Sociology of Youth: The Transition to Adulthood
3 credit(s);
Instructor: Swartz, Teresa Toguchi
Description: We often think of adolescence and young adulthood as a time for freedom, fun and exploration. But it is also a period in which young people prepare for, and transition into, adult roles and relationships that can have important consequences for the rest of their lives. In this course we will examine adolescence and the transition to adulthood from a sociological perspective. We will explore the lives and diverse experiences of young people, attending to the ways in which these are shaped by larger social structural and cultural contexts. Some of the issues we will consider include patterns of inequality, education, peer culture, dating, media, experiences with work and the labor market, developing financial independence, relationships with parents, experiences with the criminal justice system, and community involvement and political participation. We will examine how young people experience adolescence and the transition to adulthood differently, depending on their social location (e.g., gender, race/ethnicity, nativity and social class background). The course will also consider youth agency, how young people construct their worlds and envision their futures, make decisions and plans, and try to achieve their goals in contexts of changing opportunities and constraints. Finally, the course will consider social policy interventions designed to enhance both this life phase and to ensure a successful transition to adulthood. This class will involve interactive discussions about engaging readings, video clips, and other resources.
Style: 40% Lecture, 20% Film/Video, 40% Discussion.

Soc 4551 Sociology of Sexualities
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Hull, Kathleen E
Description: Sociology of Sexualities is an advanced survey course covering social scientific approaches to the study of sexual attitudes, behaviors and identities. The course challenges students to examine taken-for-granted beliefs about the naturalness of various sexual phenomena and deepens students’ understanding of how various social forces shape people’s sexual lives. The course will focus on the diversity of thought, behavior and lived experience of individuals with regard to sexuality.
Style: 60% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities.
Grading: 25% quizzes, 75% other evaluation. 3 exams each counting 25%
Exam Format: multiple choice, short answer, author-quote matching, essays

Soc 4966W Major-Project Seminar
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Aminzade, Ron R
Description: This section is a capstone version of the senior projects course that is designed to provide students with an opportunity to think about how the knowledge, skills, and insights of the sociology major can be used in lives and careers outside of the University. The course will explore the role of sociological knowledge, research, and thought in contemporary American public life. The focus will be on how those outside the academy (e.g., journalists, judges, lawmakers, probation officers, etc.) have used, ignored, or misused sociological knowledge. Instead of traditional research projects, students will be encouraged to conduct projects that are more engaged and applied in nature. Specifically, students will be required to do community service learning and to write either a field research paper or an action project paper based on their work with participating community organizations. The final project will build on the values of critical thinking, effective communication, diversity, and social responsibility that are cultivated in sociology.
Style: 33% Lecture, 33% Discussion, paper development and one on one meetings with instructors
Grading: 60% reports/papers, 20% class participation, 20% other evaluation. paper proposals, outlines and drafts

Soc 4966W Major-Project Seminar
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Haltninner, Kristin
Description: Major Project Seminar is designed to provide the resources and guidance necessary for sociology majors to complete an independent research project. In doing so, I will present material and provide resources relevant to each stage of the research and writing processes including: formulating a research question, reviewing relevant literature, designing the data collection, collecting and analyzing data, and writing a final paper. At each of the abovementioned stages, you will write and submit a section of your paper, steadily working toward a complete research project due at the close of the semester. You will receive detailed written feedback and one-on-one consultation throughout the research and writing processes. I encourage each of you to investigate a sociological topic of personal interest, thus increasing the likelihood that completion of your major project research experience, though demanding, will be both professionally rewarding and intellectually gratifying.
Style: 25% Lecture, 25% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Guest Speakers. The remaining class time is largely 1:1 time between the student and TA or professor.
Grading: 70% reports/papers, 10% attendance, 10% in-class presentation, 10% class participation.

Grading: 100% reports/papers. Three shorter writing assignments 20% each, course paper 40%.
**Soc 4978V Senior Honors Proseminar II**

A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Savelsberg, Joachim J  
**Description:** This course is required for Honors students in sociology. It builds on the Proseminar I. Students will continue work on their honors theses. They will conduct data collection and/or analyze data, write and revise the final sections of their theses: results, discussion (linking findings back to the literature and to theoretical expectations), and conclusions. One component will be a presentation of findings at the Annual Sociology Research Institute. Participants will finally integrate the different sections of their theses, revise the entire text, and present their findings in class.  
**Style:** 30% Lecture, 40% Discussion. student presentations and mutual editing  
**Grading:** 80% reports/papers, 10% in-class presentation, 10% class participation.

**Soc 8001 Sociology as a Profession**

S-N only, 1 credit(s), max credits 2;  
Instructor: Meier, Ann  
**Description:** Student may contact the instructor or department for information.

**Soc 8211 Race Relations Theory**

3 credit(s);  
Instructor: Logan, Enid  
**Description:** In this seminar, we will explore the changing dimensions of the social construct of ?race? in the contemporary United States. Relevant topics include: race, globalization and Asian Americans, multiracial identity and the color line, transracial and international adoption, black immigrants and black identity, immigration, race, and Latinos, the politics of whiteness, the status and welfare of the black middle class, where non-black non-whites will fit in the country's future racial hierarchy, and the significance of Barack Obama for understandings and dynamics of race today. To explore these issues, we will read a book or collection of articles a week. Students will do weekly response papers on the readings (~ 2 pages) co-lead discussions, and complete a major paper on a topic of their choice by the end of the term. Participation from students from a variety of disciplines is encouraged.  
**Style:** 5% Lecture, 70% Discussion, 25% Student Presentation.  
**Grading:** 40% reports/papers, 20% reflection paper, 20% in-class presentation, 20% class participation. Participation in General (20% of Grade) Weekly Written Summaries/ Analyses (20% of grade) Presentation/ Leading Discussion for 2 Books- (20% of grade) Research Paper 20-25 pages (40% of grade) total, including prospectus, draft, and final  
**Exam Format:** none

**Soc 8501 Sociology of the Family**

3 credit(s);  
Instructor: Hull, Kathleen E  
**Description:** What is family? The term and concept have become increasingly contested in recent decades, as we witness an empirical shift away from the ?traditional? nuclear family toward a broader range of family forms, and as policy debates heat up concerning whether and how we must strengthen and support families, and who counts as a family. In this survey course, we will examine the empirical reality of family diversity and change, and the corresponding theoretical and policy debates. The course emphasizes the relationship between family life and various forms of social inequality, including inequalities of gender, race/ethnicity, social class, sexuality, and nationality/immigrant status. Requirements include 1-2 class presentations on a week?s readings, active participation in class discussions, and a final paper project on a topic of the student?s choosing. Weekly readings average 100-150 pages.  
**Style:** 80% Discussion, 15% Student Presentation, 5% Guest Speakers.  
**Grading:** 50% reports/papers, 25% in-class presentation, 25% class participation.

**Soc 8590 Topics in Life Course Sociology: Sociology of Time**

3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Moen, Phyllis E  
**Description:** This class introduces perspectives on the life course in relation to work, mental and physical health, and gender. We focus on three broad themes. The first theme is that occupational and organizational structures and interactions around work promote health and illness. The second theme is that this is a dynamic, recursive process, producing and reproducing disparities in health and health-related resources. The third theme is that the work-health interface, the social organization of work and of health-care, and strategic patterns of self-care vary across time and culture. Specific goals are: ? To introduce major theories and perspectives on health and work over the life course. This introduction will draw from life course sociology, life span psychology, and the epidemiology of health and illness. ? To review research evidence on work and health, including mental health. ? To demonstrate ways epidemiologists, sociologists, and psychologists measure well-being, mental disorder, psychological distress, chronic and acute illness onset, life events and chronic difficulties, daily hassles, social support and social integration, and coping and appraisal of stressors. ? To discuss major methodological and theoretical challenges in this area of research. ? To lay out important ?next steps? in developing
a work, health, and well-being research agenda. Class participants will gain a broad overview of the topic area, as well as the challenges introduced by incorporating the life course (as time, structure, and context) into the study of work and the mental and physical well-being of men and women. The life course reflects the complex interplay between: ? Biological time, including physical and cognitive development and age-related health trajectories; ? Biographical time, involving social and institutional clocks, career paths, role entries, and pathways and exits, along with changes in resources, risks, and relationships?all of which relate to health; ? Subjective time, identity, motivation, and cognitive assessments as people move into and through educational, occupational, family, community and retirement pathways ? in shifting social contexts and in tandem with significant others; ? Institutional time, including public and organizational clocks, as well as policy regimes related to norms of timing, sequencing, and duration of role entries, exits, and trajectories -- the social organization of age, gender, health-related behaviors, and health care; ? Historical time, including demographic, organizational, economic, and cultural change, unanticipated events, the environment, and the links between individuals and institutions as they play out in historical and organizational contexts.

**Soc 8801 Sociological Research Methods**

A-F only, 4 credit(s);
Instructor: Kelly, Erin L
Description: The Soc 8801 course provides an overview of the methods used in sociology, with attention to the kinds of questions that are asked, the types of evidence and arguments that are utilized, and the standards of excellence that are held in different sub-fields and methodological traditions. We will discuss qualitative and quantitative methods, inductive and deductive strategies, descriptive and explanatory goals, causal analysis and process analysis, but we will also question these dichotomies and explore integrating methods. In this course, you will: 1) learn the basics of how research is conducted using different sociological methods, 2) develop some sophistication about the knowledge claims and the standards of evidence in different scholarly communities, 3) increase your familiarity and comfort with scholarly literature that utilizes different methods, 4) consider how your substantive interests could turn into fruitful empirical projects, by preparing a proposal for future research.
Style: 5% Lecture, 75% Discussion, 10% Student Presentation, 10% Guest Speakers.

**Soc 8811 Advanced Social Statistics**

A-F only, 4 credit(s);
Instructor: Knoke, David H
Description: Statistical methods for analyzing social data. Topics for Spring 2012: logistic regression, event history analysis, structural equation models.
Style: 60% Lecture, 10% Discussion, 30% Laboratory.
Grading: 100% reports/papers.

**Software Engineering 6-202 EE/CSci**

**SEng 5115 Graphical User Interface Design, Evaluation, and Implementation**

A-F only, 3 credit(s);
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

**SEng 5131 Distributed Application Design and Development**

A-F only, 3 credit(s);
Instructor: Calvo, Michael Joseph
Description: Student may contact the instructor or department for information.

**SEng 5199 Topics in Software Engineering**

A-F only, 2 credit(s), max credits 6;
Instructor: Vayghan, Jamshid A.
Description: Student may contact the instructor or department for information.

**SEng 5199 Topics in Software Engineering**

A-F only, 3 credit(s), max credits 6;
Instructor: Calvo, Michael Joseph
Description: Student may contact the instructor or department for information.

**SEng 5199 Topics in Software Engineering**

A-F only, 2 credit(s), max credits 6;
Instructor: Selvig, Andrew J
SEng 5199 Topics in Software Engineering
A-F only, 3 credit(s), max credits 6;
Instructor: Kim,Yongdae
Description: Student may contact the instructor or department for information.

SEng 5708 Data Analytics
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Srivastava,Jaideep
Description: Student may contact the instructor or department for information.

SEng 5802 Software Engineering II: Software Design
A-F only, 3 credit(s);
Instructor: Collins,John
Description: Student may contact the instructor or department for information.

SEng 5811 Software Testing and Verification
A-F only, 2 credit(s);
Instructor: Bitzenhofer,Neil A
Description: Student may contact the instructor or department for information.

SEng 5831 Software Development for Real-Time Systems
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Vestal,Steve
Description: Student may contact the instructor or department for information.

SEng 5841 Model-based Development
A-F only, 3 credit(s);
Instructor: Heimdahl,Mats
Description: Student may contact the instructor or department for information.

SEng 5852 Quality Assurance and Process Improvement
A-F only, 3 credit(s);
Instructor: Hedger,Dick
Description: Student may contact the instructor or department for information.

SEng 5900 Directed Study
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Collins,John
Description: Student may contact the instructor or department for information.

SEng 8494 Capstone Project (Plan B Project)
S-N only, 3 credit(s);
Instructor: Collins,John
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Hedger,Dick
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Carlis,John Vincent
Description: Student may contact the instructor or department for information.
SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Kruse, John Michael
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Vayghan, Jamshid A.
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Kan, Stephen Hauwah
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Calvo, Michael Joseph
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Schutta, Nathaniel T
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Whalen, Michael W
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Freese, Jesse David
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Bitzenhofer, Neil A
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Skovbroten, John Emil
Soil, Water, and Climate  439 Borlaug Hall

Soil 2125 Basic Soil Science
A-F only, 4 credit(s); [CHEM 1015, CHEM 1017] or CHEM 1021 or equiv
Credit will not be granted if credit has been received for: SOIL 1125;
Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Lamb, John A
Description: This is the introductory course for Soil Science. The material covered includes information on physical, chemical, and biological soil properties. These properties are related to agricultural and environmental examples where knowledge of soils is important. This course has 2 lectures a week (Monday and Wednesday), a self-paced laboratory, and a recitation session on Thursday. The overall goal of this course is to provide a foundation of Soil Science principles that can be applied to future study and every day life.
Style: 40% Lecture, 20% Discussion, 40% Laboratory.
Grading: 29% mid exam, 20% final exam, 10% class participation, 19% laboratory evaluation, 22% problem solving.
Exam Format: Multiple choice and short answer.

Soil 3416 Plant Nutrients in the Environment
3 credit(s);
Instructor: Lamb, John A
Description: Student may contact the instructor or department for information.

Soil 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: STAFF
Description: Students who want to explore a special topic of their interest should visit with a faculty member who will direct their exploration. Report length dependent on the credits.
Style: Independent research

Soil 4094 Directed Research
1-7 credit(s), max credits 7, 1 completion allowed;
Instructor: STAFF
Description: Students who want to do research in a special area should determine a faculty member who will guide their research activities. Research depth depends on the credits.
Style: Independent study

Soil 5111 Practicum Internship in Precision Agriculture
S-N only, 2-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Mulla, D J
Description: Student may contact the instructor or department for information.

Soil 8110 Colloquium in Soil Science
S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Toner, Brandy Marie
Description: Student may contact the instructor or department for information.

Soil 8123 Research Ethics in the Plant and Environmental Sciences
S-N only, 0.5 credit(s); Enrolled in a plant/environmental sci grad research prog
Credit will not be granted if credit has been received for: APSC 8123;
Instructor: Smith, Alan G
Description: Student may contact the instructor or department for information.

Somali  808 Social Sciences Tower

Somali 1222 Beginning Somali II
A-F only, 5 credit(s);
Instructor: Ahmed, Said S
Description: Student may contact the instructor or department for information.
### Somali 1226 Accelerated Beginning Somali II
- **A-F only, 5 credit(s);**
- **Instructor:** Ahmed, Said S
- **Description:** Student may contact the instructor or department for information.

### Somali 3228 Intermediate Somali II
- **5 credit(s);**
- **Instructor:** Ahmed, Said S
- **Description:** Student may contact the instructor or department for information.

### Spanish 214 Folwell Hall

#### Span 144 Intermediate Medical Spanish
- **S-N only, 0 credit(s);**
- **Instructor:** Lopez, Maria Emilce
- **Description:** This course is designed to help health care professionals communicate with patients who speak Spanish. Following the course, the student will be able to: use basic medical vocabulary in Spanish; ask questions and provide answers in common medical situations in Spanish; conduct patient interviews, medical histories, and physical exams in Spanish; and understand cultural factors impacting health and health care for Chicano/Latino patients.

#### Span 344 Advanced Medical Spanish
- **S-N only, 0 credit(s);**
- **Instructor:** Lopez, Maria Emilce
- **Description:** This is an advanced course designed to help health care professionals communicate with patients who speak Spanish. This course will further develop and strengthen language skills and cultural awareness. Individual work is done on WebCT and CD-ROM. Activities focus on vocabulary, listening, reading, writing, and exploring cultural issues. This course is partially internet delivered.
- **Style:** In class: Active participation; and Individual work: Variety of assignments and group discussion on WebCT.

#### Span 1001 Beginning Spanish
- **5 credit(s);**
- **Instructor:** STAFF
- **Description:** This course is strictly for students who have less than two years of high school Spanish. Permission numbers are required in order to register for this course. Students should bring their high school transcripts and an ID card to Folwell Hall 34 to obtain a number. Spanish 1001 focuses on the development of communication skills in listening, speaking, reading, and writing. One day a week students will watch "Destinos", an educational television program in Spanish. The text, "¿Sabías que...?" 3rd ed., is accompanied by a workbook and audio tapes or CDs that are designed to be studied outside class. In this text students will cover material from the "Leccion Preliminar" through and including "Leccion 8". Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Spanish is spoken almost exclusively in class. Since the majority of class time is devoted to speaking and listening, class attendance is critical.
- **Style:** 5% Lecture, 10% Discussion, 1% Laboratory. Group work, reading and related activities
- **Grading:** 20% final exam, 15% quizzes, 10% class participation, 55% other evaluation. 10% listening and workbook exercises, 15% oral interview type evaluations, 10% written compositions and writing activities, 20% unit exams
- **Exam Format:** All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minumum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays; Two oral interviews.

#### Span 1001 Beginning Spanish
- **5 credit(s);**
- **Instructor:** Santana, Vanessa E.
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This five-credit course is designed for students who have less than two years of high school Spanish. It focuses on the development of communication skills in listening, speaking, reading, and writing using a task-based approach.
- **Style:** Online with handwritten exams
- **Grading:** 10% mid exam, 20% final exam, 15% quizzes, 10% written homework. -8 spoken assignments (10%) -2 online group discussions (Foros) (5%) -Daily activities in MySpanishLab (15%) -Miscellaneous online exercises (5%) -1 online travelogue presentation (5%) -1 oral exchange (5%)
- **Exam Format:** -2-part midterm exam (part 1 online in Moodle; part 2 is handwritten, proctored, not online) -2-part final exam (part 1 online in Moodle; part 2 is handwritten, proctored, not online)
Span 1002 Beginning Spanish
5 credit(s); 1001 completed at UMNTC, dept consent Credit will not be granted if credit has been received for: SPAN 4022;
Instructor: STAFF
Description: This course is for the student who has completed Spanish 1001 at the University of Minnesota. Upon entering this
course, the student should know basic vocabulary and present and past tense forms, that is to say, be familiar with the material
between the "Leccion Preliminar" to "Leccion 9" of the text, "Sabias que...?", 3rd ed. Spanish is spoken almost exclusively in class.
Spanish 1002 continues to focus on the development of communicative skills: listening, speaking, reading and writing. One day a week
students watch "Destinos", an educational televison program in Spanish. The text "Sabias que...?", 3rd ed., is accompanied by a
workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish
language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of
paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.
Style: 5% Lecture, 10% Discussion. 1% Laboratory. Group work, reading and related activities
Grading: 20% mid exam, 20% final exam, 15% quizzes, 10% class participation, 35% other evaluation. 15% oral interview type
evaluations, 10% written compositions and writing activities, 10% listening and workbook exercises
Exam Format: All quizzes and tests evaluate listening, reading, vocabulary, grammar and writing. A minimum of multiple choice &
true-false items; an effort is made to encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1002 Beginning Spanish
5 credit(s); 1001 completed at UMNTC, dept consent Credit will not be granted if credit has been received for: SPAN 4022;
Instructor: Mondejar Pont, Meritxell
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit
"Class URL" for ODL policies, including fee and financial aid restrictions. Listening, speaking, reading, writing. Emphasizes
development of communicative competence. Cultural readings.
Grading: 10% mid exam, 20% final exam, 15% quizzes. MySpanishLab 15%? Cuaderno 10%? Cuentanos 10%? Miscellaneous
online activities 5%? Presentation 5%? Foros 5%? Oral exchange 5%

Span 1003 Intermediate Spanish
5 credit(s);
Instructor: STAFF
Description: This course is for those who have completed Spanish 1022 or 1002 with C- or better, or who have taken two or more
years of Spanish in high school and have successfully passed the Entrance Proficiency Test (EPT) for this level. In this course,
students build on the communicative speaking, writing, listening and reading skills that were acquired in beginning Spanish. Class
activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class
time is intended for grammar instruction and practice. Reading skills are developed through the textbook, and writing skills are
developed through a variety of writing assignments. Each student will present an oral presentation on a topic related to those covered
in in the textbook or in class. Because Spanish class is about the only place where a student can practice listening and speaking, class
attendance is critical. Technology Enhanced Sections: A traditionally delivered five-day-a-week Spanish 1003 enhanced with online
chats once a week during the class period. For more information contact: Craig Conrad ? Partially Online Sections: ?The instruction
and content are delivered by a combination of in class face-to-face meetings and a wide range of independent and collaborative online
activities with short (frequent) due dates. Face to face meeting typically occur on Monday, Wednesday and Thursday. Some weeks
require attendance on Tuesday and Friday. Do not schedule work and/or another class for those days. For more information contact:
F. Matos-Schultz, A. Carlson-Lombardi NOTE: All sections include homework in an online workbook with specific due dates
Style: 40% Discussion. communicative activities with language
Grading: 30% mid exam, 20% final exam, 15% reports/papers, 10% in-class presentation, 10% class participation, 5% laboratory
evaluation, 10% other evaluation. Oral interview
Exam Format: Diverse - essay - fill in blank - short answer

Span 1003 Intermediate Spanish
5 credit(s);
Instructor: Conrad, Craig
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit
"Class URL" for ODL policy, fee, and financial aid information. Speaking/comprehension. Developing reading/writing skills based on
Style: Online with handwritten exams
Grading: 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams, 4% class participation. -My Spanish Lab
activities (5%) ?3 online written and spoken exercises (15%) ?Final oral interview (10%)
Exam Format: Supervised, in-person exams
Span 1003 Intermediate Spanish
5 credit(s);
Instructor: Jovanovic, Aleksandra
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.
Style: Online with handwritten exams
Grading: 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams. -discussions and chats (4%) -My Spanish Lab activities (5%) -3 online written and spoken exercises (15%) -Final oral interview (10%)
Exam Format: Online with in-person exams

Span 1004 Intermediate Spanish
5 credit(s); 1003 or EPT placement
Credit will not be granted if credit has been received for: SPAN 1014;
Instructor: STAFF
Description: This course is for those who have successfully passed Spanish 1003 with a C- or have passed the Entrance Proficiency Test (EPT) for this level. This course is a requirement for Spanish 3015. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish. The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through process writing, a multi-step writing process which entails composition writing, rewrites, journals, pop-quizzes, etc. You will also prepare and present a debate with other classmates. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA of BIS degree program in the CLA must take the Language Proficiency Exam (LPE) as a requirement of the course, unless they have already passed the LPE in this or another language. The Partially Online course typically meets three days a week, Monday, Wednesday and Thursday. All sections meet every day the first week of instruction. However, the class will occasionally meet on Tuesdays and/or Fridays for exams, projects, and other special circumstances. NOTE: Students are not to schedule other classes or work during this period because some weeks classes will meet all five days and the instructors expect those 50-minute sections to be available for Spanish on short notice. The web activities are to be done outside of the classroom.
Style: 10% Lecture. 60 - 70% discussion; 20 - 30% listening, writing, testing for comprehension and vocabulary, and peer editing
Grading: 50% quizzes, 10% class participation, 5% laboratory evaluation. 15% written composition; 10% round-table discussion; 10% debate
Exam Format: Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate

Span 1004 Intermediate Spanish
5 credit(s); 1003 or EPT placement
Credit will not be granted if credit has been received for: SPAN 1014;
Instructor: Viedma, Pablo
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.
Style: Online with handwritten exams and Language Proficiency Exams
Grading: 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams, 4% class participation. -My Spanish Lab activities (5%) -2 Mesas Redondas (15%) -Final oral interview (10%) -Language Proficiency Exam (LPE; on-campus, by appointment) (15%)
Exam Format: Supervised, in-person exams.

Span 1004 Intermediate Spanish
5 credit(s); 1003 or EPT placement
Credit will not be granted if credit has been received for: SPAN 1014;
Instructor: Sanchez-Vargas, Adriana Ximena
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.
Style: Online with handwritten exams and Language Proficiency Exams
Grading: 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams, 4% class participation. -My Spanish Lab activities (5%) -2 Mesas Redondas (15%) -Final oral interview (10%) -Language Proficiency Exam (LPE; on-campus, by appointment) (15%)
Exam Format: Supervised, in-person exams.
Span 1022 Alternate Second-Semester Spanish
5 credit(s); Placement above 1001 Credit will not be granted if credit has been received for: SPAN 4002;
Instructor: STAFF
Description: This class is a first year Spanish course developed for students with previous language experience. The instruction and context are delivered by a combination of in class meetings and a wide range of online activities. The different online components were designed to help you become a more successful language learner by giving you the opportunity to explore different learning modes independently and to provide more exposure to the Spanish language. You will have the opportunity to experience different accents and regional variations, not just your instructor's, as well as a wealth of other authentic materials that would not be readily accessible in a regular classroom. For that reason the course requires a considerable amount of independent work to be completed outside of the classroom contact hours. The regular class typically meets four days a week and the Technology-enhanced sections typically meet three days a week. All sections meet every day the first week of instruction NOTE: Students are not to schedule other classes or work on the days that the classes do not meet because some weeks classes will meet all five days and the instructors expect those 50-minute sections to be available for Spanish on short notice. The web activities are to be done outside of the classroom.
Style: 5% Lecture, 10% Discussion, 10% Laboratory, group work, reading and related activities
Grading: 20% final exam, 10% class participation, 10% laboratory evaluation, 25% other evaluation. unit exams, 15% oral interview type evaluations, 10% written compositions and journals, 10% listening and workbook exercises
Exam Format: All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true-false items; encourage use of natural language by using short answers and essays. Two oral interviews.

Span 1044 Intermediate Medical Spanish
5 credit(s); 1003 or equiv Credit will not be granted if credit has been received for: SPAN 1004;
Instructor: Lopez, Maria Emilce
Description: Course designed to help health care professionals and/or students pursuing health care field communicate with patients who speak Spanish. Basic Medical vocabulary, questions and answers in common medical situations, vocabulary and phrases to conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams; understanding the Latin American view of health and health care. In terms of the grammatical aspects, the course covers same areas as Spanish 1004; therefore, students planning on taking Spanish 3015 will be prepared to do so. Besides in class activities, and for a better understanding of cultural aspects, students will perform individual work on WebCT and CD-ROM which concentrate on watching and listening, reading and writing about interviews of health care providers who work with Spanish speaking community, and interactions in the target language between doctors and patients. *Evaluation standards: Students will be evaluated on class participation, discussion of course content, exploration of cultural component, therefore class attendance is critical. Evaluation of communicative speaking, writing, listening and reading is done through exams, composition writing and presentation. Application of Learning Technologies: each week online discussion of questions based on readings. The discussion requires thought about how a theme is related to aspects of interaction with the Chicano/Latino population.
Style: 10% Lecture, 60% Discussion. language lab, listening, writing testing for comprehension and vocabulary and peer editing
Grading: 15% reports/papers, 50% quizzes, 10% in-class presentation, 15% class participation, 10% other evaluation. round table discussion
Exam Format: Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; encourage use of natural language by using short answers, short /long reports

Span 1522 Spanish II
A-F only, 3 credit(s);
Instructor: Henderson Vazquez, Teresa A
Description: Student may contact the instructor or department for information.

Span 2522 Spanish IV
A-F only, 3 credit(s);
Instructor: Furness, Ryan C
Description: Student may contact the instructor or department for information.

Span 3011 Spanish Communication Skills
4 credit(s);
Instructor: STAFF
Description: This class is designed to further develop and strengthen language skills by integrating in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will write summaries of lectures given by native speakers, two papers and reader's journals. They will give an oral presentation and read a variety of texts. The class will employ diverse learning techniques -- grammar review, audio exercises, paired work, small group work, all-class discussions, peer editing, and process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a
Span 3015 Spanish Composition and Communication
4 credit(s);
Instructor: STAFF
Description: Spanish 3015 is the first of the upper division sequence for Spanish majors and minors. To enroll in this class, a student must have successfully completed Spanish 1004 or Spanish 1014 or Spanish 1044 and a "High Pass" on the LPE is highly recommended. Students who have not taken Span 1004 (or equiv.) at the University of Minnesota must achieve a "high pass" on the LPE to enroll in Spanish 3015. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will generate a series of creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, oral presentations, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This class requires a major time commitment on the part of each student registered.
Style: 25% Lecture, 50% Discussion. 15% peer editing, 10% preparing and presenting projects
Grading: 15% class participation. 5% participation in peer editing groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper
Exam Format: Essays and short answers written in Spanish, together with grammar sections.

Span 3022 Advanced Business Spanish
4 credit(s);
Instructor: Morales, Flavio A
Description: SPAN 3022: ADVANCED BUSINESS SPANISH Understand the critical cultural considerations of doing business in Latin America. Advanced Business Spanish aims to explore the cultural history, ethnicity, women's participation, government involvement, and political philosophies consistent with business practices in the Hispanic world. The influences of globalization and the role that neo liberalism and social democracy play in business decisions will be the main topic to be discussed. Other areas: NGOs, advertisements, etc. Consideration will be given to students' interests. Active participation is encouraged. The course packet readings will focus on actual business articles found on major e-newspapers and websites. A resume and an ideal cover letter will be designed by each student towards applying for a job placement in the Hispanic world. Students will do brief formal writing assignments with the goal of practicing language and grammar use, in addition to two compositions. There will be two exams based on the required readings. We will also watch two films that pertain with the social and business society representing life in Cuba. There will be a midterm power point 'sales pitch' project and a final presentation based on class work ideas.

Span 3044 Advanced Medical Spanish
4 credit(s);
Instructor: Lopez, Maria Emilce
Description: This course is designed to further develop and strengthen the linguistic skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 1044 (Span1044). This higher language and culture level course, is designed to train health care professionals and/or Spanish Studies majors/ minors to communicate more effectively in linguistic and cultural terms with Spanish speaking patients. Students will explore more advanced and specific medical vocabulary, communication strategies and related cultural aspects. The goal is targeted to: improve conducting patient interviews and medical history, using vocabulary and conversation to conduct physical exams; and to better understand Latin American views on health and health care. The course applies a variety of communicative tasks to address learning skills, uses technology, and promotes discussion. Students are to read course related articles and perform assignments on Web-CT about CD-ROM segments outside of class. Web-CT activities focus on vocabulary, listening, reading, writing, and discussion. CD-ROM features videotaped interviews of a significant number of health care providers who work with the Spanish speaking immigrant community and the unique opportunity to get perspectives on health related issues from Chicoano/Latino immigrants in the Twin Cities. These exercises are intended to expose different captured views on health and health care, promote cultural awareness and cultural sensitivity.
Grading: 20% class participation, 15% other evaluation. compositions and portfolio, 5% participation in peer editing groups; 20% examinations; 10% web-CT activities and homework; 10% final research paper
Span 3104W Introduction to the Study of Hispanic Literatures
  A-F only, 3 credit(s); 3015, Spanish major or minor
  Credit will not be granted if credit has been received for: TLDO 3104; Meets CLE req of Literature; meets CLE req of Writing Intensive
  Instructor: STAFF
  Description: This course aims to introduce students to basic concepts of literary criticism and analysis through reading, discussing and writing about a variety of texts in Spanish. These will broadly represent a range of genres, periods, and styles. As this a writing-intensive course, it will include regular practice of composition and revision of written Spanish as a means of interpreting and responding to literary texts.

Span 3105W Introduction to the Study of Hispanic Cultures
  3 credit(s);
  Meets CLE req of Writing Intensive
  Instructor: STAFF
  Description: Student may contact the instructor or department for information.

Span 3107W Introduction to the Study of Hispanic Linguistics
  3 credit(s); 3015, Spanish major or minor
  Credit will not be granted if credit has been received for: TLDO 3107; Meets CLE req of Writing Intensive
  Instructor: STAFF
  Description: Student may contact the instructor or department for information.

Span 3212 Discourses of Modern and Contemporary Spain, 1800-Present
  3 credit(s);
  Instructor: STAFF
  Description: Al margen de su calidad intrínseca probada, la poesía española posee una cohesión, una sujeción y engarzamiento tales que su continuidad, su tradicionalismo, es uno de los rasgos que mejor la singulariza en el quehacer lírico ecuménico. Lo decisivo aquí es que lo nuevo y lo prestado de afuera se combina y funde con lo tradicional para convertirse en una hechura genuinamente española. De esta forma se explica el por que el Cancionero y el Romancero anónimos de los siglos XII-XVI aun pervivan en Juan Ramón Jiménez y Federico García Lorca, poetas de nuestro siglo. Ocurre algo idéntico, salvando las distancias de las épocas, cuando el siglo y medio de la “Edad de Oro” (desde Jorge Manrique a Francisco Quevedo) encuentra eco cercano en los poetas de las generaciones de los años ochenta y noventa: con su agudeza de ser, su metrica y su carácter nacional hispano. Tampoco habremos de olvidar que la Vieja España--aferrada a ese tradicionalismo castizo que ha venido retrasando, desde el XVIII, el racionalismo afrancesado neoclásico, el Romanticismo del XIX (Bécquer y Espronceda), el Modernismo americano de fin de siglo, etc. --se ha batido en los últimos dos siglos para mantener viva aquella “idiosincracia española” obsesionada con el aislamiento y el exilio.
  Grading: 20% final exam, 15% in-class presentation, 15% class participation. Ensayo # 1/# 2, 15% @; Examen I, 20%.

Span 3222 Discourses of Modern and Contemporary Latin America
  3 credit(s); 3104W or TLDO 3104 or VENZ 3104 or instr consent
  Credit will not be granted if credit has been received for: TLDO 3222;
  Instructor: Marrero-Fente, Raul A
  Description: The purpose of this course is to organize a discussion around the issues of nation building and modernization in Latin America through the study of representative 19th-century authors. The selected materials are essential documents of their times, and often influential statements about the history, identity, and culture of the region. Through a close examination of essays, novels, short stories, poems, and other texts students are able to appreciate their cultural legacy and to understand the socio-historical context and the intellectual forces that shaped Latin America.

Span 3401 Latino Immigration and Community Service
  A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics
  Instructor: Ganley, Kathleen Marie
  Description: In this service-learning course, students reflect on personal and societal ethics as they analyze U.S. power structures associated with emigration from Latin America and issues confronting societies with a rapid demographic change such as has been the case with Latino immigration in the U.S. Students have many opportunities to engage in dialogue with Latino immigrants in their service, a class project and numerous class visits to community organizations. Topics include: the relationship between the global economic system and emigration from Latin America, entry into the U.S. for immigrants with and without documents, federal immigration law, immigration reform, and Latino economic and cultural contributions to the U.S. Students reflect on the societal and individual responsibility to create more inclusive and just political, economic, and educational systems. They are challenged to define and defend their opinions by analyzing systems of social power and privilege in each topic covered. Students will be expected to connect what they are learning to their lives and to the world around them. Students do 33 hours of community service with Latino immigrants; 5 hours of a class project; Students meet 1 time per week for 2.5 hours in a discussion seminar; No tests; Reflection and
persuasive papers; average weekly reading - 25 pages

Span 3404 Medical Spanish and Community Health Service
3 credit(s);
Instructor: Lopez, Maria Emilce
Description: Medical Spanish and Community Health Service, an advanced language and culture course, is designed to train Spanish Studies majors/minors to create materials for effective communication with and education of Spanish-speaking patients. In addition, Span 3404 has a service-learning component in which students apply academic knowledge to work done with community health care partners that serve the Chicano/Latino population. It should be noted, however, that students in Span 3404 will but not be involved in direct patient health care.
Style: 40% Discussion. student centered culture and special purpose language activities.
Grading: 50% other evaluation. Written reports and journals, online writing activities based on CD-ROM interviews, and development of brochure; 20% class participation and other class assignments such as discussion of readings and unit vocabulary quizzes, 30%

Span 3502 Modern Spain
3 credit(s);
Instructor: Calvo, Maria Antonia
Description: In this class we will study the social and political transformation that occurred in Spain after the country finished 40 years of dictatorship under the General Francisco Franco. Taking Spain as the case study, this course will address the differences between totalitarian systems and democracies. We will also focus on the rules that guide the transition from one political system to another and the consequences that these transitional processes have on the emerging democracy. Students will be introduced to the organizational bases of contemporary Spanish democracy and through the case of Spain the course will tackle important debates in place today in democratic societies. The class will be structured around a weekly topic and the material will be covered through lecture and class debate. Each week the professor will introduce the topic followed by class discussion of the assigned readings. Five specific questions will be identified for every topic to organize the class discussions and the subsequent writing assignments. Students will be required to work individually and in groups and use a variety of media. Student evaluation will be based on weekly assignments, four quizzes and a final exam. The grade will be determined by: class participation, assignments and presentations 40%; four quizzes 40%; final exam 20%.
Grading: Student evaluation will be based on weekly assignments, four quizzes and a final exam. The grade will be determined by: class participation, assignments and presentations 40%; four quizzes 40%; final exam 20%.

Span 3510 Issues in Hispanic Cultures: Women, Human Rights, and Cultural Practices
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Forcinito, Ana
Description: "En este curso exploraremos las representaciones artísticas y literarias de la violencia de genero en en corpus de films, obras de teatro, ensayos, arte, literatura ficcional y testimonial y fotografía de Espana y America Latina. Estudiaremos por una parte las representaciones en torno al feminicidio violencia domestica, trata de ninas y mujeres, acoso, la relacion entre violencia estatal y violencia de genero, y por otra acercamientos teorico-filosoficos y juridicos a la corporalidad, la violencia de genero y los derechos humanos".

Span 3510 Issues in Hispanic Cultures: Political Power of Ideas in Latin Amer Politics
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Garce, Adolfo
Description: The course has two different objectives. On the one hand, it aims to give students an overview of the key moments in the history of Latin America since the struggles for independence in the early nineteenth century to the present. On the other hand, it seeks to reveal what specific ways the ideas (understood primarily as philosophical, political doctrines and public policy paradigms) had an impact on the history of Latin American countries. To meet this double objective of the course, the class is structured as follows. Each week will be dedicated to a great time (or event) of Latin American history (ie: independence, populism, the Cuban revolution, dictatorship of the seventies, etc.). We will devote the first class of the week to present an overview of the time (or event) specific to Latin American history. In the second class, from a national case study, we will seek to show specifically how the time or event relates to ideas, institutions and interests. We will delve into the recent theoretical debates about the political power of the ideas for the later classes.

Span 3512 Modern Latin America
A-F only, 3 credit(s);
Instructor: O'Connell, Joanna
Description: The territories collectively known as "Latin America" share elements of a common history as well as extraordinary variety and difference. We will examine some of the ways that one can think about Latin America as both an object of knowledge and as a site of multiple and changing forms of cultural production.. We'll begin with issues of mapping, framing, and perspective to establish
some core concepts, then study examples of contemporary cultural production that display how historical legacies and exchanges create meaning. What new meanings emerge as people, foods, songs, images, words and rhythms circulate regionally and globally, and are re-articulated with the local, including in the Twin Cities? We will practice informal and formal writing skills at an advanced level including description, summary, analysis and synthesis. Extensive time in class will be dedicated to student-led discussion, and students are therefore responsible for arriving in class ready to engage actively in small and large group work. Digital literacy in Spanish will also be a component of our work.

**Style:** 15% Lecture, 15% Film/Video, 25% Discussion, 15% Small Group Activities, 10% Student Presentation, 20% Web Based. ACTIVE learning is critical to this class. If you are not willing to be an active learner, this class is not for you.

**Grading:** 20% mid exam, 20% final exam, 30% quizzes, 20% reflection paper, 10% class participation. Students will be expected to read/view materials posted to Moodle BEFORE CLASS, and carefully follow all instructions for advance preparation in order to pass the class.

**Exam Format:** identifications, short essay

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**Span 3512 Modern Latin America**
- **A-F only, 3 credit(s);**
- **Instructor:** Ramos-Garcia,Luis A
- **Description:** Student may contact the instructor or department for information.

**Span 3702 Structure of Spanish: Morphology and Syntax**
- **3 credit(s);**3015, [3107W or TLDO 3107 or VENZ 3107 or instr consent ]Credit will not be granted if credit has been received for: SPAN 3702H;
- **Instructor:** Ocampo,Francisco Antonio
- **Description:** This course is an introduction to the morphology and syntax of Spanish. The goal of the course is to improve written Spanish by developing the ability to analyze words and sentences. Consequently, much of the course work will be devoted to practice syntactic analysis of Spanish sentences taken from literary texts. Students will develop the ability to identify the different morphological and syntactic components of Spanish. They will also be able to manipulate morphosyntactic notions such as morpheme, noun, adjective, subject, direct object, adverbial clause. Text: Excerpts from various authors

**Span 3704 Sociolinguistics of the Spanish-Speaking World**
- **3 credit(s);**3015, [3107W or TLDO 3107 or VENZ 3107 or instr consent ]Credit will not be granted if credit has been received for: SPAN 3704H;
- **Instructor:** Klee,Carol Anne
- **Description:** SPAN 3704: Sociolinguistics of the Spanish-Speaking World El objetivo principal del curso es introducir al estudiante a los conceptos fundamentales en el campo de la sociolingüística a través del estudio de la lengua hispana en sus diversos contextos geográficos y sociales. Después de una revisión general de algunos conceptos básicos de la sociolingüística y la sociología del lenguaje, se analizarán en detalle los dialectos del español de América, incluyendo las influencias que han recibido de otras lenguas en contacto. Después, se discutirá la metodología sociolingüística y se examinarán estudios que demuestran la influencia de varios factores sociales en las comunidades hispanas, tales como sexo, edad y clase social. En la última parte del curso se examinarán los pronombres de tratamiento, las actitudes lingüísticas y el bilingüismo social en el mundo hispano.
- **Style:** 60% Lecture, 40% Discussion.
- **Grading:** 20% final exam, 20% reports/papers, 20% quizzes, 5% class participation. Research Papers 20%
- **Exam Format:** essay

**Span 3800 Film Studies in Spanish: The Films of Pedro Almodovar**
- **A-F only, 3 credit(s), max credits 9, 3 completions allowed;**
- **Instructor:** Ferran,Ofelia
- **Description:** The Films of Pedro Almodovar In this course, we will study the films of contemporary Spanish director Pedro Almodovar. We will trace the evolution of his filmic production, analyzing recurrent themes and cinematic strategies as well as changes in style and topics, from the beginning of his career in the "Movida Madrileña" in the early 1980's up to today.
- **Grading:** Students will have to write a research paper on one of Almodovar's movies.

**Span 3910 Topics in Spanish Peninsular Literature: Contemporary Spanish Theatre**
- **A-F only, 3 credit(s), max credits 9, 3 completions allowed;**
- **Instructor:** Ramos-Garcia,Luis A
- **Description:** Student may contact the instructor or department for information.

**Span 3920 Topics in Spanish-American Literature: Fragments of Self in 20th-Century Latin Amer Lit**
- **A-F only, 3 credit(s), max credits 9, 3 completions allowed;**3015, [3104W or TLDO 3104 or VENZ 3104 or instr consent ]Credit will not be granted if credit has been received for: SPAN 3920H;
Instructor: Hanneken, Jaime Elizabeth
Description: Literary Ethnography in Twentieth-Century Latin America This course examines the influence of ethnography on the development of Latin American literary production during the twentieth century. The emergence in Europe of ethnotological and anthropological fields, to which Latin American intellectuals were often students and contributors, inspired a new lens through which to revalorize the importance of African and indigenous cultures in the region’s colonial and postcolonial legacies. Through discussion and textual analysis of a wide range of essays, poetry, and novels all informed to some degree by an ethnographic view, the class will examine the ways in which this particular mode of discourse reflects and renegotiates the dynamics of dominance and resistance in Latin America.

Span 3970 Directed Studies
1-4 credit(s), max credits 9, 3 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. Consult with the Undergraduate Advisor: Margaret Demmessie.

Span 3972W Graduation Seminar
A-F only, 3 credit(s); 31 cr of 3xxx, instr consent Credit will not be granted if credit has been received for: SPAN 3972V; Meets CLE req of Writing Intensive
Instructor: Spadaccini, Nicholas
Description: Student may contact the instructor or department for information.

Span 3972W Graduation Seminar
A-F only, 3 credit(s); 31 cr of 3xxx, instr consent Credit will not be granted if credit has been received for: SPAN 3972V; Meets CLE req of Writing Intensive
Instructor: Forcinito, Ana
Description: Student may contact the instructor or department for information.

Span 3972W Graduation Seminar
A-F only, 3 credit(s); 31 cr of 3xxx, instr consent Credit will not be granted if credit has been received for: SPAN 3972V; Meets CLE req of Writing Intensive
Instructor: Marrero-Fente, Raul A
Description: Student may contact the instructor or department for information.

Span 4002 Beginning Spanish
2 credit(s); Grad student Credit will not be granted if credit has been received for: SPAN 1022
Instructor: Brown, Cecily F
Description: Student may contact the instructor or department for information.

Span 4003 Intermediate Spanish
2 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Span 4004 Intermediate Spanish
2 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Span 4022 Alternate Second-Semester Spanish
2 credit(s); Grad student Credit will not be granted if credit has been received for: SPAN 1002;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Span 5111 Contemporary Spanish Literature
3 credit(s);
Instructor: Ferran, Ofelia
Description: Student may contact the instructor or department for information.

Span 5717 Spanish Sociolinguistics
3 credit(s);
Instructor: Klee, Carol Anne
Description: Student may contact the instructor or department for information.

Span 5721 Spanish Laboratory Phonology
A-F only, 3 credit(s);
Instructor: Face, Timothy L
Description: Throughout this course we will study many of the ways that experiments of varying types (acoustic, perception, sociolinguistic, acquisition, etc.) can be used to investigate issues in Spanish phonology, from reconsidering traditional issues in Spanish phonology from a new, and often more enlightening, perspective, to investigating issues that cannot be examined without an experimental approach. We will read much of the literature that takes an experimental approach to Spanish phonology, discuss issues involved with conducting experiments, learn to design different types of experiments, and learn to critique experimental methods. Each student will also conduct an original research project on a topic of his/her interest using an experimental methodology.

Span 5970 Directed Readings
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description:

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: O'Connell, Joanna
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Ferran, Ofelia
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Ocampo, Francisco Antonio
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Spadaccini, Nicholas
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Klee, Carol Anne
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Ramos-Garcia, Luis A
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Face, Timothy L
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Forcinito, Ana
Description: Student may contact the instructor or department for information.
Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Hanneken, Jaime Elizabeth
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Marrero-Fente, Raul A
Description: Student may contact the instructor or department for information.

Span 5990 Directed Research
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Hamilton, Michelle Marie
Description: Student may contact the instructor or department for information.

Span 8900 Spanish Seminar: Spanish and Spanish-American Baroque/ Neobaroque
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Spadaccini, Nicholas
Description: Review substantive theoretical/critical work (Carpentier, Lezama Lima, D'Ors, Maravall, Benjamin, Sarduy, Calabrese, Buci-Glucksmann, De la Flor, Mora'7a and others) on the Baroque/ Neobaroque and explore the pertinence of those ideas in conjunction with early modern and contemporary Spanish and Spanish-American literature and culture. Participants are expected to review assigned readings, lead discussion of the same, present a research topic by the eighth meeting of the seminar, meet with Instructor following a specific calendar, report to the seminar on research progress according to an agreed-upon schedule, and produce a thirty-page research paper of publishable quality.

Speech-Language-Hearing Sciences 115 Shevlin Hall

SLHS 1301V Physics & Bio Honors
A-F only, 4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.
Style: 60% Lecture, 40% Discussion.
Grading: 50% mid exam, 25% final exam, 25% laboratory evaluation.
Exam Format: multiple choice

SLHS 1301W The Physics and Biology of Spoken Language
4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.
Style: 60% Lecture, 40% Discussion.
SLHS 3303 Language Acquisition and Science

Instructor: Finestack,Lizbeth Haller

Description: Student may contact the instructor or department for information.

SLHS 3304 Phonetics

Instructor: Munson, Benjamin

Description: (Please note that the catalog description of this course is incorrect. It was written 10 years ago and I am not able to edit it.) Broadly speaking, phonetics is the science of speech production. The primary objective of this course is to teach students how to phonetically transcribe the languages of the world. Before acquiring this skill we must understand (a) the articulatory, acoustic and aerodynamic characteristics of speech sounds, (b) the function of speech sounds in linguistic grammars and (c) phonetic diversity among the world's languages. Phonetic transcription will be taught using examples from many different languages, including various dialects of English. Practice will be given transcribing individuals with and without speech, language and hearing disorders. Course participants who meet the learning objectives of this course will be able to: Phonetically transcribe a variety of the world's languages, including English. Discriminate, describe, and transcribe phonetic differences among social and regional dialects of English, and among different speaking styles and speaking registers. Describe phonetic diversity among the languages of the world. Explain the prevailing different speaking styles and speaking registers. Describe phonetic diversity among the languages of the world. Discriminate, describe, and transcribe phonetic differences among social and regional dialects of English, and among different speaking styles and speaking registers. Describe phonetic diversity among the languages of the world. Explain the prevailing
theories of phonetics. Discriminate and transcribe the phonetic characteristics of the speech of individuals with speech, language and hearing disorders. This course meets concurrently with SLHS 3304, Phonetics. Please see the description of that course for a discussion of the topics that are covered. Students who register for SLHS 5304 will have the opportunity to conduct an in-depth phonetic field-work exercise on a language other than those studied in the class. In past years, students have written phonetic sketches of Basque, Somali, and Icelandic, among others. Students' phonetic fieldwork projects are individually tailored to individuals' area of interest.

**Style:** 70% Lecture, 30% Small Group Activities. Attendance is absolutely critical for success in this course

**Grading:** 50% mid exam, 30% final exam, 10% quizzes, 10% written homework.

**SLHS 3306 Hearing Science**

3 credit(s);
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

**SLHS 3401 Communication Differences and Disorders**

3 credit(s); Credit will not be granted if credit has been received for: SLHS 1401; Meets CLE req of Social Sciences
Instructor: STAFF
Description: Human communication is a complex interpersonal process that involves speech, language, and hearing. These three aspects of communication are made up of neurological, cognitive, sensory, anatomical, and physiological components, which come together and develop within social contexts. Functional communication skills are necessary to successfully participate in all aspects of society and any breakdown in speech, language or hearing will have an impact on one's daily life-at home, school, work, and/or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The definition of what is normal or acceptable speech, language, and hearing behavior may vary according to age, gender, language or dialectal background, and culture. Thus, these factors must be considered when identifying and treating communication disorders. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

**SLHS 3402V Major Project in Speech-Language-Hearing Sciences**

A-F only, 3 credit(s), max credits 6; Meets CLE req of Writing Intensive
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

**SLHS 3402W Major Project in Speech and Hearing Science**

S-N only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Kennedy, Mary R T
Description: This course is a workshop wherein you will write your Senior Paper, as required by the College of Liberal Arts at the University of Minnesota. The primary goals of this course are to guide you through the process of writing in SLHS, while experiencing the relevance and importance of the topic you have chosen. This is a writing intensive course and as such, you will complete your ? senior? project paper. Our philosophy is that all writers, no matter how experienced, benefit from the content covered in this course. We have broken down the task of writing into manageable steps that should prove helpful to your senior project and all future writing endeavors. What you write about will be reflective of your work for this course. There are two very different kinds of activities over the course of the semester: 1) Select a relevant topic for scientific inquiry, and review and critique the research literature in a paper. 2) Partner with a community organization in a service learning (SL) experience during the semester. Therefore, you will engage in two types of writing: technical, scientific writing and reflective writing.

**Style:** 20% Lecture, 30% Discussion, 30% Small Group Activities, 20% Service Learning.
**Grading:** 60% reports/papers, 10% journal, 10% class participation. 20% based on meeting the service learning requirements

**SLHS 3555H Honors Thesis**

A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Carney, Arlene Earley
Description: Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Finestack, Lizbeth Haller
Description: Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**
SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Windsor, Jennifer
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Reichle, Joe E
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Nelson, Peggy B
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Kohner, Kathryn
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Munson, Benjamin
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Watson, Peter J
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Zhang, Yang
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Sasisekaran, Jayanthi
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Carney, Arlene Earley
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Angerman, Sarah Kay
Description: Student may contact the instructor or department for information.
SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Finestack, Lizbeth Haller
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Windsor, Jennifer
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Reichle, Joe E
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Nelson, Peggy B
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Kohnert, Kathryn
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Munson, Benjamin
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Watson, Peter J
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Zhang, Yang
Description: Student may contact the instructor or department for information.
SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Rao, Aparna
Description: Student may contact the instructor or department for information.

SLHS 4802 Rehabilitative Audiology
3 credit(s);
Instructor: Rao, Aparna
Description: This course will provide a basic orientation to audioligic (re)habilitation for children, adults and elderly adults who are hard of hearing or deaf. Topics will include impact of hearing loss on the individual and family, assessment procedures used to plan effective interventions and case studies. (Re)habilitation strategies covered will include amplification, assistive listening devices, cochlear implants, counseling, communication training, and educational/vocational programs.
Style: 50% Lecture, 15% Film/Video, 15% Discussion, 10% Small Group Activities, 10% Demonstration.
Grading: 20% mid exam, 20% final exam, 20% special projects, 20% quizzes, 20% laboratory evaluation.

SLHS 5502 Voice and Cleft Palate
3 credit(s);
Instructor: Urberg-Carlson, Kari Elizabeth
Description: Student may contact the instructor or department for information.

SLHS 5503 Dysphagia and Motor Speech Disorders
3 credit(s);
Instructor: Poluha, Patricia Catherine
Description: This course focuses on the evaluation and management of swallowing disorders and motor speech disorders across the life span. You will learn about the physiology and neural control of normal swallowing, the theories of swallowing, and the causes of swallowing disorders. You will obtain hands-on experience performing a clinical swallow evaluation and you will become familiar with other diagnostic procedures. You will learn how to establish appropriate interventions for individuals with swallowing disorders. In the second part of the course you will learn how to differentially diagnose the dysarthrias and apraxia of speech. You will learn how to evaluate and plan intervention for individuals with motor speech disorders.
Style: 45% Lecture, 20% Film/Video, 5% Small Group Activities, 15% Demonstration, 5% Field Trips, 10% Guest Speakers.

SLHS 5605 Language and Cognitive Disorders in Adults
3 credit(s);
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 5606 Introduction to Augmentative and Alternative Communication
3 credit(s);
Instructor: Hyppa Martin, Jolene K
Description: Student may contact the instructor or department for information.

SLHS 5608 Clinical Issues in Bilingualism and Cultural Diversity
A-F only, 3 credit(s);
Instructor: Derr, Ann C
Description: Student may contact the instructor or department for information.

SLHS 5805 Advanced Rehabilitative Audiology
A-F only, 3 credit(s);
Instructor: Rao, Aparna
Description: Student may contact the instructor or department for information.

SLHS 5810 Laboratory Module in Audiology
1-2 credit(s), max credits 5, 5 completions allowed;
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 5820 Clinical Research and Practice: Grand Rounds
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 5830 Clinical Foundations in Audiology
S-N only, 1-8 credit(s), max credits 24, 24 completions allowed;
Instructor: Rao, Aparna
Description: Student may contact the instructor or department for information.

SLHS 5993 Directed Study
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

SLHS 8410 Seminar: Research
3 credit(s);
Instructor: Sasisekaran, Jayanthi
Description: Student may contact the instructor or department for information.

SLHS 8430 Proseminar in Speech-Language-Hearing Sciences
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Watson, Peter J
Description: Student may contact the instructor or department for information.

SLHS 8720 Clinical Education in Speech-Language Pathology
S-N only, 1-8 credit(s), max credits 24, 24 completions allowed;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 8801 Audiologic Assessment II
3 credit(s);
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 8802 Hearing Aids II
3 credit(s);
Instructor: Gregan, Melanie J
Description: Student may contact the instructor or department for information.

SLHS 8806 Audiology Capstone
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Nelson, Peggy B
Description: Student may contact the instructor or department for information.
SLHS 8820 Clinical Education in Audiology
S-N only, 1-8 credit(s), max credits 24, 24 completions allowed;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 8840 Audiology Externship
S-N only, 1-7 credit(s), max credits 7, 3 completions allowed;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Carney, Arlene Earley
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Angerman, Sarah Kay
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Finestack, Lizbeth Haller
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Windsor, Jennifer
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Reichle, Joe E
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Nelson, Peggy B
Description: Student may contact the instructor or department for information.
Instructor: Kohnert, Kathryn
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Munson, Benjamin
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Watson, Peter J
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Zhang, Yang
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Sasisekaran, Jayanthi
Description: Student may contact the instructor or department for information.

Sport Management

220 Cooke Hall

SMgt 1701 Introduction to Sport Management
A-F only, 2 credit(s);
Instructor: Richardson, Tiffany
Description: Scope/motive of the study of sport from sociological, psychological, historical, economic, and scientific perspective. Issues in sport.

SMgt 3111 Sports Facility and Event Management
A-F only, 3 credit(s);
Instructor: STAFF
Description: Aspects of managing sport facilities/events. Conceptualization of sports events. Event management planning process, budgeting, site selection, booking, ticketing, sponsorship.

SMgt 3143 Organization and Management of Sport
A-F only, 3 credit(s);
Instructor: Huberty, Lana Larae
Description: This course is designed to provide the student with knowledge pertaining to the various aspects of managing organizations within the sport industry. Students will have the opportunity to share viewpoints as they relate to sport management through three case study discussions. In addition, students will apply their new knowledge during in-class exercises, and by interviewing a person in a sport management position.

SMgt 3421 Business of Sport
A-F only, 3 credit(s);
Instructor: Allison JD, Rayla

SMgt 3501 Sport in a Diverse Society
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: STAFF
Description: Relationship between sport and contemporary social institutions (politics, religion, economics, education, mass media). Emphasizes groups/individuals who have historically been marginalized or excluded from sport participation. Variables such as race, sex, social class, sexual orientation, physical (dis)abilities also emphasized.
SMgt 3501H Sport in a Diverse Society: Honors
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Buyssse PhD, Jo Ann
Description: This course is designed to examine the pervasive and significant relationships between the social constructions of sport and physical activity to contemporary social institutions such as politics, religion, economics, education and mass media. It will introduce students to a broad perspective of social issues and social theory related to sport. In addition it will afford students the opportunity to critically explore and increase their understanding of how specific social categories such as age, gender, race, sex, social class, religion, sexual orientation and physical disabilities, intersect to influence participation and experiences of individuals within sport and physical activity contexts. In short, students will explore the ‘deeper game’ through which sports and physical activities become an integral part of the social and cultural worlds in which we live. Students will develop critical thinking, reflection, reading, discussion and writing skills. A Service Learning component that connects theory to practice is a requirement in this course.
Style: 25% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities, 10% Student Presentation, 25% Service Learning.

SMgt 3601 Ethics and Values in Sport
A-F only, 2 credit(s);
Instructor: Houghton, Emily Jane
Description: Violence, demonstrative behavior, sportsmanship. Ethical issues in playing of sport and in management/governance of sport industry.

SMgt 3631 Sport Marketing
A-F only, 3 credit(s);
Instructor: STAFF
Description: Fundamental theories/issues in sport marketing, grounded in traditional marketing principles. Unique applications to sport business industry.
Style: 50% Lecture, 20% Discussion. guest speakers; 15% group projects
Grading: 20% mid exam, 30% final exam, 30% reports/papers, 10% special projects, 10% in-class presentation.
Exam Format: varied

SMgt 3632 Sport Sales and Fund-raising
A-F only, 3 credit(s);
Instructor: STAFF
Description: Foundation of revenue production in sport management. Necessary skills related to revenue production and sales processes as they apply to the business of sport.

SMgt 3861 Legal Aspects of Sport
A-F only, 3 credit(s);
Instructor: Allison JD, Rayla
Description: U.S. legal system, its structure/terminology. Sport legal aspects of contract law, statutory law, constitutional law, intellectual property, negligence, risk management. Managerial analysis, decision making.

SMgt 3881W Senior Seminar in Sport Management
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Presentations/discussions on sport-related topics of interest.

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Buyssse PhD, Jo Ann
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Allison JD, Rayla
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

SMgt 3993 Directed Study in Sport Management
SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision.

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Richardson, Tiffany
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision.

SMgt 3996 Practicum: The Sport Experience
S-N only, 2-8 credit(s), max credits 8, 4 completions allowed;
Instructor: Richardson, Tiffany
Description: Practical experience in one or more sport settings.

Statistics
313 Ford Hall

Stat 1001 Introduction to the Ideas of Statistics
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Introduction to the Ideas of Statistics is a course that teaches the basic ideas of statistics without getting bogged down in equations, Greek letters, and complicated calculations. Conceptual issues, which make the difference between valid and bogus uses of statistics, are faced squarely and not "dumbed down" but the mathematics is kept simple and explained in plain English, graphs, and diagrams. Topics covered are design of experiments (what makes a valid scientific experiment), descriptive statistics (histograms, the bell-shaped curve, and all that), regression and correlation, probability and the law of averages, chance variability of statistical estimates, the accuracy of polls and sample surveys, and the use of data as evidence in testing and plausibility of claims made about populations.
Style: 75% Lecture, 25% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% problem solving.
Exam Format: essay, problem solving and multiple choice

Stat 3011 Introduction to Statistical Analysis
4 credit(s); Credit will not be granted if credit has been received for: STAT 5021; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: This course provides an introduction to basic methods of statistics, including descriptive statistics, elementary probability ideas and random variables, distributions of sample averages. One and two sample t-procedures, simple linear regression, basic ANOVA. The target audience is undergraduates from all majors. Stat 3011 and Stat 3021 are both entry courses into the statistics curriculum for undergraduates.
Exam Format: problem solving

Stat 3021 Introduction to Probability and Statistics
3 credit(s);
Instructor: STAFF
Description: This course will start with an introduction of probability, including interpretations of probability, axioms of probability, and the use of counting methods for solving probability problems, conditional probability, Bayes theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.
Style: 100% Lecture.
Grading: 45% mid exam, 45% final exam, 10% problem solving.
Exam Format: Problem solving
Stat 3022 Data Analysis
4 credit(s);
Instructor: STAFF
Description: Further topics in regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.

Stat 4102 Theory of Statistics II
4 credit(s); 4101 Credit will not be granted if credit has been received for: STAT 5102;
Instructor: Bezener, Martin A
Description: Student may contact the instructor or department for information.

Stat 4102 Theory of Statistics II
4 credit(s); 4101 Credit will not be granted if credit has been received for: STAT 5102;
Instructor: Lu, Ying
Description: Student may contact the instructor or department for information.

Stat 4893W Senior Paper
1 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: STAT 4893W is a requirement for a BA in Statistics in CLA. It also fulfills the University requirement of a Writing Intensive course in the major. It can be satisfied in several ways including but not limited to directed study culminating in a paper on a specialized area of Statistics (most common choice), carrying out a "case study" involving data collection and analysis and a report, and writing and documenting a computer program to implement a nontrivial statistical technique. Students should enroll in any semester of their Senior year. If work is unfinished at semester end (as frequently happens), an incomplete (I) is usually granted. The topic of the paper should be chosen in consultation with a Statistics faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course. See http://www.stat.umn.edu/ugrad/stat4893.html for more information.
Grading: 100% reports/papers.

Stat 5021 Statistical Analysis
4 credit(s); Credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended
Credit will not be granted if credit has been received for: STAT 3011;
Instructor: STAFF
Description: The primary audience for this course is graduate students in non-statistics- major programs who need statistical competence. Typical needs would be the analysis of data using common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions.
Style: 50% Lecture, 25% Discussion, 25% Laboratory.

Stat 5102 Theory of Statistics II
4 credit(s); 5101 or Math 5651 Credit will not be granted if credit has been received for: STAT 4102;
Instructor: Geyer, Charles J
Description: Student may contact the instructor or department for information.

Stat 5102 Theory of Statistics II
4 credit(s); 5101 or Math 5651 Credit will not be granted if credit has been received for: STAT 4102;
Instructor: Shea, Brian
Description: Student may contact the instructor or department for information.

Stat 5201 Sampling Methodology in Finite Populations
3 credit(s);
Instructor: Meeden, Glen Dale
Description: An introduction to finite population sampling covering simple random sampling, stratified sampling, cluster sampling, unequal probability sampling and systematic sampling. Ratio estimators, regression estimators and model based estimation will be discussed.
Style: 100% Lecture.
Grading: 40% mid exam, 40% final exam, 20% written homework.

Stat 5302 Applied Regression Analysis
4 credit(s);
Instructor: Cook,R. Dennis
Description: This course is on statistical methods for studying the dependence of a response variable (e.g., life expectancy) on a number of predictor variables (e.g., age, smoking status, gender, ...). It is designed for beginning graduate and advanced undergraduate students who will likely use regression in future studies. Students will make extensive use of the computer program Arc, available at www.stat.umn.edu/arc. A description of the textbook is available at this web-site as well. Arc is based on a point-and-click interface; no programming skills are required. Grading will be based on two mid-semester exams, weekly assignments and a final exam.
Style: 75% Lecture, 25% Laboratory.
Grading: 35% mid exam, 25% final exam, 30% problem solving.
Exam Format: Multiple choice and essay

Stat 5302 Applied Regression Analysis
4 credit(s);
Instructor: Price,Brad
Description: Student may contact the instructor or department for information.

Stat 5303 Designing Experiments
4 credit(s);
Instructor: Corbett,John
Description: Student may contact the instructor or department for information.

Stat 5401 Applied Multivariate Methods
3 credit(s);
Instructor: Chatterjee, Singdhansu Bhusan
Description: Student may contact the instructor or department for information.

Stat 5993 Tutorial
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Students may contact the department for information.

Stat 8052 Applied Statistical Methods 2: Design of Experiments and Mixed -Effects Modeling
A-F only, 4 credit(s);
Instructor: Grund, Birgit
Description: Classical experimental designs, and mixed effect models. How to recognize designs. How to design/analyze experiments. ANOVA for factorial designs, contrasts, multiple comparisons, complete/incomplete block designs, unbalanced data, confounding, fractional factorials, response surfaces, nested designs, split-plots, random effects, mixed effects, repeated measures, longitudinal data, generalized estimating equations. R software is used.
Style: 85% Lecture, 15% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: in-class

Stat 8052 Applied Statistical Methods 2: Design of Experiments and Mixed -Effects Modeling
A-F only, 4 credit(s);
Instructor: Su, Zhihua
Description: Student may contact the instructor or department for information.

Stat 8054 Statistical Methods 4: Advanced Statistical Computing
A-F only, 3 credit(s);
Instructor: Jones, Galin
Description: Student may contact the instructor or department for information.

Stat 8102 Theory of Statistics 2
4 credit(s);
**Instructor:** Jiang, Tiefeng  
**Description:** Student may contact the instructor or department for information.

**Stat 8112 Mathematical Statistics II**  
3 credit(s);  
**Instructor:** Geyer, Charles J  
**Description:** Some of the material for the course comes from Ferguson "A Course in Large Sample Theory" the rest comes from handouts, which are available on the course web page. Measure theoretic probability (Math 8651-8652) is NOT A PREREQUISITE but this course will use the terminology of measure theoretic probability and some attempt to teach the basics of measure theoretic probability without going into too much detail. Advanced topics covered include asymptotics of sample means for Markov chains and for stationary time series, misspecified maximum likelihood and general estimating equations. See handouts on web page for more material.

**Stat 8801 Statistical Consulting**  
S-N only, 2-3 credit(s), max credits 3, 1 completion allowed;  
**Instructor:** Rendahl, Aaron K  
**Description:** Student may contact the instructor or department for information.

**Stat 8913 Literature Seminar**  
S-N only, 1 credit(s), max credits 4, 4 completions allowed;  
**Instructor:** Meeden, Glen Dale  
**Description:** Student may contact the instructor or department for information.

**Stat 8931 Advanced Topics in Statistics: Climate Statistics**  
3 credit(s), max credits 12, 4 completions allowed;  
**Instructor:** Chatterjee, Singdhansu Bhusan  
**Description:** Student may contact the instructor or department for information.

**Stat 8932 Advanced Topics in Statistics: Random Matrices and High-Dimensional Statistics**  
3 credit(s), max credits 12, 4 completions allowed;  
**Instructor:** Jiang, Tiefeng  
**Description:** Student may contact the instructor or department for information.

**Stem Cell Biology**  
**Stem Cell Institute**

**Stem Cell 5054 Stem Cell Institute Research Seminar and Journal Club**  
S-N only, 2 credit(s), max credits 6, 3 completions allowed;  
**Instructor:** Keirstead, Susan Alice  
**Description:** The objectives of this course are to expose students to current research in Stem Cell Biology through attendance at weekly seminars and participation in a weekly journal club. Seminars are presented by members of the University of Minnesota research community as well as researchers from elsewhere in the United States and beyond. The journal club provides an opportunity for students to read current primary research papers and to gain insights into the research through discussions of the results and implications of the papers among members of the Stem Cell Institute.  
**Style:** 45% Discussion, 5% Student Presentation, 50% Guest Speakers.  
**Grading:** 50% written homework, 40% in-class presentation, 10% class participation.

**Studies in Cinema and Media Culture**  
**235 Nicholson Hall**

**SCMC 1201 Introduction to Cinema and Media Culture**  
4 credit(s); Credit will not be granted if credit has been received for: CSCL 1201; Meets CLE req of Arts/Humanities  
**Instructor:** STAFF  
**Description:** The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.
SCMC 3202 Intermediate Digital Filmmaking
A-F only, 4 credit(s);
Instructor: Adamson, Morgan Marie
Description: Student may contact the instructor or department for information.

SCMC 5002 Advanced Film Analysis
A-F only, 4 credit(s);
Instructor: Mowitt, John W
Description: Variation on a joke: two friends exit a movie theater. Their conversation is animated, even intense. They disagree about the meaning and significance of the film they have just screened. More than a dispute about taste, theirs is a dispute about signs: what did the character actually say? Did the shot frame her from above or below? Was there music throughout the scene, or only when the enemies were not speaking? What music? Does the logic of the narrative statement map the political territory of the post-911 world? You get the picture. How do these friends meaningfully and precisely disagree? About what exactly? The intensity of their dispute is only partly about the affect of disputation. It is also about the film. Some thing? they paid to screen. This course is intended to be an extended application of the technique of textual analysis? applied, ideally but not necessarily, to a single film. Students will work collaboratively to read (discern and interpret) all the component elements (sounds and images) of what the film says and how it says it. The collaborative work will be organized around three teams? broken down into study groups: the semioticians, the political economists and the philosophers. The objective of the course is to teach students how to develop the analytical skills by which to attach with meticulous precision their interpretation of a film to its actual details.

Studies of Science and Technology 746 Heller Hall

SST 8000 Colloquium
S-N only, 1.5 credit(s), max credits 3;
Instructor: STAFF
Description: This colloquium is a series of weekly lectures by nationally and internationally known scholars with diverse disciplinary and methodological backgrounds speaking on a variety of issues on the philosophy and history of science and technology.

SST 8100 Seminar: Models, Theories, and Reality
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

SST 8200 Seminar: Philosophy of the Physical Sciences
3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

SST 8400 Seminar: Science, Technology, and Society
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Surgery 11-100 Phillips Wangensteen Bldg (Box 195)

Surg 8293 Applied Statistics
S-N only, 1 credit(s);
Instructor: Gruessner, Angelika C
Description: Student may contact the instructor or department for information.

Sustainability Studies 190 Coffey Hall

Sust 3003 Sustainable People, Sustainable Planet
3 credit(s); Soph or jr or sr Credit will not be granted if credit has been received for: GLOS 3304; Meets CLE req of Environment
Instructor: Garvey, Michelle Jenneman
Description: As one of the most contested, yet foundational concepts of sustainability studies, the commons? invites us to ask, what counts as common knowledge, resources, space, and labor, and who has access to such common goods? Debates surrounding
the commons? inevitably engage three vital components of sustainability: social equity, environmental integrity, and economic prosperity. These components are all worthy goals, but in today’s globalized world of vying interests, dwindling resources, and finite time in which to solve major dilemmas, these goals compete. It is therefore difficult, if not impossible, to maximize all three of them concurrently. Some objectives of sustainability are therefore realized at the cost of other equally valid objectives. How do we collectively move toward an ideal balance of these different aspects of sustainability? In ?Sustainable People, Sustainable Planet,? we will examine sustainability as both a contestable method?what actions can ?sustain? our commons??and goal?how can we achieve ? sustainable? commons? Eight sites of ?the commons??land, food, water, air, energy, shelter, bodies, and community?will be studied via transnational, translocal, and transcorporeal scales, for the conflicts and trade-offs that occur from trying to put sustainability into practice. We will also examine different approaches to sustainable living, so you can consider whether and how to integrate sustainability into your own life. ?Sustainable People, Sustainable Planet? is intended for sophomores and above. There are no other prerequisites, but you should have previous exposure to critical reading, writing, and thinking. Students will be evaluated through in class reflections, small presentations, group work, and four quizzes.

Sust 3480 Topics in Sustainability
A-F only, 1-4 credit(s), max credits 24, 6 completions allowed;
Instructor: Mercer-Taylor, Beth
Description: Student may contact the instructor or department for information.

Sust 4004 Sustainable Communities
A-F only, 3 credit(s);
Instructor: Nerbonne, Julia Frost
Description: Student may contact the instructor or department for information.

Sust 4096 Sustainability Internship
A-F only, 1-4 credit(s), max credits 8;
Instructor: Wanberg, David
Description: Five to ten hour per week internship experience related to a sustainability theme or approach, such as sustainable foods, green building, renewable energy or environmental justice. Intern in a nonprofit, governmental, educational or business organization, from choices provided or from a choice of the student and approved by instructor.

**Sustainable Agricultural Systems  411 Borlaug Hall**

SAgr 8020 Field Experience in Sustainable Agriculture
S-N only, 1-4 credit(s), max credits 3, 1 completion allowed;
Instructor: Jordan, Nicholas Royal
Description: Student may contact the instructor or department for information.

**Swahili  808 Social Sciences Tower**

Swah 1222 Beginning Swahili II
5 credit(s);
Instructor: Muaka, Angaluki
Description: Student may contact the instructor or department for information.

Swah 3226 Intermediate Swahili II
5 credit(s); 3225 or equiv Credit will not be granted if credit has been received for: SWAH 4226;
Instructor: Muaka, Angaluki
Description: Student may contact the instructor or department for information.

Swah 4222 Beginning Swahili II
2 credit(s);
Instructor: Muaka, Angaluki
Description: Student may contact the instructor or department for information.

Swah 4226 Intermediate Swahili II
2 credit(s); [4225 or equiv], grad student Credit will not be granted if credit has been received for: SWAH 3226;
Instructor: Muaka, Angaluki
Description: Student may contact the instructor or department for information.
Swedish  320 Folwell Hall

Swed 1001 Beginning Swedish
5 credit(s); Credit will not be granted if credit has been received for: SWED 4001;
Instructor: STAFF
Description: This is the first course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Swedish. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Sweden is an integral part of the course. See the description for Swed 4001 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.
Style: 10% Lecture, 70% Discussion, 20% Laboratory.
Grading: 100% other evaluation. 50% reading/writing, 50% oral/aural
Exam Format: structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

Swed 1002 Beginning Swedish
5 credit(s); Credit will not be granted if credit has been received for: SWED 4002;
Instructor: Herrlin,Susanne Marie
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Swedish belongs to the northern group of the Germanic languages and as such is closely related to Icelandic, Danish, and Norwegian. If you master Swedish it is very easy to comprehend Danish and Norwegian, and vice versa. Because English belongs to the western group of the Germanic languages, there are many points of intersection in syntax and vocabulary between Swedish and English. As you study Swedish you will learn a good deal about English and become conscious of its family resemblance to Swedish. Both the oral and written Swedish used in the course materials are standard Swedish. This is the generally accepted form of Swedish, and has little difference between spoken and written forms.
Style: This is a printed correspondence section.
Grading: Average for the written assignments = 70% Required recordings = 30%

Swed 1003 Intermediate Swedish
5 credit(s); Credit will not be granted if credit has been received for: SWED 4004;
Instructor: Norman,Lena Elisabeth
Description: Student may contact the instructor or department for information.

Swed 1004 Intermediate Swedish
5 credit(s); Credit will not be granted if credit has been received for: SWED 4004;
Instructor: Norman,Lena Elisabeth
Description: Student may contact the instructor or department for information.
Swed 4002 Beginning Swedish
2 credit(s); 1004 in another language or passing score on LPE or grad student
Credit will not be granted if credit has been received for: SWED 1002;
Instructor: Norrman, Lena Elisabeth
Description: Student may contact the instructor or department for information.

Swed 4002 Beginning Swedish
2 credit(s); 1004 in another language or passing score on LPE or grad student
Credit will not be granted if credit has been received for: SWED 1002;
Instructor: Holm, Carsten
Description: Student may contact the instructor or department for information.

Swed 4004 Intermediate Swedish
2 credit(s); 1004 in another language or passing score on LPE or grad student
Credit will not be granted if credit has been received for: SWED 1004;
Instructor: Norrman, Lena Elisabeth
Description: Student may contact the instructor or department for information.

TMJ/Craniofacial Pain
15-209 Malcolm Moos Health Sciences Tower

TMJP 8441 Seminar in TMJ and Craniofacial Pain
A-F only, 1 credit(s);
Instructor: Mulet Pradera DDS, MS, Mariona
Description: Student may contact the instructor or department for information.

TMJP 8442 Advanced Clinical TMJ and Craniofacial Pain
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Mulet Pradera DDS, MS, Mariona
Description: This course provides the student with clinical experience in the diagnosis and management of TMD, complex chronic orofacial pain and oral medicine conditions under the supervision of the course director and/or other faculty. A multidisciplinary treatment approach of patients with TMD and orofacial pain is used.

Theatre Arts
580 Rarig Center

Th 1101V Honors Section: Introduction to the Theater
A-F only, 4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Kuftinec, Sonja
Description: Description: TH1101 is an entertaining, informative exploration of the art and profession of theatre. This course integrates intellectual stimulation with creative expression through lectures, small group discussion, and attending live performances in the Twin Cities. Students study plays (historical and contemporary), the politics of theatre both past and present, elements of production, and learn how a play evolves from page to stage. Students also get a hands-on opportunity to collaborate on the creative project (no prior experience required). TH1101 promotes collaboration and critical thinking, enhances oral communication skills and the creative application of knowledge. Mostly, Introduction to Theater explores the human experience through intersections of art, history, and culture through collaborative exchange. Meets Lib Ed req of Arts & Humanities Core and is a Writing Intensive class.

Th 1101W Introduction to the Theatre
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Kuftinec, Sonja
Description: Description: TH1101 is an entertaining, informative exploration of the art and profession of theatre. This course integrates intellectual stimulation with creative expression through lectures, small group discussion, and attending live performances in the Twin Cities. Students study plays (historical and contemporary), the politics of theatre both past and present, elements of production, and learn how a play evolves from page to stage. Students also get a hands-on opportunity to collaborate on the creative project (no prior experience required). TH1101 promotes collaboration and critical thinking, enhances oral communication skills and the creative application of knowledge. Mostly, Introduction to Theater explores the human experience through intersections of art, history, and culture through collaborative exchange. Meets Lib Ed req of Arts & Humanities Core and is a Writing Intensive class.

Th 1102 Drama and the Media
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Walsh, Shannon L
Description: Need a class that fits your crazy schedule? Want to know how drama influences things like Facebook, the Super Bowl, Disney films, and ads for diamond engagement rings? This introductory level course explores the following questions: What are the media? What is dramatic about them? What dramatic conventions and codes are at play in various media? How are media constructed? Produced? Received and understood? And how do media make meaning? We will also focus on several in-depth case studies: Disney, the Gaze and Surveillance Culture, Sports and the Media, and Reality Television. We will examine these fertile issues through selected readings, video and film clips viewed in class, class discussions and small group work, and online exercises. Guest speakers will expand our thinking with their insights on such topics as Online Gaming and International Film. We end the course with an opportunity to make media through a collaborative radio drama project. Students will explore the dramatic potential of a single medium - radio - in creative collaboration. In small groups, you will write, direct, rehearse and perform a radio drama, complete with sound effects. The dramas will be recorded in front of a live studio audience: the class! Meets Lib Ed requirement of Arts & Humanities Core.

Th 1301 Acting/Non-Majors
3 credit(s);
Instructor: STAFF
Description: This course is designed to enable students without prior experience in theatre to better appreciate theatrical elements, develop a vocabulary for discussing theatre, and recognize the degree to which the study of basic acting techniques can inform perceptions of self and others. Students are taught how to act within imaginary circumstances, make bold choices, and develop interpersonal trust and ensemble awareness. Required text: ACTING ONE by Robert Cohen.
Style: 10% Discussion, 90% Laboratory.
Grading: 30% reports/papers, 30% in-class presentation, 20% other evaluation. Attendance & Participation; 20% Attitude & Growth.

Th 1321 Beginning Acting: Fundamentals of Performance
3 credit(s);
Instructor: STAFF
Description: Introduces beginning students to a widely applicable, comprehensive vocabulary and techniques for practical performance studies, including the use and training of the instrument; the creation of theatrical ideas or choices; the creation of dramatic phrases by sequencing ideas and choices to tell stories; and the significance of circumstances for choice making. The course has three overarching objectives: providing an introduction to creation processes specific to the performer, psychological and physical training of the acting instrument, and training the personal imagination. The first part of a two-course sequence (with TH 1322, Creating the Performance) intended for theatre arts majors. Required reading: A compilation of performance processes, theories and techniques including: Lecoq, Grotowski, Stanislavski, Meyerhold, Chekov, etc.
Style: 10% Discussion, 90% Laboratory.
Grading: 25% reports/papers, 25% in-class presentation, 25% other evaluation. Attendance & Participation; 25% Attitude & Growth.

Th 1322 Creating the Performance
3 credit(s);
Instructor: Rosen, Robert S
Description: Student may contact the instructor or department for information.

Th 1381 New Voices
S-N only, 1 credit(s);
Instructor: Seifert, Luverne G
Description: Student may contact the instructor or department for information.

Th 1395 BFA Acting II
A-F only, 3 credit(s);
Instructor: Roach, Bruce Randall
Description: Student may contact the instructor or department for information.

Th 1396 BFA Voice and Speech II
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 1397 BFA Movement II
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

**Th 1501 Introduction to Design and Technology for Live Performance**
A-F only, 3 credit(s);
Instructor: Lefebvre, Matthew James
Description: Student may contact the instructor or department for information.

**Th 1950 Topics in Theater**
1 credit(s), max credits 6;
Instructor: Mandell, Janice L
Description: Student may contact the instructor or department for information.

**Th 2395 BFA Acting IV**
A-F only, 3 credit(s);
Instructor: Holshue, Lucinda A
Description: Student may contact the instructor or department for information.

**Th 2396 BFA Voice and Speech IV**
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

**Th 2397 BFA Movement IV**
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

**Th 3100 Theatre Practicum**
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: STAFF
Description: Do you want to get involved in production on the Main Season for University Theatre? This is a course that can give you that opportunity. You will be assigned a specific position on a production and get a chance to work on as well as see first hand what goes into a full scale theatrical production. Come and explore the possibilities.
Style: 5% Lecture, 95% Laboratory.
Grading: 5% class participation, 95% laboratory evaluation.

**Th 3120 Theatre: Theory and Practice**
3 credit(s), max credits 6;
Instructor: Dorst, Jesse
Description: Student may contact the instructor or department for information.

**Th 3172 History of the Theatre: Age of Enlightenment to Present**
3 credit(s);
Instructor: Daddario, Will
Description: Student may contact the instructor or department for information.

**Th 3330 Physical Approaches to Acting**
3 credit(s), max credits 6;
Instructor: Longhi, Kym R
Description: Physical Approaches to Acting will use Margolis Method to focus on the actor’s body as the primary inspiration and tool for creating theatre. Influenced by the work of Grotowski, Brecht and Decroux’s corporeal technique, Margolis Method is an ongoing research that seeks to expand the actor’s expressive boundaries while honing their creative dramaturgical skills. In this course we will use exercises in technique and improvisation structures to unite our physical instincts with our intellect - so that our mind is freed to ride on the impulses of our bodies and our imagination becomes muscular. We will work to: demystify the creative process, expose and break down personal physical tendencies that block our energy, develop more specific articulation of our bodies, expand the body’s connection to breath and the voice, and explore our bodies’ dynamic relationship with space and other bodies; all with the goal of making more vivid, embodied choices that are essential whether we are interpreting a role or generating original material. We will
interact with masks, objects, sticks, set pieces, each other’s bodies, space, gravity, words, silence and ourselves. We will explore a full range of psychophysical expression, from the everyday to the metaphoric and poetic. We will read and reflect on other physical methods and research the roots of Margolis Method, giving us a frame of reference from which to begin sculpting your own physical approach to acting. Assignments will range from creating an original scene to interpreting a scene from dramatic literature. Discover how a disciplined corporeal technique can actually free you to connect to your emotions more deeply, harness and draw upon your energy more powerfully, and cause your “playing” to come to life more fully.

Th 3332 Circus Performance  
A-F only, 1 credit(s);  
Instructor: Emery, Margaret  
Description: Student may contact the instructor or department for information.

Th 3361 Introductory Musical Theater  
A-F only, 3 credit(s);  
Instructor: Nash, Elizabeth  
Description: The focus of this fourteen week course is on the development of essential dance and singing warm-ups and skills, textual interpretation, character development, repertory building and audition techniques for Musical Theatre. Students will perform song and dance works from Musical Theatre to culminate in a final Cabaret Performance.

Th 3381 Theater Storytelling and Solo Performance  
3 credit(s);  
Instructor: Cage, Sharon Sha  
Description: Student may contact the instructor or department for information.

Th 3395 BFA Intensive I  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: BFA Core Component

Th 3398 BFA Rehearsal & Performance I  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: BFA Core Component

Th 3399 BFA Rehearsal and Performance II  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: BFA Core Component

Th 3531 Introduction to Theatrical Costume Design  
3 credit(s);  
Instructor: Lefebvre, Matthew James  
Description: Student may contact the instructor or department for information.

Th 3541 Introduction to Stage Lighting Design  
3 credit(s);  
Instructor: Dilliard, Marcus F  
Description: Student may contact the instructor or department for information.

Th 3571 Introduction to Stage Technology  
A-F only, 3 credit(s);  
Instructor: Rosvold, Roger  
Description: Student may contact the instructor or department for information.

Th 3716 Stage Management  
A-F only, 4 credit(s);  
Instructor: Swartwout, Christine M  
Description: Student may contact the instructor or department for information.
Th 3950 Topics in Theatre
3 credit(s), max credits 8, 8 completions allowed;
Instructor: Johnson, Montana J
Description: This class is designed to teach students the basics of Theatrical Sound design. Students will study the basics of how a sound design is created around a performance or written text. Topics covered will include Script analysis, Music research, the creation/evolution of a sound concept, audio editing and cue building, Paper work and documentation, Collaboration with other design staff, and a finalized sound design.

Th 3950 Topics in Theatre: Stage Combat
3 credit(s), max credits 8, 8 completions allowed;
Instructor: Enneking, Annette Michelle
Description: Student may contact the instructor or department for information.

Th 3950 Topics in Theatre: Adapting Fair Tales (messing with kids' heads)
3 credit(s), max credits 8, 8 completions allowed;
Instructor: Channer, Lisa E
Description: Student may contact the instructor or department for information.

Th 4115 Intermediate Playwriting
3 credit(s);
Instructor: Obolensky, Kira
Description: Co-taught by Kira Obolensky and Lisa Channer This intermediate writer’s workshop will provide a supportive and stimulating environment in which writers, directors and actors can develop both playwriting and critical skills. Suitable for students who have written in other mediums, as well as theatre students who have participated in the creation of new plays, this class will explore various ways of play-making: from linear, plot-driven scripts, to work that develops its own logic, to plays inspired by topics, improvisation and research. We’ll be specifically exploring the Joint Stock Method, a way of collaborating on large-scale production by sharing responsibilities for research and writing. The class is ideal for students willing to experiment and collaborate. Among other sources of inspiration, we’ll explore the Sumerian epic poem, Gilgamesh. Everyone will participate in writing, performing and interpreting. Each class will contain discussion and analysis of existing works from the “theatrical canon”; writing exercises; and in-class discussion of our work in progress. The class will address various topics, among them: script as a map; the well-made play and other valid theatrical experiences; and quickness and lightness. Because of the semester’s focus on the creation of a group play, we’ll spend time studying other well-known plays created in this method by such writers and collectives as SITI Company, David Hare and Caryl Churchill.

Th 4178W Survey of Dramatic Literature II: Representation and its Effects
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Daddario, Will
Description: Student may contact the instructor or department for information.

Th 4380 Creative Collaboration
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: STAFF
Description: Ensemble creation of a single theatre performance work. Creative/dramaturgical work. Public showing of work, completed or in-progress. Students work collaboratively with faculty or affiliate guest artists.

Th 4395 BFA Intensive III
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 4398 BFA Rehearsal and Performance V
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 4399 BFA Rehearsal and Performance VI
A-F only, 2 credit(s);
Instructor: STAFF  
Description: BFA Core Component

Th 4532 Makeup for the Actor  
2 credit(s);  
Instructor: Bundick, Theresa Jane  
Description: Student may contact the instructor or department for information.

Th 4550 Video Technology  
3 credit(s);  
Instructor: Cervin, Laura May  
Description: By the end of this course students should understand and be comfortable with common approaches to lighting, camera operation, audio and production practices for video production. This course is based both in studio as well as in the field. Specifics of video protocols and formats will be discussed. The creative discussions in the class will include aesthetics, continuity and composition. Students understanding of the topics and techniques discussed in this course will culminate in their final project. This course is open to any student on campus who has an interest in video or film production.

Th 4550 Video Technology  
3 credit(s);  
Instructor: Ludwitzke, Gary  
Description: By the end of this course students should understand and be comfortable with common approaches to lighting, camera operation, audio and production practices for video production. This course is based both in studio as well as in the field. Specifics of video protocols and formats will be discussed. The creative discussions in the class will include aesthetics, continuity and composition. Students understanding of the topics and techniques discussed in this course will culminate in their final project. This course is open to any student on campus who has an interest in video or film production.

Th 4905H Honors: Tutorial Seminar in Theatre Arts  
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Th 5100 Theatre Practicum  
1-4 credit(s), max credits 20, 10 completions allowed;  
Instructor: STAFF  
Description: Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

Th 5181W Blacks in American Theatre  
3 credit(s); Credit will not be granted if credit has been received for: AFRO 5181W; Meets CLE req of Writing Intensive  
Instructor: Taylor, Dominic A  
Description: Student may contact the instructor or department for information.

Th 5330 Comedy: Advanced Physical Performance Studio  
A-F only, 3 credit(s);  
Instructor: Rosen, Robert S  
Description: A rigorous on-your-feet foray into the mechanics of creating physical comedy. This course will explore the great trickeries of human nature, the joy of tricking and the joy to be tricked. We will look at the clown from a personal point of view through the search for one’s own ridiculous side. Exercises will focus on how comedy is born from tragedy and the state of conflict within one’s self. Preparation will include acrobatics and improvisation and great attention will be paid to the manipulation of objects. This course will also take a look at the anthropology of clowns, fools and jesters throughout history, as well as a critical look at the work of Karl Valentin, Buster Keaton, Jacques Tati, Grock, and Harold Lloyd among others.

Th 5500 Theatre Design Practicum  
1-3 credit(s), max credits 20, 10 completions allowed;  
Instructor: STAFF  
Description: Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.  
Style: 100% Laboratory.  
Grading: 100% other evaluation. final production and prep work
Th 5520 Scene Design
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Brockman, C Lance
Description: NOTE: THIS COURSE REQUIRES INSTRUCTOR'S PERMISSION AND IS LIMITED TO 10! Scene design is a course that focuses on the visual environments created for the stage. Students will work to perfect skills in interpreting scripts, refining design choices, and representing design ideas for the stage. This course can be repeated and the first level is focused on developing sculptural space. The second level is about creating two-dimensional or lyrical space for opera and musicals. As in a professional design studio, these two levels are taught concurrently. Developing skills in visual representation and collaborative communication are the focus of the projects for this course.

Th 5545 Stage Lighting Technology
3 credit(s);
Instructor: Dilliard, Marcus F
Description: Student may contact the instructor or department for information.

Th 5560 Drawing, Rendering, and Painting for the Theatre Designer II
3 credit(s);
Instructor: Lefebvre, Matthew James
Description: This course is designed to help theatre and performance designers build basic skills in representational drawing and rendering. In addition, students will develop skills of adapting style variations suitable for performance interpretation. This basic course provide exercises to strengthen the application of various mediums of expression (pastels, charcoal, watercolor, gouache and acrylic) within the context of historical and aesthetic periods of artistic expression. It is fun!!
Style: 100% Studio. Students will work through visual problems within the time limits of this course; however, they will be expected to finish exercises outside of class. Amount of time is dependent on interest in bring drawing and painting exercises to completion.
Grading: 10% attendance, 45% laboratory evaluation, 45% problem solving. Students are provided with a mid-semester evaluation based on presentation of work at that point of development. This is followed with recommendations on specific points and skills to focus on during the remainder of the course.

Th 5570 Properties/Scenery Technology
1-3 credit(s), max credits 15, 15 completions allowed;
Instructor: Waszut-Barrett, Wendy Rae
Description: NOTE: THE SIZE OF THIS COURSE IS LIMITED (10) AND ONLY AVAILABLE TO STUDENTS THAT HAVE THE INSTRUCTOR'S PERMISSION. This section of 5570 is specifically for Scene Painting: The Historical Method. Students will learn the basics of illusionary painting and how to create faux finishes and trompe l'oeil consistent with methods of Victorian scenic artist. Students will work through a series of projects that include sight-sizing, value study, and color manipulation. Advance students will participate on large-scale projects for the Minnesota Centennial Showboat. Instructor's permission is required.
Style: 100% Laboratory.
Grading: 100% laboratory evaluation.

Th 5570 Properties/Scenery Technology
1-3 credit(s), max credits 15, 15 completions allowed;
Instructor: Rosvold, Roger
Description: Student may contact the instructor or department for information.

Th 5580 Costume Technology
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Binder-Pettigrew, Susan M
Description: The emphasis for the Fall 2011 will be Tailoring Techniques. Learn the process and procedures of tailoring menswear. We will explore the art of hand tailoring as well as more modern machine tailoring techniques.

Th 5580 Costume Technology
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Gramann II, Dwane J
Description: Student may contact the instructor or department for information.

Th 5590 Theatre Technology Practicum
1-3 credit(s), max credits 15, 15 completions allowed;
Instructor: STAFF
Description: Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields
of costume, lighting, makeup, props, scenery, sound, or theatre management.

Th 5711 Advanced Stage Direction
3 credit(s);
Instructor: Channer,Lisa E
Description: Student may contact the instructor or department for information.

Th 5716 Stage Management for the Theatre
4 credit(s);
Instructor: Swartwout,Christine M
Description: Student may contact the instructor or department for information.

Th 5760 Advanced Stage Management
2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Swartwout,Christine M
Description: Student may contact the instructor or department for information.

Th 5950 Topics in Theatre
3 credit(s), max credits 20, 20 completions allowed;
Instructor: Johnson,Montana J
Description: This class is designed to teach students the basics of Theatrical Sound design. Students will study the basics of how a sound design is created around a performance or written text. Topics covered will include Script analysis, Music research, the creation/evolution of a sound concept, audio editing and cue building, Paper work and documentation, Collaboration with other design staff, and a finalized sound design.

Th 5993 Directed Study
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study.

Th 8112 History and Theory of Western Theatre: Medieval Through Renaissance
3 credit(s);
Instructor: Kufinec,Sonja
Description: Student may contact the instructor or department for information.

Th 8120 Seminar
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Werry,Margaret L
Description: Student may contact the instructor or department for information.

Th 8590 Theatre Technology Practicum
1-3 credit(s), max credits 20, 20 completions allowed;
Instructor: Binder-Pettigrew,Susan M
Description: Student may contact the instructor or department for information.

Th 8950 Topics in Theatre
2 credit(s), max credits 8;
Instructor: Dillard,Marcus F
Description: Student may contact the instructor or department for information.

Th 8980 Internship
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Gwinup,Martin Bruce
Description: Student may contact the instructor or department for information.

Toxicology 244 Veterinary Diagnostic Lab
Txcl 5000 Directed Research in Toxicology
A-F only, 1-5 credit(s), max credits 80, 16 completions allowed;
Instructor: Murphy, Michael J
Description: Student may contact the instructor or department for information.

Txcl 5545 Introduction to Regulatory Medicine
A-F only, 2 credit(s); Grad student or instr consent
Credit will not be granted if credit has been received for: CVM 6545;
Instructor: Murphy, Michael J
Description: Student may contact the instructor or department for information.

Translation and Interpreting 160 McNamara Center

TrIn 900 Special Education for Interpreters
0 credit(s);
Instructor: Tapias-Heinrich, Betty Ann
Description: Student may contact the instructor or department for information.

TrIn 3101 Introduction to Interpreting
3 credit(s);
Instructor: STAFF
Description: A practical and theoretical introduction to interpreting in health, human service, and legal settings. Emphasis on understanding the unique role of the interpreter, current models and modes of interpreting, ethical issues and professional standards of practice, and developing skills in understanding and analyzing spoken language.

TrIn 3900 Topics in Translation and Interpreting
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

TrIn 4201 Interpreting in Health Care Settings
A-F only, 3 credit(s);
Instructor: Gustafson, Elisa Lorna
Description: Student may contact the instructor or department for information.

TrIn 4301 Interpreting in Legal Settings
A-F only, 3 credit(s);
Instructor: Gonzalez, M Graciela E
Description: Student may contact the instructor or department for information.

TrIn 5993 Directed Study
1-3 credit(s), max credits 6;
Instructor: Homler, Scott A
Description: Student may contact the instructor or department for information.

TrIn 5993 Directed Study
1-3 credit(s), max credits 6;
Instructor: Cho, Hangtae
Description: Student may contact the instructor or department for information.

Turkish 136 Klaeber Court

Turk 3002 Intermediate Turkish II
5 credit(s); 3001 or instr consent
Credit will not be granted if credit has been received for: TURK 4004;
Instructor: Lummus, Wesley W
Description: Student may contact the instructor or department for information.

University College 20 Ruttan Hall
UC 1005 Global Perspectives on Higher Education
2 credit(s), max credits 4;
Instructor: Isensee, Elizabeth K
Description: This course is designed to provide international students with the skills to examine and process the values, contexts, and goals of the American higher educational system as it compares to their previous experiences. It will also help students take full advantage of studying at an American university by providing a deeper understanding of how to navigate the academic system. Goals of the course are: 1) to become active and engaged members of their new learning community, 2) to build academic skills that will allow students to be successful in college life, 3) to develop the abilities to be critical examiners of new material and to be able to express ideas and personal values as university students and members of a global society, 4) to enhance students? cross-cultural awareness and communication skills. Students will read articles related to various student experiences in the American university system, discuss and compare these readings in group discussions and class presentations, and also share their reflections through writing.

UC 1485 Creativity: Photography
4 credit(s); Own camera [35 mm w/adjustable controls preferred], UC; $50 lab fee Credit will not be granted if credit has been received for: PSTL 1485;
Instructor: Millikan, Jeffrey B
Description: This introductory course explores conceptual, technical, and historical aspects of photography as an art form. Emphasis is on the creative process through hands-on experience as students learn about camera control, film development, enlarging, and printing in a photographic darkroom. Students receive instruction and support through individual and group discussion and critiques as they work to create a portfolio of their own images. Course includes required lab time in addition to scheduled class times. Students must have a film based camera, (35mm with adjustable controls preferred).
Style: 30% Lecture, 20% Discussion, 50% Laboratory.

UC 3201 Web Designer Introduction
4 credit(s);
Instructor: Husom, David Harold
Description: See and learn the Web design process by mastering the four phase process of site development: plan, design, produce and publish. Learn design principles, business practices and site analysis. Use industry standard Web design software including Adobe Photoshop, Dreamweaver and Flash to build your own Website. Also get a firm foundation in HTML and CSS. The class includes lectures, exercises, and lab time in a small, hands-on class. No prerequisites or previous experience required. Course notes will be available at the Coffman Bookstore.
Style: 10% Lecture, 10% Discussion, 50% Laboratory, 5% Student Presentation, 25% Demonstration.
Grading: 75% special projects, 10% quizzes, 5% in-class presentation, 10% class participation. Students create a Web site for a final project.

Urban Studies

Urban Studies 348 Social Sciences Building

UrbS 1001W Introduction to Urban Studies: The Complexity of Metropolitan Life
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Kayzar, Brenda
Description: Drawing from multiple disciplines, this course examines the complexities of urban and metropolitan environments. A breadth of topics is covered amid changing social, political and economic contexts including governance, technology, planning and design concepts, investment and uneven development, citizen activism and cultural representations in art and film.
Style: Writing intensive, 4 short papers, 3 short answer quizzes.
Grading: Writing intensive, 4 short papers, 3 short answer quizzes.

UrbS 3001W Introduction to Urban Studies: The Complexity of Metropolitan Life
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Kayzar, Brenda
Description: Drawing from multiple disciplines, this course examines the complexities of urban and metropolitan environments. A breadth of topics is covered amid changing social, political and economic contexts including governance, technology, planning and design concepts, investment and uneven development, citizen activism and cultural representations in art and film.
Style: Writing intensive, 4 short papers, 3 short answer quizzes.
Grading: Writing intensive, 4 short papers, 3 short answer quizzes.

UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Trow, Tom

UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Jones, Kenneth
Description: Student may contact the instructor or department for information.

UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Pentel, Paula R

UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Mills, Nicole Elizabeth
Description: Student may contact the instructor or department for information.

UrbS 3500 Urban Studies Workshop
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: STAFF
Description: URBS 3500 Urban Studies Workshops sec -001 Revitalization: Planning and Implementation, 06:30 P.M. - 09:30 P.M. M (01/22/2008 - 05/09/2008) 3 credits This workshop examines what it takes to revitalize neighborhoods or commercial areas in disadvantaged communities. This is a daunting challenge because of the multiple and inter-related dynamic factors that perpetuate the disadvantaged condition. As a class, we will work to understand the nature of that challenge, and we will explore and discuss a toolkit of analytical methods, development and business strategies, and organizational approaches that can be instrumental in overcoming barriers and fostering positive change. Students will develop a case study and present their findings. sec -002 Urban Real Estate Development: Fundamentals, Process and Outcome 06:00 P.M. - 09:00 P.M., W (01/22/2008 - 05/09/2008), BlegH 240, TCWESTBANK, 3 credits This course will (1) explore and explain disparate disciplines that interact with and depend on each other in urban real estate development while (2) explaining development itself as a holistic, ecological process and profession. The class will first explore the fundamental disciplines involved in the urban real estate development process, including budgeting and finance, property management and asset management. Then the course will examine these fundamentals in simulated real estate developments in a chosen Twin Cities neighborhood. The class will have a chance to explore high profile, ongoing Twin Cities? development(s) through site visit(s). Students must have or be willing to develop a basic comfort with spreadsheets (Microsoft Excel), and must be open to learning more about financial analysis, a critical fundamental language of urban development. Pat Connolly was a housing specialist for Commonbond Housing, and is now the director of housing development for Lutheran Social Services.

UrbS 3751 Understanding the Urban Environment
A-F only, 3 credit(s); Meets CLE req of Environment
Instructor: Pentel, Paula R
Description: Where is nature in the city? Ecological function? Students will examine links between cities and the environment with an emphasis on air, soil, water, pollution, parks, public space, sustainability, and environmental justice, among others. We will examine the interplay of the environment, technology, scientific knowledge, and culture/politics in this wide-ranging course. Students are required to complete one field trip. Ms Pentel is a City Council member for the City of Golden Valley and a PhD candidate in Geography.
Style: 50% Lecture, 25% Discussion.
Grading: 25% final exam, 10% reports/papers, 40% quizzes, 5% in-class presentation, 10% class participation, 10% other evaluation.
Fieldtrip reaction paper
Exam Format: multiple choice and short answer

UrbS 3771 Fundamentals of Transit
A-F only, 3 credit(s);
Instructor: Loetterle, Francis E
Description: Transportation is a fundamental characteristic of urban systems. Participation in the variety of activities available in the urban environment requires movement; transportation provides the means to move from one place to another. Urban transit, as one of the forms of urban transportation, has unique characteristics that need to be understood by the urban planner. This course is not simply
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a justification for transit. This course will focus on all aspects of the delivery of transit services, including funding, service planning, facility design and implementation. Special emphasis will be placed on the types of transit services available and matching services to the market. This includes regular route bus, heavy rail, light rail, commuter rail, bus rapid transit, personal rapid transit, and demand responsive services. While there will be extensive discussion of the Twin Cities, students will be exposed to a variety of transit services and technologies not available in the Twin Cities.

UrbS 3900 Urban Studies Internship Seminar
A-F only, 2 credit(s), max credits 4;
Instructor: Pentel, Paula R
Description: Student may contact the instructor or department for information.

UrbS 3955W Senior Paper Seminar
A-F only, 2 credit(s); Meets CLE req of Writing Intensive
Instructor: Kayzar, Brenda
Description: Student may contact the instructor or department for information.

UrbS 3993 Urban Studies Directed Study
A-F only, 2-3 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: For students with a specific educational objective that cannot be satisfied through regular curriculum (e.g., foreign study) and for honors students to complete an honors opportunity.

Veterinary & Biomedical Sciences

VBS 2022 General Microbiology
A-F only, 3 credit(s);
Instructor: Johnson, Tim
Description: VBS 2022 is a general microbiology course designed for non-microbiology majors. Many students that take this course are pursuing careers in the allied health fields or use this course as a survey course to introductory microbiology. This lecture course provides an introduction to the study of microorganisms and covers the basic principles of their growth, metabolism, and genetics. Students will be introduced to the relationships between microbes and humans in areas such as health care, food production, and genetic engineering. The lectures focus on microbes that cause disease and include topics such as pathogenicity, epidemiology, and immunology. Various diseases are presented according to the host organ system most affected. Emerging topics and technologies in microbiology are discussed along with their applications to human health, ecology, and the environment. Grade distribution: 100% Lecture. Work Load: 40 pages reading per week, 4 exams, frequent on-line and in-class quizzes. Grade: 88% exams, 12% quizzes. Exam Format: Multiple-choice exams. Instructor: STAFF
Style: 100% Lecture.
Grading: 22% final exam, 12% quizzes, 66% additional semester exams.

VBS 2032 General Microbiology With Laboratory
5 credit(s); [CHEM 1011, one semester college biology] or instr consent; primarily for non-microbiology majors; Credit will not be granted if credit has been received for: MICB 3301;
Instructor: Johnson, Tim
Description: VBS 2032 is a general microbiology course designed for non-microbiology majors. Many students that take this course are pursuing careers in the allied health fields. This lecture/laboratory course provides an introduction to the study of microorganisms and covers the basic principles of their growth, metabolism, and genetics. Students will be introduced to the relationships between microbes and humans in areas such as health care, food production, and genetic engineering. The lectures focus on microbes that cause disease and include topics such as pathogenicity, epidemiology, and immunology. Various diseases are presented according to the host organ system most affected. Emerging topics and technologies in microbiology are discussed along with their applications to human health, ecology, and the environment. The laboratory component of the course provides rigorous training in pathogen handling and identification. Students gain skills in microscopy, aseptic technique, diagnostic testing, and molecular biology. Grade distribution: 60% Lecture, 40% Laboratory. Work Load: 40 pages reading per week, 4 exams, frequent on-line and laboratory quizzes, 1 group assignment, 1 laboratory report. Grade: 80% exams, 12% quizzes, 4% group assignment, 4% laboratory report. Exam Format: Multiple-choice exams. Instructor: STAFF
Style: 60% Lecture, 40% Laboratory.
Grading: 20% final exam, 4% special projects, 12% quizzes, 60% additional semester exams, 4% laboratory evaluation.
Exam Format: Multiple choice

Veterinary Clinical Sciences  C-339 Veterinary Teaching Hospital
VCS 4606 Small Animal Management
A-F only, 3 credit(s);
Instructor: Lowum, Susan E
Description: Husbandry, anatomy/physiology, common disease conditions of dogs/cats. Small mammals, reptiles, caged birds. Career opportunities in fields dealing with small animals, regulatory aspects, animal rights, state/federal legislation concerning animal and public health issues. Lectures, demonstrations. Lectures taught by CVM faculty members and outside contractors. Student performance judged by three tests.
Style: 100% Lecture.

VCS 4992 Directed Readings in Veterinary Clinical Sciences
A-F only, 1-6 credit(s), max credits 12;
Instructor: Modiano, Jaime
Description: Student may contact the instructor or department for information.

VCS 4993 Directed Study in Veterinary Clinical Sciences
A-F only, 1-6 credit(s), max credits 12;
Instructor: Modiano, Jaime
Description: Student may contact the instructor or department for information.

VCS 4994 Directed Research in Veterinary Clinical Sciences
A-F only, 1-6 credit(s), max credits 12;
Instructor: Modiano, Jaime
Description: Student may contact the instructor or department for information.

Veterinary Medicine, Graduate  455 Veterinary Teaching Hospital

VMed 5080 Problems in Veterinary Epidemiology and Public Health
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Bender, Jeff Blaine
Description: Student may contact the instructor or department for information.

VMed 5181 Spatial Analysis in Infectious Disease Epidemiology
OPT No Aud, 3 credit(s); Intro to [epidemiology, statistics] or instr consent Credit will not be granted if credit has been received for: CMB 5181;
Instructor: Singer, Randall
Description: Student may contact the instructor or department for information.

VMed 5211 Advanced Large Animal Physiology II
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Malone, Erin
Description: Student may contact the instructor or department for information.

VMed 5232 Comparative Clinical Veterinary Dermatologic Pathology
S-N only, 1 credit(s), max credits 2;
Instructor: Torres, Sheila Mello
Description: Student may contact the instructor or department for information.

VMed 5243 Advanced Small Animal Pathobiology IV
A-F only, 1 credit(s);
Instructor: Patterson DVM, Ned
Description: Student may contact the instructor or department for information.

VMed 5295 Problems in Large Animal Clinical Medicine/Surgery and Theriogenology
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Valberg, Stephanie J
Description: Student may contact the instructor or department for information.
VMed 5310 Topics in Veterinary Clinical Pathology  
S-N only, 1 credit(s), max credits 2;  
Instructor: Overmann, Jed A  
Description: Student may contact the instructor or department for information.

VMed 5319 Veterinary Gross Pathology  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Wueneschmann, Arno  
Description: Student may contact the instructor or department for information.

VMed 5330 Veterinary Descriptive Histopathology  
1 credit(s), max credits 2;  
Instructor: Armien, Anibal Guillermo  
Description: Student may contact the instructor or department for information.

VMed 5420 Molecular Epidemiology of Infectious Disease  
A-F only, 3 credit(s);  
Instructor: Sreevatsan, Srinand  
Description: Student may contact the instructor or department for information.

VMed 5594 Research in Veterinary Medicine  
1-4 credit(s), max credits 8;  
Instructor: Sreevatsan, Srinand  
Description: Student may contact the instructor or department for information.

VMed 5670 Bovine Surgery Practicum  
S-N only, 2 credit(s);  
Instructor: Malone, Erin  
Description: This two week intensive course is designed to provide training in ruminant surgery to VMC graduate students and DVMs. The course is unusual in format from most veterinary curriculum offerings and provides an in-depth evaluation of food animal surgery principles as well as hands on laboratory components to solidify understanding of the material. Course goal(s): Provide training in ruminant surgery Objectives: Course objectives: 1. To review basic and advanced ruminant surgery principles, including diagnostics and corresponding medical management, in lecture format 2. To practice principles of ruminant surgery in a variety of laboratory formats  
Style: 40% Lecture, 50% Laboratory, 10% Student Presentation. 8-5 M-F for two week blocks (one in fall, one in early spring)  
Grading: 20% reports/papers, 20% special projects, 20% in-class presentation, 20% class participation, 20% laboratory evaluation.

VMed 7000 Veterinary Public Practice Seminar  
S-N only, 1 credit(s), max credits 2;  
Instructor: Goldsmith, Timothy Joseph  
Description: Student may contact the instructor or department for information.

VMed 7991 Animal Health and Food System Policy and Intergovernmental Organizations  
A-F only, 1 credit(s), max credits 2;  
Instructor: Hueston DVM, William D.  
Description: Student may contact the instructor or department for information.

VMed 7992 Animal Health and Food System Policy and U.S. National Government  
A-F only, 1 credit(s);  
Instructor: Hueston DVM, William D.  
Description: Student may contact the instructor or department for information.

VMed 7994 Engaging Intergovernmental Organizations  
A-F only, 1 credit(s);  
Instructor: Hueston DVM, William D.  
Description: Student may contact the instructor or department for information.
VMed 8220 Advanced Nephrology/Urology Clinics
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Polzin, David J
  Description: Student may contact the instructor or department for information.

VMed 8230 Medical Conference
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Lulich PhD, Jody P
  Description: Student may contact the instructor or department for information.

VMed 8250 Problems in Acid-base, Electrolyte, and Fluid Metabolism
  A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
  Instructor: Polzin, David J
  Description: Student may contact the instructor or department for information.

VMed 8292 Journal Club: Large Animal Internal Medicine
  A-F only, 1 credit(s), max credits 3, 3 completions allowed;
  Instructor: Ward, Christie
  Description: Student may contact the instructor or department for information.

VMed 8293 Advanced Studies in Nephrology and Urology
  A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Lulich PhD, Jody P
  Description: Student may contact the instructor or department for information.

VMed 8394 Research in Veterinary Medicine
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Sreevatsan, Srinand
  Description: Student may contact the instructor or department for information.

VMed 8492 Seminar: Infectious Diseases and Swine Medicine
  1 credit(s), max credits 2;
  Instructor: Torremorell, Montserrat
  Description: Student may contact the instructor or department for information.

VMed 8550 Veterinary Medicine Seminar
  S-N only, 1 credit(s), max credits 2;
  Instructor: Rutherford, Mark Stephen
  Description: This is a seminar course in which students will be exposed to graduate student research activities via the oral presentation of scientific data. Students will prepare and present one 25 minute seminar of their work. It is expected to enhance the student’s public speaking skills and to provide experience in the preparation of visuals for scientific presentations. Formal review of presentation effectiveness is provided by the instructor and other students in the class.

VMed 8592 Infectious Disease Journals: Critical Thinking
  1 credit(s);
  Instructor: Torremorell, Montserrat
  Description: Student may contact the instructor or department for information.

VMed 8682 Advanced Large Animal Surgery
  A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Trent, Ava M
  Description: Student may contact the instructor or department for information.

VMed 8793 Seminar: Veterinary Anesthesiology
  A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
  Instructor: Graham DVM, Lynelle
  Description: Student may contact the instructor or department for information.
VMed 8796 Avian Anesthesia and Orthopedic Surgery
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Redig, Patrick Thomas
Description: Student may contact the instructor or department for information.

Veterinary Population Medicine

VPM 3700 Equine Reproduction and Breeding Management
A-F only, 2 credit(s);
Instructor: Madill, Scott
Description: Student may contact the instructor or department for information.

VPM 4131 Immunology
3 credit(s); Credit will not be granted if credit has been received for: MICB 4131;
Instructor: Molitor, Thomas William
Description: Student may contact the instructor or department for information.

Water Resources Science 173 McNeal Hall

WRS 5101 Water Policy
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: PA 5723;
Instructor: Swackhamer, Deborah L
Description:

WRS 8100 Interdisciplinary Seminar in Water Resources
0.5-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Nieber, John Little
Description: Student may contact the instructor or department for information.

WRS 8581 Research and Professional Ethics in Water Resources and Environmental Science
S-N only, 0.5 credit(s); [Environmental engineering or water resources science] grad student or instr consent Credit will not be granted if credit has been received for: CE 8442;
Instructor: LaPara, Timothy M
Description: Student may contact the instructor or department for information.

Writing Studies 214 Nolte Center

Writ 1201 Writing Studio
A-F only, 4 credit(s); Placement in Writ 1201 Credit will not be granted if credit has been received for: PSTL 1421;
Instructor: STAFF
Description: WRIT 1201 introduces students to general writing strategies encountered at the college level. Through frequent practice and feedback, students learn to see writing as a tool for learning and a vehicle for expression of ideas and informed views. Students also learn a working vocabulary for discussing writing. Typical assignments include informal writing derived from personal experience, response to readings, analysis and evaluation of sources on the web and in print, and formal papers that increasingly make use of sources as well as close reading of texts. The course emphasizes the active practice of writing, from gathering ideas for a paper, through the drafting of papers, to careful editing. Many sections meet in computer classrooms. Some sections are designated for non-native speakers and are joined to other learning community courses. This course does NOT meet the first-year writing requirement.
Style: 10% Lecture, 15% Discussion. instructor-directed practice of writing related to papers
Grading: 80% reports/papers, 20% class participation. Percentages may vary slightly by section. Class participation includes required in-class writing

Writ 1301 University Writing
A-F only, 4 credit(s); Placement in Writ 1301 credit will not be granted if credit already received for freshmen composition courses under the following former designators: ENGC 1011, ENGC 1011H, ENGC 1012, ENGC 1012H, ENGC 1013, ENGC 1013H, ENGC 1014, ENGC 1014H, ENGC 1015, ENGC 1016, RHET 1101 Credit will not be granted if credit has been received for: WRIT 1011;
Instructor: STAFF
Description: WRIT 1301 fulfills the first-year writing requirement. It involves critical reading, writing, and thinking as students practice
some of the types of writing they may expect in their college career such as summaries, essays, academic arguments, bibliographies, and papers built on research. The course helps students develop, at a minimum, an approach to writing that relies on clear statement of a thesis and support of that thesis with appropriate sources and documentation. Time is spent discussing rhetorical elements of writing such as audience, purpose, and argumentative structure. Students also practice steps in the writing process such as invention, research, organization of ideas, paper drafting, revision, and editing. Students report, synthesize, and draw conclusions regarding the significance of what they read. Students become more aware of the rhetorical choices available to them and learn to make appropriate choices. Some sections may be taught in computer classroom. Some sections are offered online. Some sections may include a service-learning component.

**Style:** 10% Lecture, 35% Discussion. 55% Instructor-directed work on writing assignments, including one-to-one conferences.

**Grading:** 80% reports/papers, 20% class participation. Percentages may vary slightly by section. Class participation includes required in-class writing.

### Writ 1401 Writing and Academic Inquiry

A-F only, 4 credit(s); Placement in Writ 1401 credit will not be granted if credit already received for freshmen composition courses under the following former designators: ENGC 1011, ENGC 1011H, ENGC 1012, ENGC 1012H, ENGC 1013, ENGC 1013H, ENGC 1014, ENGC 1014H, ENGC 1015, ENGC 1016, RHET 1101Credit will not be granted if credit has been received for: WRIT 1011;

**Instructor:** STAFF

**Description:** WRIT 1401 fulfills the first-year writing requirement. It challenges students to think strategically about developing and communicating ideas within different contexts. Students examine increasingly challenging texts as they apply their writing processes, with feedback from the instructor and peers, in order to craft thesis-driven academic analyses and arguments. Students master the concepts of audience, purpose, and context to demonstrate effective communication both for and beyond an academic audience. Classroom activities include discussion of readings, peer review, informal writing assignments. Students craft focused thesis statements that articulate a clearly reasoned position and use credible evidence to support a sustained argument. Through guided practice, students refine their control over focus, organization, style, diction, and grammar, and use the revision process to achieve their writing goals. Students use University libraries to locate, evaluate, and apply scholarly sources. Some sections may focus on writing with and for new media. Some sections may include a service-learning component.

**Style:** 10% Lecture, 35% Discussion. Instructor-directed work on writing assignments, including one-to-one conferences.

**Grading:** 80% reports/papers, 20% class participation. Percentages may vary slightly by section. Class participation includes required in-class writing.

### Writ 1512 Writing Studio II

A-F only, 1 credit(s);

**Instructor:** Taniguchi,Yuko

**Description:** Student may contact the instructor or department for information.

### Writ 1512 Writing Studio II

A-F only, 1 credit(s);

**Instructor:** Lemer,Bronson John

**Description:** Student may contact the instructor or department for information.

### Writ 3029W Business and Professional Writing

3 credit(s); Credit will not be granted if credit has been received for: ENGL 3029W; Meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** Practice writing for various professional purposes/audiences, using appropriate styles, tones, and organizational elements. Potential genres include proposals, reports, web content, email, executive summaries, job search portfolios. Attention to workplace collaboration and broader issues of professional literacy.

### Writ 3101W Writing Arguments

A-F only, 3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### Writ 3152W Writing on Issues of Science and Technology

A-F only, 4 credit(s);

**Instructor:** STAFF

**Description:** Ethical, social, and political challenges created by science/technology. Analyzes persuasion strategies through which experts, political decision-makers, and citizens meet these challenges. Bioscience controversies such as cloning, organ transplantation. Controversies over pollution, ozone depletion.
Writ 3221W Communication Modes and Methods
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Graff, Richard J
Description: Serves as an introduction to the field of communication theory. Major topic areas include theories of language and non-verbal communication, models of relational communication, and reflections on differences between older and newer media or modes of communication (e.g., speaking vs. writing; conventional print vs. digital text). In addition to introducing the theories, the course seeks to develop competencies in evaluating and applying them in the analysis of communication in various contexts including face-to-face conversations, ongoing interpersonal relationships, and digitally mediated interactions.
Style: 40% Lecture, 50% Discussion, 10% Small Group Activities.
Grading: 75% reports/papers, 15% quizzes, 10% class participation.

Writ 3244W Critical Literacies: How Words Change the World
A-F only, 3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Bruch Jr, Patrick Leonard
Description: Language as creating rather than simply describing "reality." Reading and writing as arenas of active human struggle over social group power. Techniques for analyzing, interpreting, and participating in the conversation of critical literacies.

Writ 3257 Scientific and Technical Presentations
3 credit(s);
Instructor: Schiappa, Jacqueline
Description: Student may contact the instructor or department for information.

Writ 3257 Scientific and Technical Presentations
3 credit(s);
Instructor: Armfield, Dawn M
Description: Student may contact the instructor or department for information.

Writ 3291 Independent Study
1-3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Writ 3291 Independent Study
1-3 credit(s), max credits 6;
Instructor: Volpe, Angelo V
Description:

Writ 3371 Technology, Self, and Society
A-F only, 3 credit(s);
Instructor: Nichols, Capper
Description: In this course we will study the cultural history of technology, examining the ways machines and technical processes have impinged on and influenced people’s lives in the United States over the last two centuries. In the U.S. we have repeatedly re-organized our habits and thinking around new technologies, in an assimilative process most often described as “progress?” a term with mostly positive connotations. Yet deep ambivalence has been a common response to technological advance. A new tool promises us a greater reach but also threatens familiar ways of living and thinking. Since any big technological development thus challenges the values of a culture, part of our work in this course will be to investigate the ethical dilemmas associated with innovation. In an effort to focus the large and unwieldy subject of technology, we will concentrate for much of the semester on three limited but still large categories: transportation, energy, and communication. All three of which have significantly influenced our experience of space and time in North America. Texts will include history, theory, literature, and film. You will be asked to complete all assigned readings, post to the course web log, participate in class discussions, write weekly essays in response to the readings, and give a presentation in class on a particular technology (of your choice).
Style: 20% Lecture, 80% Discussion.

Writ 3441 Editing, Critique, and Style
A-F only, 3 credit(s);
Instructor: Horvath, Barbara Ann
Description: Student may contact the instructor or department for information.
Writ 3511 Communication Methods
A-F only, 3 credit(s);
Instructor: Bruenger, Aaron Michael
Description: Student may contact the instructor or department for information.

Writ 3562W Technical and Professional Writing
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Upper division writing intensive course that includes written/oral communication in professional settings, gathering research, analyzing audience, assessing and practicing multiple genres. Students will draft, test, revise, and present findings in an oral presentation.

Writ 3562W Technical and Professional Writing
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Brasher, Stephen Harrison
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. By the end of the course you should be able to: --write effective memos and letters. --write instructions and conduct a user test. --write a proposal that will help you define and manage a major project that includes a major report. --design and conduct interviews that will help you write a major report. --write a feasibility report. --design and edit a PowerPoint presentation. --edit your work and that of your classmates so that your writing is energetic, concise, and correct.
Style: 100% Web Based.
Grading: 5% special projects, 80% written homework, 15% class participation.

Writ 3671 Visual Rhetoric and Document Design
A-F only, 3 credit(s);
Instructor: Logie, John
Description: Student may contact the instructor or department for information.

Writ 3672 Project Design and Development
A-F only, 3 credit(s);
Instructor: Moses, Joe
Description: Students study, plan, research, design, and develop technical communication print documents, including documentation, brochures, and newsletters. Introduction to workplace project processes. Emphasizes developing production-quality documents.

Writ 3701W Rhetorical Theory for Writing Studies
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Logie, John
Description: Principles/history of rhetorical theory/criticism. Classical theories. Aristotle’s Rhetoric applied to examples of contemporary communication. Relationship of classical theory to scientific discourse, technical communication.

Writ 4196 Internship in Scientific and Technical Communication
A-F only, 3 credit(s);
Instructor: STAFF
Description: Internships sites may include the University, industry, or government agencies. Internship proposal, progress report, internship journal (optional), final report with letter from internship supervisor.

Writ 4431 Intersections of Scientific and Technical Communication and Law
A-F only, 3 credit(s);
Instructor: Schuster, Mary Lay
Description: This course introduces students to the areas of the law that are relevant to science and technology as well as communication. These areas of the law include intellectual property, privacy, and health law. Such diverse topics as electronic surveillance, fair use in copyright, informed consent, file sharing, trademarks, forensic evidence in the courtroom, and patents will be covered. We discuss such acts and laws as The Wiretap Act, The Stored Communication Act, The Patriot Act and Electronic Surveillance Law and how the Fifth and Fourth Amendments affect such laws and acts. We start with a discussion of privacy as the right to be left alone? and what actions by business, government, and private individuals constitute invasion of privacy as well as what limits are placed on the right of privacy. We then balance the government?s need to support and encourage the development of
technologies through patents, the expressions of ideas through copyright, and the use of those technologies through trademarks with the desire of the individual creator to profit from his or her invention. The final section of the course focuses on health law—how medical science and the law have affected each other. We begin with a look at medical examiners, forensic pathologists, and psychiatrists as they first entered the courtroom as experts. We look then at medical-product liability, medical evidence in the courtroom, and such concepts as at the right to refuse treatment, informed consent and malpractice suits, and property? rights as they pertain to body parts and tissue samples. Students will read opinions and decisions in landmark and current cases to see what values, precedents, and issues arise. Reading quizzes and take-home exams as well as class discussion constitute graded work in the course. The course is designed to address the needs of students who seek employment in industry and government where knowledge of legal issues is important, students who wish to go on to law school, and students who have a general interest in science, technology, or the law. No prior knowledge of the law is necessary. All majors are welcome!

**Style:** 100% Discussion.

**Grading:** 25% mid exam, 25% final exam, 15% quizzes, 25% additional semester exams, 10% class participation. Three take-home essay exams are given. Students have two weeks to complete them.

**Exam Format:** Take-home exams--two weeks to complete

**Writ 4501 Usability and Human Factors in Technical Communication**

**3 credit(s);**

**Instructor:** Breuch,Lee-Ann Kastman

**Description:** Principles/concepts of human factors/usability testing. Developing objectives, criteria, and measures. Conducting tests in lab, field, and virtual environments. Using software programs to analyze qualitative/quantitative data. Lab fee of $40 required for use of the Usability Services Laboratory to conduct usability projects.

**Style:** 20% Lecture, 20% Discussion, 50% Small Group Activities, 10% Guest Speakers.

**Writ 4573W Writing Proposals and Grant Management**

A-F only, 3 credit(s);Meets CLE req of Writing Intensive

**Instructor:** Longo,Bernadette

**Description:** Students will participate in grant writing project(s) with community partners, working in collaboration with the UMN Community Service-Learning Center. After taking this class, students should be able to research funding sources, understand elements of a Request for Proposals (RFP), and write grants that address the key points of the RFP. Microsoft Project will not be taught during this semester.

**Style:** 10% Lecture, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 20% Web Based, 20% Service Learning. will work with client organization

**Grading:** 30% reports/papers, 50% special projects, 10% in-class presentation, 10% class participation.

**Exam Format:** essay

**Writ 4662W Writing With Digital Technologies**

A-F only, 4 credit(s);Meets CLE req of Writing Intensive

**Instructor:** Gurak PhD,Laura J

**Description:** This class will introduce students to research and thinking on digital technologies and the relationship of these technologies to the forms of literacy they favor (writing, speech, visual). The class will review history of communication technologies and how each technology has attributes that favor different ways of creating knowledge and information (such as text messaging, the web, blogs, and so forth). The class will involve reading, discussion, lecture, and a hands-on project creating and publishing podcasts, to experience reading, writing, and delivering information to different audiences.

**Writ 5051 Graduate Research Writing Practice for Non-native Speakers of English**

3 credit(s);

**Instructor:** Holt,Sheryl Lynn

**Description:** Graduate-level writing techniques/formats for summaries, critiques, research, and abstracts. Persuasion, documentation, structure, grammar, vocabulary, field-specific requirements. Writing through several drafts, using mentor in specific field of study. Revising/editing to meet graduate standards. Discussions.

**Writ 5051 Graduate Research Writing Practice for Non-native Speakers of English**

3 credit(s);

**Instructor:** Strain,Kimberley Ann

**Description:** WRIT 5051 is designed to help you with the types of scholarly writing you need to do in graduate school. The assignments utilize much of the writing you are already doing for coursework, field-specific articles you are reading for your graduate courses, and research you are already conducting to help you write up the work in an acceptable and polished form. The writing areas in this course focus on rhetorical position, definition of audience, presentation of theory, critiquing, and summarizing techniques. For research writing, we practice integrating secondary sources using paraphrasing, quoting, and documentation techniques that are
acceptable at a U.S. university. The assignments may include summaries, critiques, abstracts, proposals, and parts of a thesis or dissertation. Particular attention will be given to clarity of grammar, sentence structure, clarity of expression, use of formal, academic language, and other cultural issues in your drafts.

Style: 20% Lecture, 25% Discussion. 45% Instructor-directed work on writing activities and assignments.
Grading: 80% reports/papers, 20% class participation. Percentages may vary slightly by section.

Writ 5052 Graduate Research Presentations and Conference Writing for Non-Native Speakers of English
3 credit(s);
Instructor: Holt, Sheryl Lynn
Description: Writ 5052 helps you learn and practice strategies and specific skills for effective delivery of professional, graduate-level presentations to a U.S. audience. The course systematically and sequentially exposes you to the major principles and features of American professional presentations and provides ample opportunities to practice the language and content to most effectively deliver a dynamic presentation. This course uses an action-learning approach with a heavy emphasis on self-assessment and skill building through video demonstrations, videotaping, and coaching. Individual instruction and feedback will be given on videotaped (DVD) presentations and audio taped pronunciation exercises, as needed. Regular attendance, oral participation in classroom presentations and activities, written self-feedback and correction, and informal, impromptu presentations are expected. In addition, some exercises will be assigned for individual practice for accent reduction, as needed. Students select their own field-specific topics for the presentations according to their areas of research or interests. Presentation practice may include skills for persuasive, topic-based, and research-based presentations. Limited discussion will also include writing abstracts for conferences and other writing related to professional presentations. Pronunciation activities and delivery strategies will be specific to non-native speakers of English including cultural analysis, audience awareness, cultural based delivery techniques, enunciation, stress and rhythm, pacing, volume, and non-verbal communication (eye contact, gestures, facial expressions).
Style: 35% Lecture, 35% Discussion. 65% Instructor-directed work on presentation activities and assignments including in-class presentations.
Grading: 10% written homework, 60% in-class presentation, 30% class participation. Percentages may vary slightly by section.

Writ 5112 Information Design: Theory and Practice
A-F only, 3 credit(s);
Instructor: Moses, Joe
Description: Student may contact the instructor or department for information.

Writ 5196 Internship in Scientific and Technical Communication
S-N only, 3-6 credit(s), max credits 6, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Writ 5291 Independent Study, Reading, and Research
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Writ 5664 Science Writing for Popular Audiences
A-F only, 3 credit(s);
Instructor: Berkenkotter, Carol Ann
Description: Criticism and practice to examine how science is "translated" for popular audiences. Use rhetorical theory to critique popularized articles. Develop a heuristic for writing articles and consider controversial issues surrounding the movement from science as "science" to science as "popular."

Writ 5775 The Rhetorical Tradition: Classical Period
A-F only, 3 credit(s);
Instructor: Graff, Richard J
Description: Rhetoric in the Classical world and recurring themes that constitute "the rhetorical tradition." Epistemological/ethical status and sociopolitical importance of ancient rhetorical training and discourse. Works by Isocrates, Plato, Aristotle, Cicero, Quintilian, and others.
Style: 30% Lecture, 70% Discussion.
Grading: 85% reports/papers, 15% class participation.

Writ 8510 Seminar in Rhetoric: Emergent Genres in the Internet
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Youth Development and Research  190 Peters Hall

YoSt 1001 Seeing Youth, Thinking Youth: Media, Popular Media, and Scholarship
  3 credit(s);
  Instructor: STAFF
  Description: Student may contact the instructor or department for information.

YoSt 2241 Experiential Learning
  4 credit(s);[1001, 2001] or instr consent Credit will not be granted if credit has been received for: YOST 5241;
  Instructor: STAFF
  Description: “The best thing for being sad,” replied Merlyn, “...is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of our veins, ... you may see the world around you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then - to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you.” T.H. White, The Once and Future King Youth work is often described as 'highly experiential' and transformative. But what does that really mean? What is learning? What makes something transformative? When is learning emancipatory? When is it oppressive? Youth workers understand, sometimes intuitively, that 'learning by doing' makes sense, but why? What does 'doing' really mean? What is learned in youth work? What should be learned? Is all experience equally valid, moral, and educative? What is the difference between active learning and experiential learning? This course will explore the wide range of definitions given to experiential learning and will lay a sound theoretical foundation for understanding it, particularly in the practice of youth work and the field of youth studies. Students will practice applying experiential learning? This course will explore the wide range of definitions given to experiential learning and will lay a sound theoretical foundation for understanding it, particularly in the practice of youth work and the field of youth studies. Students will practice applying experiential
learning theory across contexts, paying particular attention to culture, class, geography, age, and the formal to informal education continuum.

YoSt 3001 Introduction to History & Philosophy of Youthwork
4 credit(s);
Instructor: STAFF
Description: Youthwork is constituted by families of philosophy, clusters of ideas and actions, understandings and ways of working. To some observers, the field may seem to be a clear center with fuzzy boundaries, while others could perceive the clusters and multiple centers, or even like a black hole, clusters without a center, even without boundaries. A more formal reading would show an emergent semi-profession, clusters with family resemblances, no two exactly alike. One reading of this is chaos, not a field because no center, periphery or order. Another view is developmental and contextual, arguing that all of these differences reflect the multiple combinations of related disciplines, professions, settings and young people? and that this is an appropriate mix at ?this stage of development? Some argue that the field is about applied adolescent development, others that it is a craft orientation, others that there are identifiable praxes across the clusters and that there is much in common among these clusters. Some approach the study of the history and philosophy looking for, and then at, each cluster, seeking the ground of each, i.e. ?where it stands,? where it puts its feet. Others dismay at such metaphoric analysis and at the search for roots, standpoints and touchstones, arguing that the cluster of philosophy ? method ? setting ? youth is inextricable and these come together in time/place. This makes (no)sense to some who argue that a philosophy and science of youth must be antecedent to a practice philosophy to serve/guide/enhance/change youth; others take the opposite view. In some countries this is all worked-out and clear; in the United States it is not? WELCOME to the History & Philosophy of Youthwork! In everyday practice, none of this (may) matter(s) very much, except when concerning ethics (e.g. taking a kid home; sleeping with a client) and licensure and certification, thus pay scales and one? s pay. And when legal and professional responsibility are named, allocated and monitored. It may be reasonable to argue that youthwork in the US is not one field but many. A classification system in which one or the other type is one member class, i.e. that there is no family resemblance among these, only a phenotypic surface similarity, without common forbearers. Or alternately, that all these are slight, relatively unimportant variations of the true single stock, the true youthwork model; that there is a youthwork which is found at a particular place/time and that it in effect birthed the many models and clusters. All of this may be relatively unimportant, even irrelevant, to every day practice and to those who work with youth, whatever they call themselves ? youthworker, child and youth care worker, social pedagogue, teacher, coach, civic worker, youth advocate, social worker, or the like. But this is our concern and our subject ? the history and philosophy, but of what? Youthwork!

YoSt 3032 Adolescent and Youth Development for Youthworkers
4 credit(s); 1001 or 2001 or 2002W or 2101, [any Psych or CPsy course] Credit will not be granted if credit has been received for: YOST 5032;
Instructor: VeLure Roholt, Ross Ronald
Description: Student may contact the instructor or department for information.

YoSt 3101 Youthwork: Orientations and Approaches
4 credit(s);
Instructor: Billiet, Eric
Description: Student may contact the instructor or department for information.

YoSt 3240 Special Topics in Youth Studies
2-8 credit(s), max credits 10, 5 completions allowed; [Two social sci courses, exp working with youth] or instr consent Credit will not be granted if credit has been received for: YOST 5240;
Instructor: STAFF
Description: This course is designed to give UMN students the opportunity to learn about Hmong history, family, community development, and youth development. The main purpose of this course is to focus on the everyday lives of Hmong youth and the challenges and/or obstacles they face growing up in their community. UMN Hmong professors and community leaders will be invited as guest lecture during the semester. By the end of the semester, students will know about Hmong history, community, family and everyday youth lives, and culture and traditions of being a young Hmong.

YoSt 3291 Independent Study in Youth Studies
1-8 credit(s), max credits 8;
Instructor: Stein, Jerome A
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-8 credit(s), max credits 8;
Instructor: VeLure Roholt, Ross Ronald
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-8 credit(s), max credits 8;
Instructor: Billiet, Eric
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-8 credit(s), max credits 8;
Instructor: Johnston-Goodstar PhD, Katie
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-8 credit(s), max credits 8;
Instructor: Baizerman, Michael Leon
Description: Student may contact the instructor or department for information.

YoSt 4196 Youthwork Internship
4 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

YoSt 4314 Theater Activities in Youthwork and Education
2 credit(s); 1001 or 2101
Credit will not be granted if credit has been received for: YOST 5314;
Instructor: Mandell, Janice L
Description: Hands-on introduction to methods and principles of theatre work with youth based on theories of experiential learning and improvisational theatre techniques. This class is designed to enhance the creativity and imagination of youth workers and educators. The major emphasis is to teach students participatory activities they can use to promote personal, social, intellectual, and artistic growth of adolescents. The role of theatre activities in youth work and education is integrated into course content and process. Information is explored, as well as methods of planning, leading, applying, and evaluating their use in a variety of settings. For each setting, key issues, questions, and challenges are examined. Current literature and program models are explored. Educational theories and theories of adolescent development are integrated into course content and process. Information is presented through active participation, discussion, videotapes, guest artists, and workshops with high school students participating with adult university students. No experience in theatre is necessary.

YoSt 4316 Media and Youth: Learning, Teaching, and Doing
2 credit(s); 1001 or 2101 or instr consent
Credit will not be granted if credit has been received for: YOST 5316;
Instructor: Krebs, Joanna Leine
Description: Student may contact the instructor or department for information.

YoSt 4411 Youth Research and Youth Program Evaluation
5 credit(s);
Instructor: Baizerman, Michael Leon
Description: All work with young people is research or research-like in that it is based in part on “data” on an actual young person embedded in actual everyday worlds. What a youthworker does is based in large part in learning from the youth (and others) about this particular person and their worlds, and this learning is research or research-like. Youth as a population, youth worlds, what it is like and what it means to do and be a young person, adolescent, and teen, are a very few of the typical subjects studied and researched, by practitioners and scholars. The list of topics and studies is huge. Evaluation is also a research strategy and it is increasingly used to assess a youth program’s effectiveness. There are many research and evaluation schools of thought and practice and it is difficult to sort which is best, i.e. most appropriate for particular purposes-at-hand, i.e. to answer a particular research question or program evaluation query. You will not be more than a beginner researcher after taking this course, while you will be a far better consumer of research, a better contractor of researchers and evaluators, and also more appreciative of the logical and technical issues in doing empirical research about youth, 12-22 years old, in the US and internationally. To those ends, this course introduces both classical research and program evaluation approaches and gives opportunity to design and carry out a simple empirical study of young people or a simple program evaluation.

YoSt 5032 Adolescent and Youth Development for Youthworkers
4 credit(s); [1001 or 2001 or 2002W or 2101], [any Psych or CPsy course]
Credit will not be granted if credit has been received
for: YOST 3032;
Instructor: VeLure Roholt,Ross Ronald
Description: The purpose of this course is to prepare youthwork students and youthwork professionals, at a beginning level, to use developmental theory to inform their work with young people. The course provides an opportunity for youthworkers to understand the power and importance of the theories of human development and to reflect on their application in everyday youthwork practice. Students will explore theories of adolescent and youth development and read case studies about the everyday lives of young people to practice applying the theory.
Style: 10% Film/Video, 60% Discussion, 20% Small Group Activities, 10% Student Presentation.
Grading: 15% mid exam, 50% reports/papers, 5% attendance, 10% in-class presentation, 10% class participation.

YoSt 5291 Independent Study in Youth Studies
1-8 credit(s), max credits 16;
Instructor: Stein,Jerome A
Description: Student may contact the instructor or department for information.

YoSt 5291 Independent Study in Youth Studies
1-8 credit(s), max credits 16;
Instructor: VeLure Roholt,Ross Ronald
Description: Student may contact the instructor or department for information.

YoSt 5291 Independent Study in Youth Studies
1-8 credit(s), max credits 16;
Instructor: Johnston-Goodstar PhD,Katie
Description: Student may contact the instructor or department for information.

YoSt 5291 Independent Study in Youth Studies
1-8 credit(s), max credits 16;
Instructor: Baizerman,Michael Leon
Description: Student may contact the instructor or department for information.

YoSt 5314 Theatre Activities in Youthwork and Education
2 credit(s);1001 or 2101Credit will not be granted if credit has been received for: YOST 4314;
Instructor: Mandell,Janice L
Description: Hands-on introduction to methods and principles of theatre work with youth based on theories of experiential learning and improvisational theatre techniques. This class is designed to enhance the creativity and imagination of youth workers and educators. The major emphasis is to teach students participatory activities they can use to promote personal, social, intellectual, and artistic growth of adolescents. The role of theatre activities in youth work and education is integrated into course content and process. Information is explored, as well as methods of planning, leading, applying, and evaluating their use in a variety of settings. For each setting, key issues, questions, and challenges are examined. Current literature and program models are explored. Educational theories and theories of adolescent development are integrated into course content and process. Information is presented through active participation, discussion, videotapes, guest artists, and workshops with high school students participating with adult university students. No experience in theatre is necessary.

YoSt 5316 Media & Youth: Learning, Teaching, and Doing
2 credit(s);1001 or 2101 or instr consent Credit will not be granted if credit has been received for: YOST 4316;
Instructor: Krebs,Joanna Leine
Description: Student may contact the instructor or department for information.

This information is subject to change. Access the most current information in the online Course Guide at http://onestop.umn.edu. IMPORTANT: Before you attend the first class, verify the room location in the online Class Schedule.