AHS 1101 Orientation to the Health Sciences
(Sec 001, 002); 1 cr
Instructor: Anderson, Susan Marie
Description: This is a one-credit course designed for undergraduate students who want to explore health sciences majors and professions. Students will: 1) assess their own interests, values, personality and abilities as they relate to health careers; 2) Gain an understanding of the competency, professionalism and decision-making skills necessary to succeed in health professions through guest speakers, class discussion and the media; 3) Learn more about health-related academic majors and health professions through resource exploration, informational interviews, and guest presentations by health professionals; 4) Develop an experiential learning experience that will allow them to realistically evaluate their decision to pursue a health profession; 5) Integrate the knowledge acquired to develop goals and an action plan to pursue their career choice. The format of the course will incorporate a combination of in-class and out-of-class activities including large and small group discussions, guest speakers, experiential exercises and other process-oriented activities.
Work load: 5 pages of reading per week, 20 pages of writing per semester, 6 papers
Grade: 70% written reports/papers, 10% special projects, 20% class participation

Acct 2050 Introduction to Financial Reporting
(Sec 001, 020-022); 4 cr; A-F only; prereq Completion of 30 credits
Instructor: STAFF
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 and understand U.S. financial statements. This course is unusual in that it covers material in one semester that is more commonly covered in two quarter courses or one and a half semester courses. The cost to the student is obvious, this course moves quickly and you must be willing to put in extra time and effort in order to take advantage of this saving. These costs are offset by the benefit of getting a lot of education for your time and tuition dollar. Also, packing your introductory accounting into one semester frees up time and credit hours that can be used on elective courses.
Class time: 80% lecture, 20% Problem working sessions.
Work load: 100 pages of reading per week, 2 exams, Course project-analyze a set of financial statements.
Grade: 30% mid-semester exam(s), 50% final exam, 10% special projects, 10% problem solving
Exam format: Problems.
Course URL: http://www.csom.umn.edu/wwwpages/courses/acct/1050/a1050.htm

Acct 5102 Intermediate Accounting II
(Sec 001, 020); 4 cr; A-F only; prereq 5101[ mgmt or grad mgmt student]
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.
Class time: 100% lecture
Work load: 30 pages of reading per week, 15 pages of writing per semester. 4 exams, 2 papers, homework problems—8 hours/wk.
Grade: 47% mid-semester exam(s), 25% final exam, 19% written reports/papers, 9%
Exam format: Open-ended questions 85+%; essays 10-15%; 4-6 questions per exam; exams are long and run the full class period

AEM 2011 Statics
(Sec 001); 3 cr; A-F only; prereq PHYS 1301, [concurrent enrollment Math 2374 or equiv], IT
Instructor: STAFF
Grade: 25% written reports, 25% homework problems—4 hours/wk.
Exam format: Techniques of integration, theory of stresses and strains, theory of moments of inertia, principle of work and energy, statics of particles and rigid bodies, stress analysis of structures.
Course URL: http://www.csom.umn.edu/wwwpages/courses/aem/2011.htm

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Air 3301 Air Force Leadership, Quality, and Communication
(Sec 001, 002); 3 cr; A-F only
Instructor: STAFF
Description: AS 3301 is a study of leadership, quality management fundamentals, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory (cadets only) complements this course by providing advanced leadership experiences in officer-type activities, and gives the students an opportunity to apply leadership and management principles taught in this course. Target audience in first semester meet juniors.
Class time: 45% lecture, 30% Discussion, 15% Video tapes
Work load: 30 pages of reading per week, 3 tests, 2 oral presentations
Grade: 20% written reports/papers, 40% quizzes, 20% in-class presentations, 20% class participation, 0% 40% tests
Exam format: Multiple choice, T/F, short answer

Air 3401 National Security Policy
(Sec 001, 002); 3 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: AS400 examines the national security process, regional studies, advanced leadership ethics, Air Force doctrine, and military justice. Special topics of interest focus on the military as a profession, officerhood, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A Leadership Laboratory complements this course by providing advanced leadership experiences, giving the students the opportunity to apply the leadership and management principles of this course. Target audience is first semester seniors preparing to enter active duty as commissioned Second Lieutenants in the US Air Force. Classes are a combination of lecture and guided discussion. Class time: 50% lecture, 30% discussion, 20% student briefings. Work load: 70 pages of reading per week, 2 exams, 3 papers, 2 oral presentations. Exam format: essay, short answer, matching.

Afro-american Studies
808 Social Sciences Tower: 612/624-9847

Afro 1904 Caribbean Literature and the Search for Identity: A Survey
(Sec 001); 3 cr; A-F only; prereq Fr or less than 30 cr
Instructor: STAFF
Description: This course focuses on contemporary literary production from the Caribbean originally conceived in, or translated into, English. Using different genres (novel, poetry, film, short stories) we will endeavor to understand how selected Caribbean writers attempt to foster a sense of awareness of, and belonging to, the Caribbean region. How do these writers negotiate the burden of colonial legacy, the region's history of slavery and its attendant stigmas, the fragmentation of Caribbean identity as well as migration, exile, transnational and Diasporic realities in a complex, ever-changing and politicized world?
Grade: 20% mid-semester exam(s), 20% final exam, 20% quizzes, 20% Reaction Paper; 10% Class Attendance and Participation; 10% Postings

Afro 3006 Impact of African Migrations in the Atlantic World
(Sec 001); 3 cr; A-F only; meets DELM req of International Perspective Theme
Instructor: Colfman, Victoria Bomba
Description: The view of the Atlantic World from Africa is exciting, interesting and profoundly informative for all the neighbors living on the
introduces students to the human and environmental diversity of Africa and examines the effects of internal and external forces on the spatial organization of Africa economies and societies. Geographic (case) studies are used to discuss important developmental issues, or changes that reflect modern trends in geography. The method is to examine selected regions or topics or themes in depth rather than to present general profiles of individual nations. This approach highlights the importance of culture in environmental and social change. Handouts (including current news reports), lecture units, slides/video documentaries and class discussions are used to provide the latest information available.

Work load: 10-12 pages of writing per semester
Grade: 20% mid-semester exam(s), 40% final exam, 20% written reports/papers, 0% Two map-based exams are worth 10%

Afro 3251W Sociological Perspectives on Race, Class, and Gender (Sec 001); Credit will not be granted if credit has been received for: SOC 3251W; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive
Instructor: Brewer, Rose Marie!!Morse Alumni Award!!
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 working knowledge 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 assistant to revise your work.
Work load: 3 exams, 4 papers
Grade: 40% special projects, 10% class participation, 30% Three Exams; 20% Three short reflective papers

Afro 3301 The Music of Black Americans (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Foreman, Gayle P
Description: This course examines the music of Black Americans from West Africa through the many forms found in American music, i.e., Jazz, Rock and Roll, Blues, Rhythm and Blues, Gospel, Spirituals, etc. Class instruction will consist of lecture demonstrations, videos, listening and class discussion. A course syllabus for non-musicians and music majors alike. Grading will be based on quizzes, concert critiques, and final exam.
Class time: 50% lecture, 25% Discussion, 25% listening/videos
Work load: 20 pages of reading per week, 12 pages of writing per semester, 3-4 papers, 4 exams (3 quizzes, 1 final)
Exam format: multiple choice and true/false
Exam format: The quiz format is short essay.

Afro 3628 Literature of Rebellion: the Amistad and other Revolts (Sec 001); 3 cr; A-F only
Instructor: Pate, Alexis D.
Description: The primary goal of this course is to explore a sampling of texts--primarily fiction--about the Amistad affair and other slave revolts. We will engage in a discussion about the nature of race and oppression and how the reporting and historicizing of these specific incidents settled in the American consciousness. We will pay particular attention to the responsibilities and challenges presented to the authors as they relate to accuracy, commercial viability and literary quality. In this course students will also acquire a basic work knowledge of African and American slavery issues. This contextual information is gathered in small study group activities, classroom presentation, and lecture.
Class time: 65% lecture, 35% Discussion
Grade: 35% Discussion; 20% Reading Journal; 10% Study Group Report; 35% Final Paper

Afro 3865 African American History: 1865 to the Present (Sec 001); Credit will not be granted if credit has been received for: HIST 3865, HIST 3865, HIST 3865, HIST 3865, HIST 3865; 4 cr; prerequisite =HIST 3865; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
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 their newfound freedom through marriage, education, mobility, 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. 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 the gender ideologies deployed by the various rights movements. Generational, cultural, and political cleavages in the rights movement, such as the rise of Black Power, are also explored. Finally, the course grapples with a variety of contemporary issues from the recent candidacy of Al Sharpton to the black boy crisis, to the rise of hip hop and its appeal to young white youth.
Class time: 80% lecture, 20% Discussion
Work load: 50-100 pages of reading per week, 10 pages of writing per semester, 2 exams, Students will be required to write several short (2 page) thought papers.
Grade: 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation, 0% Students will have a take home mid-term and a take-home final exam.
Exam format: Short and long essays

Afro 3866 The Civil Rights and Black Power Movement, 1954-1984 (Sec 001); Credit will not be granted if credit has been received for: AFRO 5866; 3 cr; A-F only; meets CLE req of Citizenship/Pub Ethics Theme; meets CLE req of Cultural Diversity Theme
Instructor: Mayes, Keith A
Description: This course will explore the modern civil rights struggle in the United States, aptly called the "Second Reconstruction." Afro 3866 begins by examining the failure of Reconstruction and the complete
abridgment of civil rights in the late 19th century. It will chart the post-war assault on white supremacy via the courts, the state, and grass-roots southern struggles in the 1950s and 1960s. We will chart the movement as it spreads north and west, precipitating new organizations, ideologies, and a younger cohort of leaders proclaiming "Black Power." We will examine Black Power's impact throughout the late 1960s and 1970s and ask to what extent this phase of the movement represents a continuation OR a major break from the earlier southern struggles. The course explores deeply this turn toward radicalism, moving beyond the mere caricatures created by the media, and looking at the connections between Black Power politics and culture (SNCC, Us, Black Panthers, Black Studies, Gary, Indiana, Soul Music, Blaxploitation, etc.) Afro 3866 ends with the ascendancy of Ronald Reagan and the conservative assault on the movement along with Jesse Jackson's first attempt at the presidency in 1984—a watershed moment that connects the immediate past with the present. In addition to secondary historical texts, course materials will range from autobiographies, organizational statements, congressional acts, presidential executive orders, Supreme Court rulings, films and documentaries.

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Thiaw, Ibrahim
Description: This course is designed for students with African and African American interests, and explores the long-term impact of slavery on the politics, economy, and culture of West African societies. The chronological framework of the course will cover the period from the early first millennium AD until the late 19th century, and the themes to be examined include socioeconomic and technological innovations, elite formation, and the emergence of great kingdoms and empires, the growth of regional and international trade networks, the expansion of Islam and the slave trade. The course will focus mainly on the African context of both the trans-Saharan and Atlantic slave trade.
Work load: 2 exams
Grade: 25% quizzes, 25% class participation

Afro 5072 Racism: Social and Psychological Consequences for Black Americans
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Barner, Pearl
Description: This course is proposed for graduate students interested in enhancing their understanding of the phenomenon of Racism, particularly its impact on African-Americans. Cognitive approaches will be utilized to help students expand their knowledge of the historical, cultural and psychological underpinnings of the concept of racism and its various forms. Experiential activities are added to further illuminate the consequences of race. "Prejudice and Racism" (2nd ed.) by James Jones (1997) is the primary text, and lectures will also be drawn from other sources.
Class time: 35% lecture, 40% Discussion, 15% Presentations
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 40% final exam, 13% written reports/papers, 13% in-class presentations, 13% class participation
Exam format: Multiple choice and essay

Afro 5103 African History from the Perspective of the African Diaspora
(Sec 001); 3 cr; A-F only
Instructor: Alkins, Keletso E
Description: "To study Africa prior to 1950's required participation in a nexus consisting of black scholars, journals, professional associations and institutions of higher learning, such as Howard and Fisk." (Martin & West) Afro 5103 provides an historical overview of the position of Africa in the African American imagination by, first, exploring the origins and evolution of a black intellectual tradition derived from scriptural interpretations that stressed the centrality of Egypt and Ethiopian as advanced black African civilizations. This early intellectual tradition was vividly reflected in the sacred folksongs popular in slave communities. Thus black spirituals as historical text will be examined for images of Africa from the vantage point of the slaves. The growth of an increasingly secular and scholarly body of work spearheaded by self-taught and university educated black intellectuals, founders of the Association for the Study of Negro Life and History (1915), institutions dedicated to the "vindicationist task" of "The defense of the Negro against vicious assaults," will occupy much of our attention in the course. For the next forty years after its formation, the ASNLH was the premier organization in America engaged in scholarly research on various aspects of the African American and African experience. Its primary goal was to debunk racist distortions and arguments regarding the inferiority of black people.

Afro 5405 The African American Child
(Sec 001); Credit will not be granted if credit has been received for: AFRO 3405, AFRO 3405, AFRO 3405; 3 cr; meets DELM req of classroom
Instructor: Foreman, Gayle P
Description: The African American Child course will explore specific research conducted by African American psychologists, behavioral and social scientists and child development experts as their findings relate to the important task of assisting African American children to develop emotionally healthily and psychologically securely in a culturally diverse society.

Afro 5593 The African American Novel
(Sec 001); Credit will not be granted if credit has been received for: ENGL 5593, ENGL 5593; 3 cr
Instructor: Wright, John Samuel !!Morse Alumni Award!!
Description: Since the convergence of romanticism and literary abolitionism in the 1850s, African American writers have discovered strategic uses for the modern novel -- making it both an ethical instrument and the bearer of valued traditions. Inclined initially more to social realism than to fantasy, romance, or surrealism, black American novelists have created a "committed" literature rooted in the view that the images and ideas of the novel are potential weapons in the struggle for social justice and social transformation. Yet an ever present countercurrent of comedies, satires, historical fables, and speculative fictions developed by African American novelists express their indebtedness also to philosophical and folk traditions that view literature as a ritualistic and healing exploration of human possibility and the transmundane -- of alternate worlds and worldviews. The purpose of this course is to explore African American novelistic traditions -- plot patterns, character types, settings, symbols, themes, and mythologies. Because black fiction writers have been profoundly concerned with social and historical "truth," we will find that the materials and techniques of many African American novels, while dramatizing the conflicts and consciousness of the individual, attempt to "reconstruct" emblematically the experiences and historical consciousness of the group. The course is designed for advanced undergraduates and graduate students.
Class time: 60% lecture, 10% Closed Circuit TV, 20% Discussion, 10% quizzes; To complement lectures, during regular class meetings we will rely periodically on filmed interviews or documentaries, as well as on a variety of informal small groups to help focus your attention on the texts and concepts at hand.
Work load: 150 pages of reading per week, 25-25 pages of writing per semester, 2 papers, Written assignments: Option A - journal & term paper; Option B - short paper and term paper. Occasional quizzes; research paper replaces final exam.
Grade: 45% written reports/papers, 20% quizzes, 5% class participation

Afro 5910 Topics in African American and African Studies: Race and the Human Sciences
(Sec 004); 3 cr; max crs 9, 3 repeats allowed
Instructor: Lindquist, Malinda A
Description: What roles have science and scientists played in constructing, perpetuating, and dismantling racial ideologies in the
nineteenth and twentieth centuries? While historicizing "the science" of race in the United States will be our central project, we will also explore the connections and dissonances between European and non-Western racial sciences and U.S. racial science traditions. While unraveling sociological, anthropological, psychological, biological, and medical racial discourses, disciplinary differences and debates regarding both the study and the construction of the study of race will be considered. Specific movements and critical moments in the history of the racial sciences in the United States, such as the nineteenth century focus on measuring bodies, eugenics, intelligence testing, and the racing of public health crises (TB, syphilis, and HIV/AIDS) will be explored as will the relationship between the racial sciences and issues like immigration, segregation, and desegregation. Students will read and analyze a variety of texts, from classic racial science monographs to the latest historical and scientific literature in the field. Students interested in pursuing or currently pursuing historical, social scientific, or scientific research on race are strongly encouraged to enroll. Students interested in teaching about race or in deconstructing the relationship between race and science are also strongly encouraged to enroll.

Class time: 100% Discussion
Work load: 175-225 pages of reading per week, 14-20 pages of writing per semester, 2 papers, The first paper (7-10pp) will be a book review. The second paper (7-10pp) will require the students to connect their research to the course content.
Grade: 40% written reports/papers, 60% class participation

Afro 5910 Topics in African American and African Studies: African Saharan & Atlantic Slave Trade (Sec 003); 3 cr; max crs 9, 3 repeats allowed
Instructor: Thiaw, Ibrahima
Description: This course is designed for students with African and African American interests, and explores the long-term impact of slavery on the politics, economy, and culture of West African societies. The chronological framework of the course will cover the period from the early first millennium AD until the late 19th century, and the themes to be examined include socioeconomic and technological innovations, elite formation, and the emergence of great kiodemes and empires, the growth of regional and international trade networks, the expansion of Islam and the slave trade. The course will focus mainly on the African context of both the trans-Saharan and Atlantic slave trade.
Class time:
Grade: 40% written reports/papers, 60% class participation, 0% Two quizzes graded 25% and two exams graded 50%

AFEE 5111W Agricultural Education: Methods of Teaching and Extension (Sec 001); 1 cr; meets DELM req of interactive TV
Instructor: Joerger, Richard M
Description: Through the use of teacher-directed and learner-centered instructional strategies, learners will examine the framework of agricultural education with a special emphasis on the nature of the programs, career opportunities, and the qualifications and preparation requirements of future agricultural educators. This course is designed primarily for undergraduate students interested in exploring career opportunities in the field of Agricultural Education. Student outcomes include the ability to: (a) select appropriate strategies for learning that reflect a personal learning preference; (b) describe the nature of teaching and learning; (c) demonstrate personal interest and commitment to pursuing a career in educational agriculture; (d) discuss the major legislative and historical events in the history of career and technical education; (e) develop a personal undergraduate program of study by selecting and planning a program of study within an appropriate emphasis area; (f) articulate a clear understanding of the nature, history, and philosophies that support agricultural education; (g) strengthen appreciation of the types and value of using alternate forms of instructional media and aids; (h) discuss the service areas within the field of career and technology education; and (i) discuss the purposes and general activities of the professional organizations within agricultural education.
Class time: 100% Discussion
Work load: 10 pages of reading per week, 2 exams, 1 paper
Grade: 0% varies by semester
Exam format: multiple choice, matching, essay

AFEE 1002 Principles of Career Planning for Agricultural Professionals (Sec 001); Credit will not be granted if credit has been received for: AGUM 1111; 1 cr; meets DELM req of classroom
Instructor: Hartle, Darrell Edward
Description: Successful careers in agricultural, food and environmental professions don't just happen. You need to be able to market yourself in a very competitive environment. Can you convince an employer you are the one they should select? The goal of this class is to provide the preparation, knowledge, reflection, and inquiry that are the keys to success. You will use these keys to build a personal plan that can help you move ahead into the career you seek. Discover how your own interests, skills, abilities, values, and life goals can help you pick a career path. Gain knowledge about major employment areas, expectations, trends and current issues in today's agricultural, food, and environmental occupations, and analyze the factors that positively and negatively affect these industries. Use informational interviews to examine and analyze different types of possible careers, and learn how student organizations and the land-grant university experience can impact your career skills and planning. By the end of this class, you will have developed a personal portfolio on which you can build throughout your college career. This portfolio will help you as you enter the job market by presenting clear evidence of your capabilities, qualities, and accomplishments.
Class time: 40% lecture, 30% Discussion, 30% Group and individual activities
Work load: resource reading, resume, informational interview, portfolio, discussion
Exam format: Prepare and present a portfolio

AFEE 1001 Introduction to Agricultural Education and Extension (Sec 001); 1 cr; meets DELM req of interactive TV
Instructor: Greiman, Bradley C
Description: The goal of this course is to provide an overview of instructional strategies utilized by agricultural education instructors in secondary schools, and by adult educators in agricultural businesses, organizations, and government agencies. This course will examine the teaching and learning process, and is intended to assist agricultural education undergraduate students in developing effective teaching skills. Students will learn techniques necessary for designing instruction, motivating learners, leading the educational process, and managing the learning environment. The problem-solving approach to teaching is stressed for a major portion of the course and students have the opportunity to practice the delivery of instruction in a performance-based format.
Class time: 40% lecture, 30% Discussion, 30% Laboratory
Agri 1905 Topics: Freshman Seminar: Antioxidants: How do they protect your food & body (Sec 001); 2 cr; max crs 3, 1 repeat allowed; A-F only
Instructor: Csallany, A Saari
Description: This seminar will review how changes take place in food and biological systems in the absence and presence of antioxidants. The seminar will concentrate on what antioxidants are, how they act, and how they protect food from deterioration and the body from deteriorative changes.

Agri 1905 Topics: Freshman Seminar: Animal Agriculture in the News (Sec 002); 2 cr; max crs 3, 1 repeat allowed; A-F only
Instructor: Jacob, Jacquey
Description: This course will address scientific, social and ethical issues related to current topics in Animal Agriculture by examining some of the issues in the news. We will be critically looking at the science behind the headlines.

Agri 1905 Topics: Freshman Seminar: Organic Agriculture (Sec 001); 3 cr; max crs 3, 1 repeat allowed; A-F only
Instructor: Porter, Paul M
Description: The overall goal of this course is to encourage students to think critically about organic agriculture. Students will critically evaluate the strengths and weaknesses of social and scientific aspects of organic agriculture. Specific objectives of this course are: 1) to develop a basic understanding of organic agriculture; 2) to develop an understanding of the scientific method and its role in organic agricultural issues; and 3) to develop skills in critical thinking and using and evaluating different resource materials. Topics include defining organic agriculture and reviewing its history; detailing the philosophy, art, and science of organic agriculture; describing the organic certification process for farmers, brokers, traders, processors and retailers; and discussing the USDA National Organic Program, organic labeling, and the industrialization and internationalization of the organic industry. The service-learning component for this course will: 1) engage the students in grassroots community projects; 2) assess how these projects influence student learning about course materials and civic engagement; and 3) provide opportunities for students to critically assess organic agriculture issues by writing about, discussing, and reflecting on local grassroots projects.

Agri 3000 Directed Studies in International Agriculture (Sec 001); 1-4 cr; max crs 8, 3 repeats allowed; A-F only; prereq instr consent; meets DELM req of independent study; meets DELM req of classroom
Instructor: STAFF
Description: Oral presentations and discussions of students' research papers, literature review of selected topics, and discussions with students and staff about their experiences in international agriculture. Typically for COAFES undergrads, but is open to anyone. Requires faculty approval to register.

Class time: 100% Discussion
Work load: amount of work and nature of projects negotiated with faculty
Grade: 0% 80-90% written reports or papers; 10-20% presentations

Agri 3100H Honors Experience (Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; A-F only; prereq Approved proposal by COAFES honors program committee; meets HON req of Honors
Instructor: STAFF
Description: The Honors Experience is a required portion of the College of Agriculture Honors program. Individuals work with a faculty mentor and define an Honors Experience to be completed. Registration is limited to College of Agriculture Honors Students. Students must have prior approval from the Honors Committee. The approval requires submitting an Honors Experience proposal to the Honors Committee.

Class time: 50% lecture, 50% Discussion
Exam format: Essay

Agronomy and Plant Genetics
411 Borlaug Hall: 612/625-7773

Agro 2501 Plant Identification for Urban and Rural Landscapes (Sec 001); Credit will not be granted if credit has been received for: AGUM 2240, AGUM 2240; 2 cr; prereq Biol 1009 or equiv; meets DELM req of classroom
Instructor: Durgan, Bev R !COAFES Distinguished Tchg Awd!!
Description: This course is intended to familiarize students with plant and weed species that are important in turf, horticulture, forestry, and crop production systems. This course will emphasize the identification of native grasses and forbs, field crops, and weed species found in Minnesota and the upper midwest area of the United States through the use of keys and plant specimens. Students will also study plant life cycles, habitats, propagation, physiology, morphology, and economic importance and relationships to humans.

Class time: 33% lecture, 67% Laboratory
Work load: 20 pages of reading per week, 4 hrs/wk studying plant I.D. in and out of class
Grade: 30% mid-semester exam(s), 30% final exam, 20% special projects, 20% quizzes
Exam format: Practical plant I.D., short answer, multiple choice

Akkadian
330 Folwell Hall: 612/625-5353

Akki 5011 Elementary Akkadian I (Sec 001); 3 cr; prereq Adv undergrads with instr consent or grads
Instructor: von Dassow, Eva
Description: Akkadian, comprising the Old Akkadian, Assyrian, and Babylonian dialects, was the predominant Semitic language of ancient Mesopotamia. It was written in the cuneiform script, and is attested in writing from the third millennium BCE, until the early first millennium CE. Akkadian was adopted as a written language in many regions beyond Mesopotamia, from Iran to Anatolia and even Egypt, in certain periods. This course is the first half of a two-semester introduction to the Akkadian language and the cuneiform script. The Old Babylonian dialect will serve as the basis for instruction in the language, using J. Huehnergard's "Grammar of Akkadian". Students will also learn the cuneiform script, using Rene Labat's "Manuel d'epigraphie akkadienne." The class will read selections from texts of various

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American Indian Studies
2 Scott Hall: 612/624-1338

Amin 1001 Indigenous Peoples: an American Perspective
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Martinez, David
Description: This course will introduce students to the historical, cultural, and political topics defining American Indian Studies today. By looking at a variety of tribal nations currently inhabiting the continental United States, students will gain an appreciation for the diversity that exists between American Indians, as well as the complexity of the issues before them. As a necessity, this course will take a multidisciplinary approach to its equally multifaceted subject. In the end, students will understand why American Indian communities regard themselves as sovereign, on the one hand, and an integral part of American society, on the other.
Class time: 20% lecture, 50% Discussion
Work load: 25 pages of reading per week, 30 pages of writing per semester, 1 exams, Weekly quizzes and homework assignments
Grade: 75% final exam, 25% written reports/papers, 15% quizzes, 10% class participation
Exam format: Translation, vocabulary and grammar exercises

Amin 1101 Beginning Ojibwe I
(Sec 001); 5 cr; meets DELM req of classroom
Instructor: Jones, Dennis
Description: Acquisition of Speaking Skills, fundamentals of grammar and writing systems. This course is taught as a beginning level class and no previous experience is needed. The skills of listening and speaking in the Ojibwe language are emphasized with daily oral drills as the basic content of the class. The final exam is an oral speech that is delivered based on the classroom drills.
Class time: 100% Discussion
Work load: 2 exams, 1 papers, oral classroom participation
Grade: 50% mid-semester exam(s), 50% final exam, 10% class participation
Exam format: Essay; questions and answers in Ojibwe

Amin 1121 Beginning Dakota I
(Sec 001); 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: The basics of the Dakota language with emphasis on spoken Dakota (reading and written knowledge of the language being secondary). Focus is on the "D" dialect of the Dakota (Sioux). Language topics to be covered include history and culture.
Class time: 100% Discussion
Grade: 65% written reports/papers, 30% in-class presentations, 25% class participation
Exam format: essay

Amin 3123 Intermediate Dakota I
(Sec 001); 5 cr; prereq 1101, 1102; meets DELM req of classroom
Instructor: Martinez, David
Description: Further study of the Dakota language with emphasis on spoken Dakota.

Amin 3141 American Indian Language Planning
(Sec 001); Credit will not be granted if credit has been received for: AMIN 5141; 3 cr; A-F only; prereq 3103 or 3123
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.

Amin 3201W American Indian Literature
(Sec 002, 003); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Meland, Carter
Description: This course is aimed at undergraduates from all fields of study and in it we examine creative work by writers of tribal American descent. These works—primarily novels—can be seen as a means to critique and transform stereotyped perceptions of Indian people as well as an effort to describe American culture and history from a (broadly defined) tribal, non-Eurocentric perspective. Works by authors like Leslie Silko, Thomas King, and Louise Erdrich address issues defined) tribal, non-Eurocentric perspective. Works by authors like Leslie Silko, Thomas King, and Louise Erdrich address issues concerning the relation of storytelling to experience, myth to history, and person to place that will lead us to consider broad cultural questions concerning the meaning of history, our relation to specific places in our experience, as well as our relations to the many histories and peoples that define America. The course is discussion oriented and requires that each student bring his/her experience, history, and thoughts into the dialogues we will be developing as a means of creating a context from which the significance of the readings will develop. As well as participating in class discussions, each student will also be making a brief formal presentation to the class. American Indian Literature is a Writing-Intensive course, so in addition to class participation and the formal presentation, each student will also be writing three formal essays and numerous brief creative pieces (totaling 40 pages).
Class time: 100% lecture, 90% Discussion
Work load: 150 pages of reading per week, 40 pages of writing per semester, 3 papers
Grade: 50% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: essay

Amin 3203W American Indian Aesthetics
(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive
Instructor: Martinez, David
Description: This course examines two aspects of American Indian creative traditions. First, we will examine the way in which "art" is an integral part of everyday activities and sacred practices among tribal communities by discussing some specific examples. Secondly, we will examine the ways in which contemporary American Indian artists have experimented with "non-traditional" media and styles to create works that reflect the more complex world in which modern American Indians live. Both aspects will be treated for the ideas and values that they express.
Amin 3301 American Indian Philosophies
(Sec 001, 002); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
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.

Amin 3401 American Indian Art
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Chapman, Jeffrey T
Description: Visual arts depicting rituals, traditions, values and world views of major American Indian populations. This course is designed to acquaint students with American Indian arts from pre-contact to, and including, contemporary Indian arts. It focuses on materials, techniques, symbolism, imagery and traditions that underlie the art forms in various tribal regions of North America. The class will examine the influence of other tribes and also the effect of European immigration.

Amin 3601 American Indian Oral Traditions
(Sec 001); 3 cr; A-F only; prereq 1001; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core
Instructor: Nichols, John David
Description: This course looks at the ways the indigenous societies of North America have understood and explained to themselves who they are; how they have come to live together in a certain place, speaking a certain tongue; and how they should live there among themselves and in relation to other beings. We will read and analyze written texts of performances -- recognizing them as altered by the processes of transcription, translation, and editing -- of orally-transmitted historical and literary documents of some of these societies. In English they have been labeled as folk tales, histories, legends, myths, rituals, songs, and speeches. We try to understand these documents in the contexts of the societies that made them even as we let them speak to us across time and cultural boundaries.

Amin 3701 Ojibwe Culture and History
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
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.

Amin 3711 Dakota Culture and History
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: STAFF
Description: This course focuses on Dakota culture and history. Our emphasis will be on the four bands of the Santee Dakotas: the Mdewakantonks, Wahpekutes, Wahpetons, and the Sissetons. 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 3871 American Indian History: Pre-Contact to 1830
(Sec 001); Credit will not be granted if credit has been received for: HIST 3871, AMIN 3871, HIST 3871, HIST 3871; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Chang, David Anthony
Description: American Indian history is far more than just the history of the loss of lands to the United States—which is the way we normally encounter it in our textbooks. It is the history of societies that were changing long before Columbus ever stumbled ashore in the Caribbean. It is the history of changing ideas about men and women, humans and spirits, people and animals. It is the story of whale-hunting and the fur trade and farming and more. It is the story of grand confederacies of native nations, marriages between Algonquian women and French men, religious conflict between Chumash people and Spanish priests, and intrigue, alliances, and warfare among scores of native societies, five empires, and two new settler nations. This is the rich and diverse history we will explore together in this class. Students should come prepared to use their intellectual talents, to draw on their knowledge of history, to exercise their reading and writing abilities, and to share their ideas.

Amin 3920 American Indian Studies Topics
(Sec 001); 3 cr; max crs 6; A-F only
Instructor: Liebler, Carolyn
Description: This course will examine aspects of American Indian population dynamics from 1492 to the present. This class has five major themes that we will be exploring within three loosely defined historical time periods. The size and composition of the American Indian population, reasons for population increase (births, identity changes, political resurgence), reasons for population decrease (war, disease, poverty/famine, assimilation), reasons for shifts in population location (forced migration, voluntary migration allowed by cultural change, fleeing disease or war, identity changes), and complicating factors affecting population change (interruption, education and assimilation, tribal membership requirements, personal identity issues,
cultural change). By the end of this course you should have a firm understanding of the major components of population change among American Indians in the past 500 years. You should be able to apply your knowledge about population change to explain why today's American Indian population is what it is. And you should have developed some ideas about what the American Indian population will be like in 50 or 100 years.

Class time: 75% lecture, 20% Discussion, 5% two class periods are presentations by class members

Work load: 75 pages of reading per week, One class presentation done with a group

Grade: 30% mid-semester exam(s), 30% final exam, 30% in-class presentations, 10% class participation

Exam format: Short answer and essay

Amin 4511 American Indian Political Economy
(Sec 001); 3 cr; prereq 1001; meets CLE req of Cultural Diversity Theme

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 be not limited to: Richard White, "The Roots of Dependency," Elizabeth Cheecho 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."

Class time: 50% lecture, 50% Discussion

Work load: 50-100 pages of reading per week, 35-40 pages of writing per semester, 2 exams, 2 papers

Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% special projects

Exam format: Essay.

Amin 5920 Topics: American Indian Studies: American Indian Population Dynamics
(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; A-F only; meets DELM req of classroom

Instructor: Liebler, Carolyn

Description: This course will examine aspects of American Indian population dynamics from 1492 to the present. This class has five major themes that we will be exploring within three loosely defined historical time periods. The size and composition of the American Indian population, reasons for population increase (births, identity changes, political resurgence), reasons for population decrease (war, disease, poverty/famine, assimilation), reasons for shifts in population location (forced migration, voluntary migration allowed by cultural change, fleeing disease or war, identity changes), and complicating factors affecting population change (intermarriage, education and assimilation, tribal membership requirements, personal identity issues, cultural change). By the end of this course you should have a firm understanding of the major components of population change among American Indians in the past 500 years. You should be able to apply your knowledge about population change to explain why today's American Indian population is what it is. And you should have developed some ideas about what the American Indian population will be like in 50 or 100 years.

Class time: 75% lecture, 20% Discussion, 5% two class periods are presentations by class members

Work load: 75 pages of reading per week, 18-20 pages of writing per semester, One class presentation done with a group

Grade: 30% mid-semester exam(s), 30% final exam, 30% in-class presentations, 10% class participation, 0% 5XXX level students will also write papers

Exam format: Short answer and essay

American Sign Language
240 VoTech Building: 612/624-1274

ASL 1701 American Sign Language I
(Sec 001-011); 4 cr

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
(Sec 001-006); 4 cr; prereq 1701 or instr consent

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
(Sec 001-006); 4 cr; prereq 1702 or instr consent

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
(Sec 001-006); 4 cr; prereq 3703 or instr consent

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)

ASL 3705 Cultural Perspectives of Deafness
(Sec 001); 2 cr

Instructor: STAFF

Description: Introduction to the deaf community as a linguistic and cultural minority group. The role of deaf people in the larger society, political activism, laws, access to information, educational philosophies and methods, and communication systems.

American Studies
104 Scott Hall: 612/624-4190

AmSt 1001 American Popular Arts and Public Life, 1900-1940
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets...
AmSt 1401 Comparative Genders and Sexualities
(Sec 001); 3 cr; meets CLE req of International Perspect Theme
Instructor: Ferguson, Roderick A
Description: This course is designed to study gender and sexual practices and identities within a comparative (i.e. international) frame. The course intends to show students how such practices and identities both reflect and refract national ideals— that is, how gender and sexual practices express nation and intranational divisions. It will look at gender and sexual formations as signs of cultural and national diversity. The course uses literature, film, and historical texts to illustrate how gender and sexual formations among various racial minorities within a variety of countries illustrate the gender, sexual, and cultural diversity within certain national terrains. Looking at texts about different countries will help students see the gender and sexual diversity that is part of the histories of persons who immigrate to the United States. Please contact the department for further information.
Class time: 60% lecture, 40% Discussion
Work load: 60-80 pages of reading per week, 5-7 pages of writing per semester, 2 exams
Grade: 40% mid-semester exam(s), 40% final exam, 10% written reports/papers, 10% class participation
Exam format: take-home essay

AmSt 3111 America's Diverse Cultures
(Sec 001, 002); 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course explores diverse cultural (racial, ethnic, class) groups in America. Institutions/ processes that shape their relations and create domination, resistance, hybridity, nationalism, and racism. These topics will be examined by exploring facets of the popular and high arts, literature and/or memoirs. Class time, workload, grading and exam format are determined by instructors. The focus of each section varies with the instructor's expertise. Recent topics have included: American Film Violence and Issues of Identity (historical documents that illuminate the popular values of particular American cultural contexts), Growing up American— The Social and Cultural Politics of American Childhood, Identity Politics and the Politics of Identity (relationships between identity and political organizing), Jewish Women in the United States, Multiculturalism Revisited Through the Space of Asian America.

AmSt 3114 America in International Perspective
(Sec 001); Credit will not be granted if credit has been received for: JPN 3167, JPN 3167; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme
Instructor: Pierce, Jennifer L
Description: This course takes post-1965 immigration as a point of departure to consider experiences of recent immigrants to the United States from several different regions of the world: Southeast Asia, the Caribbean, and Mexico. We will use immigration experiences as a lens for looking at America in an international perspective. Why did people from these different countries come to the United States and how does that influence their experience here? What are their dreams and realities? What does it mean to become "American" and search for identity and place in our current social, political, and economic climate?
Some of the readings for the course include: Ruth Ozeki's "My Year of Meats," Elaine Mar's memoir, "Paper Daughter," Anne Fadiman's "When the Spirit Catches You, You Fall Down," and Pierrete Hondagneu Sotelo's "Gendered Transitions: Experiences of Mexican Migration." The course is a lively mix of lecture and discussion. It is open to majors and non-major upper division undergraduates.
Class time: 50% lecture, 50% Discussion
Work load: 100-120 pages of reading per week, 1 exams, 2 papers
Grade: 30% mid-semester exam(s), 60% written reports/papers, 10% class participation
Exam format: essay

AmSt 3252W American Popular Culture and Politics: 1900 to 1940
(Sec 001); 4 cr; meets CLE req of Citizenship Subl Ethics Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Prell, Riv-Ellen
Description: This course explores the meaning of citizenship in the United States as the nation underwent dramatic transformations from 1900-1940. Native-born European Americans confronted the mass migration of Europeans, the Great Migration of African Americans from South to North, urbanization and movements for social transformation such as Suffrage and the labor movement challenged and reshaped the nation. At the same time, a whole range of new technologies—trains and radios, for example—brought Americans into closer contact.
In the first half of the twentieth century powerful distinctions of race and ethnicity were dividing Americans. At the same time, a popular culture, often created by "outsiders," was linking Americans to one another. Movies, music, vaudeville, amusement parks and dances reflected new visions of America and who was an American. We will use a series of "texts"—the Colombian Exposition, a novel, plays, and music—to explore how different types of citizens defined and redefined that nation and explored their own relationships to it. What did it mean to each group to be an American? Within each group, how did issues of gender, social class, and sexuality express that relationship? And we will examine why these arts were a medium for this conversation and self expression in order to understand the emergence of a "mass consumer culture" that was critical to creating a national consciousness, even as it was changing what that was and who was entitled to express it.
Class time: 60% lecture, 20% Discussion, 20% media
Work load: 50-60 pages of reading per week, 22 pages of writing per semester, 4 papers, 8 in class written quizzes about the reading. Three 4-pg papers and 1 10-pg paper.
Grade: 40% written reports/papers, 30% quizzes, 30% Discussion
University of Minnesota – Class Schedule for Twin Cities Campus  
Fall 2004

AnSc 1001 Orientation to AnSc Pre-Vet
(Sec 001); 1 cr; S-N only  
Instructor: Ponce de Leon, F. Abel  
Description: Discussion of the AnSc Pre-Vet major, current issues, career planning, and professional development. Interviews with faculty and other resource persons.

AnSc 1001 Domestic Animals and Society
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom  
Instructor: Seykora, Anthony James  
Description: This course addresses contemporary issues that are impacting animal agriculture. Major issues include the safety, nutritional value and health related issues of animal products in the human diet; animal behavior, welfare, and rights; organic vs. conventionally produced food; genetically enhanced foods; and the changing, industrialized structure of the livestock industry. The main focus is on livestock species, but care, management, and welfare of companion animals and wildlife are also a part of the course. Guest speakers from the livestock/food industries and animal welfare groups are an integral part of the course.

Exam format: short answer, essay

AnSc 1011 Dairy Cattle Judging
(Sec 001); 2 cr; prereq instr consent; meets DELM req of  
conference/workshop  
Instructor: Hansen, Leslie Bennett !!COAFES Distinguished Tchg Awd!!  
Description: Evaluation of dairy cows and heifers on the basis of physical appearance. Training in oral justifications of placings of classes of animals. Field trips to many dairy farms in Minnesota, Iowa, and Wisconsin to evaluate dairy animals. Most students enrolling in this course have interest in participating in the Intercollegiate Dairy Cattle Judging Teams program. No previous dairy cattle judging experience is required, but is highly recommended.

Class time: 100% Laboratory  
Grade: 0% Placings of classes and oral justification of placings.

AnSc 2011 Dairy Cattle Judging
(Sec 001); 3 cr; meets DELM req of interactive TV  
Instructor: STAFF  
Description: Fundamentals of horse care. Major emphasis is on equine nutrition, understanding horse behavior and interactions with the trainer, diseases, and a health care program including hoof care, parasite control, first-aid and vaccinations.

Class time: 100% Closed Circuit TV

AnSc 2102 Horse Production
(Sec 001); 3 cr; meets DELM req of interactive TV  
Instructor: STAFF  
Description: Discussion of the AnSc Pre-Vet major, current issues, career planning, and professional development. Interviews with faculty and other resource persons.

AnSc 2301 Systemic Physiology
(Sec 001); 4 cr; prereq Biol 1009 or equiv; meets DELM req of classroom  
Instructor: Wheaton, Jonathan E  
Description: The course is team-taught and covers the major physiological systems of the body. Lectures are presented under the following topics: 1) The cell and excitable tissue--Dr. M. El-Halawani; 2) Respiration and digestion--TBA; 3) Thermodynamics--Dr. S. O'Grady; 4) Blood and circulation, kidney--Dr. J. Osborn; and 5) Endocrinology and reproduction--Dr. J. Wheaton. Four examinations are given, each covering approximately 25% of the material. There is no comprehensive final examination. Examinations are multiple choice, fill in the blank, or short answer. Collective points gained from examinations comprise about 80% of the final grade. The remaining 20% of the final grade comes from laboratory quizzes. Ten laboratories are conducted during the semester. Various demonstrations, experiments, visits to animal facilities, etc., are used to further explain lecture material.

Class time: 75% lecture, 25% Laboratory  
Work load: 20 pages of reading per week, 4 exams  
Grade: 80% mid-semester exam(s), 20% lab work  
Exam format: Multiple choice

AnSc 2401 Animal Nutrition
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Stern, Marshall D !!COAFES Distinguished Tchg Awd!!  
Description: Introduction to the principles of animal nutrition discussed on a comparative species basis including classification and function of the various nutrients (carbohydrates, protein, lipids, minerals and vitamins); use of nutrients for body maintenance, growth, egg production, gestation, and lactation; comparative study of the digestive systems of farm animal species; nutrient requirements and allowances for farm animals. The course is targeted for undergraduates seeking an understanding of how feedstuffs are combined to meet the nutrient needs of animals and appreciate the practical application of nutrition to farm animals species.

Class time: 100% lecture  
Work load: 25 pages of reading per week, 5 exams  
Grade: 100% 5 EXAMS, WITH EACH EXAM WORTH 20% OF THE GRADE  
Course URL: http://www.agricola.umn.edu/ansc2401/  

This information is accurate as of: 5/26/2004 at 3:43 PM
Course: AnSc 3007 Equine Nutrition
(Sec 001); 3 cr; prereq 2401
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.
Class time: 75% lecture, 25% Discussion
Work load: 10 pages of reading per week, 20 pages of writing per semester, 4 exams
Grade: 50% mid-semester exam(s), 20% final exam, 10% lab work, 20% problem solving
Exam format: short answer

Course: AnSc 3221 Animal Breeding
(Sec 001); 4 cr; prereq 2401
Instructor: Seykora, Anthony James
Description: This course is intended to provide students with an understanding of the basic principles of reproductive physiology emphasizing mammalian species. It is an introduction to the "chemical messengers" of reproduction—their synthesis, mechanism of action and regulation—which will provide a foundation for a detailed study of topics, such as sexual differentiation, the functioning of the female and male reproductive systems, the physiology of pregnancy and birth, and reproductive senescence. These topics will be expanded to incorporate unique aspects of reproduction in domestic and wild animals and humans, along with relevant examples of the pathophysiology of reproductive diseases. The students will also be introduced to the current science and issues of applied reproductive biotechnologies. This course is targeted for undergraduate majors, pre-professionals and non-majors who want a better understanding of the basic and applied concepts of reproduction in animals and humans.
Class time: 75% lecture, 10% Discussion, 15% Laboratory
Work load: 3 exams, 1 papers, plus lab assignments
Exam format: Combination of short answer and multiple choice
Grade: 30% mid-semester exam(s), 15% final exam, 15% special projects, 15% quizzes, 25% problem solving
Exam format: true-false, multiple choice, problem solving

Course: AnSc 3305 Reproductive Biology in Health and Disease
(Sec 001); 4 cr; prereq Biol 1009 or equiv; meets DELM req of classroom
Instructor: Mauro, Laura Jeannine
Description: This course is intended to provide students with an understanding of the basic principles of reproductive physiology and the mechanisms of mammalian species. It is an introduction to the "chemical messengers" of reproduction—their synthesis, mechanism of action and regulation—which will provide a foundation for a detailed study of topics, such as sexual differentiation, the functioning of the female and male reproductive systems, the physiology of pregnancy and birth, and reproductive senescence. These topics will be expanded to incorporate unique aspects of reproduction in domestic and wild animals and humans, along with relevant examples of the pathophysiology of reproductive diseases. The students will also be introduced to the current science and issues of applied reproductive biotechnologies.
Class time: 75% lecture, 10% Discussion, 15% Laboratory
Work load: 3 exams, 1 papers, plus lab assignments
Exam format: Combination of short answer and multiple choice
Grade: 30% mid-semester exam(s), 15% final exam, 15% special projects, 15% quizzes, 25% problem solving
Exam format: true-false, multiple choice, problem solving

Course: AnSc 4401 Swine Nutrition
(Sec 001); 3 cr; prereq 2401, 3511 recommended; meets DELM req of internet delivered
Instructor: Shurson, Gerald C
Description: This course involves lectures, discussions and problem solving focused on key nutrition and feeding program management concepts related to developing and evaluating life cycle feeding programs for swine. Diet formulation and evaluation along with estimating nutrient requirements in each stage of production using computer software are key activities of the course. Both undergraduate and graduate students, with some previous coursework in nutrition, who want a comprehensive understanding of all the major considerations of providing optimum cost effective nutrition to swine in all phases of production, are encouraged to take this course.
Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 40 pages of reading per week, 8 exams, 1 papers, 10 problem sets
Grade: 5% written reports/papers, 30% problem solving, 65% exams
Exam format: essay, multiple choice, matching, short answer, true/false, problem solving

Course: AnSc 4605 Poultry Production Systems Management
(Sec 001); 4 cr; prereq 2401, 4405 recommended; meets DELM req of classroom
Instructor: Jacob, Jacqui
Description: Course will cover physiology, nutrition, diseases and genetics of poultry and their relation to current management practices for production of eggs, broilers, turkeys and miscellaneous poultry. Technical and practical phases of production and marketing in relation to their underlying principles will be discussed. Visits to commercial production units are planned.
Class time: 70% lecture, 5% Discussion, 10% Laboratory, 15% Farm visits
Work load: 2 exams, One student presentation
Grade: 30% mid-semester exam(s), 40% final exam, 10% in-class presentations, 5% lab work, 15% Farm visits
Exam format: Multiple choice, fill-in-the-blank, short answer

Course: Anthropology
Description: This course is an introduction to the study of human societies and cultures. Students will learn about the diversity of human societies and the processes that shape them. The course will cover topics such as human evolution, prehistory, cultural anthropology, and the contemporary world. Students will develop critical thinking skills and learn how to analyze and interpret cultural data.
Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 3 exams
Grade: 30% mid-semester exam(s), 15% final exam, 15% special projects, 15% quizzes, 25% problem solving
Exam format: true-false, multiple choice, problem solving
ABus 4021 Small Group Behavior and Teamwork  
(Sec 001); 3 cr; A-F only; prerequisites 1003 or 1005 or 3003 or instructor consent

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.

Class time: 75% lecture, 25% Discussion  
Work load: 50-100 pages of reading per week, 10-15 pages of writing per semester, 2-4 exams, exams include quizzes and final

Exam format: multiple choice, essay

Anth 4071 Race and Culture  
(Sec 001); 3 cr; A-F only; prerequisite 1003 or 1005 or 3003 or instructor consent

Description: Examines four major orientations in the study of racism. (a). "Liberalists" (Montagu, Benedict) argued that race-beliefs cannot satisfy the test of evidence which scientifically-minded persons would find persuasive. Racism is a psychological phenomenon, and efforts to demonstrate the truth or falsity of race-beliefs are, therefore, beside the point. (b). In agreement with the liberalists, "social symbolists" (Voegelin), maintain that race-beliefs have no basis in fact. Voegelin argued, (1) that race-beliefs are symbolic constructions responsible for the formation and perdurability of the group, and (2) reveal the ways in which the groups collective knowledge of "the other" is organized. (c). In contrast to the symbolists, the "sociodiscursive" approach (Goldberg) shifts the emphasis from "symbol" to "discourse", from image and idea to concrete acts embedded in ways of life which value aggression towards others believed biologically and culturally inferior. Racist discourse is the practice which defines an "other", and from a point. (d). The "phenomenological" approach (Fanon) focuses upon the transfiguring effects of racist practices in everyday life upon a recipient's self-perceptions.

Class time: 75% lecture, 25% Discussion  
Work load: 8-10 pages of reading per week, 8-12 pages of writing per semester, 2 exams, 1 paper

Grade: 40% mid-semester exam(s), 60% final exam

Exam format: essay (take home)

Applied Business  
101 Wesbrook Hall: 612/624-4000

ABus 4021 Small Group Behavior and Teamwork  
(Sec 001); 3 cr; A-F only; prerequisites At least 45 cr; meets DELM req of classroom

Description: This course explores the dynamics of small group behavior with an emphasis on work groups in organizations. Factors affecting performance and productivity are examined. Various formal and informal roles are identified and provide a foundation for understanding how effective teamwork comes about and is sustained in work groups. Both effective leadership skills and followership are explored and practiced.

ABus 4031 Accessing and Using Information Effectively  
(Sec 001); 3 cr; A-F only; prerequisite Computer literacy, at least 45 cr; meets DELM req of classroom

Description: Role of information in business operations. Information systems, data management. Accessing external information using information search services, CD-ROMs and periodicals. Accessing internal information using desktop database system, electronic mail, or computer conferencing. Typology of information applied in case studies and exercises.

ABus 4032 Quantitative Skills for Decision Making  
(Sec 001); 3 cr; A-F only; prerequisite College algebra, college statistics, at least 45 cr; meets DELM req of partially internet based

Description: Methods for analyzing and using quantitative information to support problem solving and decision making in business. Analytic data analysis, visual display of data and basic mathematical and statistical techniques for analysis will be studied and applied. Introduction to decision theory and decision modeling will be provided. Problems which can be formally modeled and solved through application of various operations research techniques will be presented so students appreciate how mathematical techniques are used to support problem solving and decision making in organizations.

Applied Economics  
231 Classroom Office Building: 612/625-1222

ApEc 1001 Orientation to Applied Economics  
(Sec 001); 1 cr; A-F only

Description: Introduction to the curriculum offerings, liberal education requirements, employment opportunities and the faculty in the Department of Applied Economics. This is a required one-credit course for all undergraduates majoring in Agricultural and Food Business
Management or in Applied Economics. Emphasis will be placed on the historical development of the discipline, the areas of specialization, course work expectations and career planning (e.g., student self-assessment and analysis of interests, skills and abilities; discussion of opportunities in the field--study abroad experiences summer jobs, and internships).

Class time: 65% lecture, 35% Discussion  
Work load: 25 pages of reading per week, There will be two in-class quizzes.  
Grade: 25% special projects, 60% quizzes, 15% Class attendance  
Exam format: The two quizzes will be multiple choice, short answer and choice of short essay.

ApEc 1101 Principles of Microeconomics  
(Sec 001, 005); 3 cr; meets CLE req of Social Science Core  
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.  
Class time: 60% lecture, 40% Discussion  
Work load: 30 pages of reading per week, 3 exams, 6 quizzes, 3 current event short papers  
Grade: 40% mid-semester exam(s), 20% final exam, 15% quizzes, 10% class participation, 15% 3 current event short papers  
Exam format: Multiple choice, short answer problem solving, graphical analysis

ApEc 1251 Principles of Accounting  
(Sec 001); 3 cr; prereq 30 cr; not recommended for premajors in AgFoodBus majors  
Instructor: Felton, Mark  
Description: Fundamentals of business accounting; basic finance concepts; use of accounting data for income tax and managerial decision making. The following student learning objectives are included: 1) the student will be able to demonstrate an understanding of accounting from a user/consumer point of view; 2) the student will be able to perform the basic activities associated with accounting; 3) the student will be able to describe and contrast various accounting systems; 4) the student will be able to demonstrate proficiency in the analysis/interpretation of financial statements; 5) the student will be able to demonstrate the ability to work with actual case studies or analyze the relevance of accounting; 6) the student will attain a basic understanding and use of Microsoft Excel to perform "what if" analysis; 7) the student will attain a basic understanding and use of Peachtree accounting software to record financial transactions and prepare financial statements.  
Class time: 60% lecture, 20% Discussion, 20% Laboratory  
Work load: 35-40 pages of reading per week, 3 exams, 5 quizzes and 2 projects  
Grade: 40% mid-semester exam(s), 20% final exam, 15% quizzes, 20% projects; 5% class assignments  
Exam format: Multiple Choice, T/F, Matching, Fill in the Blank, Problem and Essay

ApEc 1905 Topics: Freshman Seminar: The Ordinary Business of Life  
(Sec 001); 1 cr; A-F only  
Instructor: Cooper, Gary M  
Description: The world of economics is sometimes referred to as the study of the ordinary business of life. In this course we will discover, reflect on, and teach ourselves about a selected group of topics in the fields of business management and economics. The seminar will be ‘chunked out’ into four unique parts. While the first quarter of our meetings will be on business and economic history to provide context, the second and third quarters of class will examine ‘macro’ issues related to the domestic and world economies (e.g., globalization, development, and agricultural policies across countries). The last quarter of our time together will be ‘micro’ related. We will read and analyze The Fatal Equilibrium, a mystery novel that highlights several basic economic principles. Students with academic and career interests in business management, economics, global studies, political science, and history will find this seminar to ‘prime the pump’ for further study in advanced-level course work. Although not an official prerequisite, students will find this seminar complements the content of ApEc or Econ 1101 (Principles of Microeconomics). Given the instructor’s experience in enrollment management and academic advising, parts of class discussions throughout the term will be dedicated to helping you make your transition to and navigation of the University a smooth one.

ApEc 3001 Applied Microeconomics: Consumers, Producers, and Markets  
(Sec 001); Credit will not be granted if credit has been received for: ECON 3101, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq [1101 or Econ 1101], [Math 1142 or Math 1271]; meets CLE req of Social Science Core  
Instructor: Homer, Frances Reed  
Description: This is a course in intermediate microeconomic theory, focusing on both consumer and producer decisions. Starting from a firm foundation in the fundamental theory of supply and demand, we will learn about markets, pricing, investment, the effects of government regulations, and market failures. The course will be structured as a lecture/discussion course, with opportunities to develop problem-solving skills through in-class exercises and problem sets. This course is the first in a sequence with ApEc 3002 (Managerial Economics). The primary audience for this course is undergraduate students majoring in Agricultural and Food Business Management and Applied Economics.  
Class time: 75% lecture, 25% Discussion  
Work load: 30 pages of reading per week, 3 exams, weekly problem sets  
Grade: 40% mid-semester exam(s), 30% final exam, 10% quizzes, 20% problem solving  
Exam format: short answer, problems

ApEc 3002 Applied Microeconomics: Managerial Economics  
(Sec 001); 4 cr; prereq [3001 or Econ 3101], [OMS 1550 or Stat 3011]  
Instructor: Davis, Elizabeth E  
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 management 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 and Markets.  
Class time: 50% lecture, 10% Discussion, 40% Laboratory  
Work load: 30 pages of reading per week, 3 exams, written lab assignments and problem sets  
Grade: 50% mid-semester exam(s), 25% final exam, 25% lab and problem set assignments  
Exam format: Problems, short answer, short essay

ApEc 3006 Applied Macroeconomics: Government and the Economy  
(Sec 001); Credit will not be granted if credit has been received for: ECON 3102, ECON 3112, ECON 3102H; 3 cr; prereq 3001 or concurrent enrollment 3001 or Econ 3101 or concurrent enrollment Econ 3101  
Instructor: Smith, Rodney B  
Description: This course is concerned mainly with aggregate economic activity. 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. Implications of changes in government economic policies are considered.
ApEc 3007 Applied Macroeconomics: Policy, Trade, and Development (Sec 001); 3 cr; prereq [1101 or Econ 1101], [1102 or Econ 1102]; 3006 recommended; meets CLE req of International Perspective Core; meets CLE req of Writing Intensive (Sec 001); 3 cr; prereq 1101 or Econ 1101; meets CLE req of diversified core in History of the Social Sciences and Writing Intensive. students. Farm background is NOT required. Also designated, selected readings. Target audience: all CLA, COAFES, CHE, and CNR exams.

Instructor: Pardey, Philip Gordon
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.

Class time: 80% lecture, 20% Discussion
Work load: 25 pages of reading per week, 1 papers
Exam format: Multiple choice, short essay and numerical questions
Course URL: http://www.apecon.umn.edu/faculty/gpardey/

ApEc 3041W Economic Development of U.S. Agriculture (Sec 001); 3 cr; prereq 1101 or Econ 1101; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive
Instructor: Levins, Richard A
Description: A review of the economic, political, social, and technical forces that have shaped the development of U.S. agriculture. There is a particular emphasis on understanding public policies that have tried to make agriculture more profitable and more sustainable. Objective: To help students understand how U.S. agriculture developed as it did, and why. With this background, the student can better understand present and future developments of U.S. agriculture. Texts: "The Development of American Agriculture: A Historical Analysis;" Willard W. Cochrane, 2nd Edition, 1993; Levins, R.A., "Willard Cochrane and the American Family Farm;" University of Nebraska Press, 2000; other selected readings. Target audience: all CLA, COAFES, CHE, and CNR students. Farm background is NOT required. Also designated, diversified core in History of the Social Sciences and Writing Intensive.

Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, Weekly papers, final paper
Grade: 10% class participation, 70% weekly papers; 20% final paper
Exam format: essay

ApEc 3411 Commodity Marketing (Sec 001); 3 cr; prereq 1101 or Econ 1101
Instructor: Buhr, Brian Lee
Description: This course exposes the student to the economic concepts related to marketing agricultural commodities. The course examines the conditions of competitive markets, historical perspectives on market institutions and policy, structural characteristics of agricultural commodity sectors, and policies and regulations affecting agricultural marketing of livestock, crop and dairy products. It is intended to serve as a precursor to ApEc 4481: Futures and Options Markets. A key component of the course is learning concepts of price and market analysis. Students will collect data and analyze price changes for a chosen commodity. These tools are commonly used by commodity traders, commodity policy analysis and economists in general.

Class time: 80% lecture, 20% Discussion
Work load: 40 pages of reading per week, 3 exams, weekly homework problems,
Grade: 60% mid-semester exam(s), 40% final exam
Exam format: combination of true/false explain, multiple choice, and short essay

ApEc 3501 Agribusiness Finance (Sec 001); Credit will not be granted if credit has been received for: FINA 3001, FINA 3001, FINA 3001, FINA 3001, FINA 3001, FINA 3000, FINA 3000; 3 cr; prereq [[1251 or Acct 2050], 60 cr] or instr consent
Instructor: Pederson, Glenn Darwin
Description: Topics include: analysis of financial statements and performance of agribusiness firms; evaluation of capital investment projects, selection of financial structure, risk management, and introduction to financial markets and credit institutions. Teaching is primarily accomplished through lecture, class discussion, problem solving exercises and computer labs. Text and course supplementary notes are the primary reference materials. A standard introductory business finance text is used. Supplementary notes were developed by the instructor to assist students in note-taking and working problems.

Class time: 60% lecture, 20% Discussion, 20% Laboratory
Work load: 30 pages of reading per week, 3 exams
Grade: 30% final exam, 30% quizzes, 10% class participation, 30% lab work
Exam format: Multiple choice, problems, and essays
Course URL: http://apecon.agri.umn.edu/faculty/gpederso

ApEc 3991 Independent Study in Applied Economics (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent
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 (Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES jr or sr, instr consent, complete internship contract available in COAFES Career Services before enrolling; UC only
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 5031 Methods of Economic Data Analysis (Sec 001); 3 cr; prereq Math 1271, Stat 5021, knowledge of matrix algebra
Instructor: McCullough, Gerard John
Description: A basic course in statistical and econometrics techniques for applied economics. Theory and application of the multivariate regression model using data sets from published economic studies. Emphasis on the use of statistical technique to understand market behavior.

Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 2 exams, 6 problem sets
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: problems

ApEc 5151 Applied Microeconomics: Firm and Household (Sec 001); 3 cr; prereq 3001 or or Math 1271 or Math 2243 or equiv or grad student or instr consent
Instructor: Coggins, Jay Steven

This information is accurate as of: 5/26/2004 at 3:43 PM
ApEc 5651 Economics of Natural Resource and Environmental Policy
(Sec 001): 3 cr; prereq [[3001 or Econ 3101], [4611 or Econ 3611 or NRES 3261W]] or instr consent; meets CLE req of Environment Theme
Instructor: Easter, K William
Description: The course emphasizes the use of natural resources over time, natural resource scarcity or adequacy, environmental quality and mechanisms for pollution control and their implications for public policy. It will also include study of the use of economic analysis and benefit cost analysis in natural resource and environmental quality decisions made both by the public and private sectors. This course is designed to service two groups: (1) seniors and graduate students in Applied Economics, Public Affairs, Geography, Natural Resources, etc., for whom it is a terminal course, and (2) Applied Economics or Economics students who plan to take ApEc8601 and/or 8602. The course is organized around three lectures per week. However, discussion and questions are encouraged. Readings will be assigned that are on reserve such as Charles W. Howe's "Natural Resource Economics: Issues, Analysis and Policy," David W. Pearce and R. Jerry Turner's "Economies of natural Resources and the Environment," and Roger Permon, Yue Ma and James McGiluroy's "Natural Resources of Environmental Economics." Lecture notes for the class will be available in the book store. The latter book may be used as a text if it is still available from the publisher.
Class time: 85% lecture, 15% Discussion
Work load: 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 35% mid-semester exam(s), 45% final exam, 20% written reports/papers
Exam format: Short essay

ApEc 5751 Global Trade and Policy
(Sec 001): 3 cr; prereq 3001 or Econ 3101 or PA 5021; meets CLE req of International Perspect Theme
Instructor: Smith, Pamela Jane
Description: This course covers international trade theory and policy as applied to agriculture. Trade theory topics include the Ricardian model, Specific Factors model, Heckscher-Ohlin model, Standard model, imperfect competition models, and international factor movements models. Trade policy topics include trade policy instruments (e.g., tariffs and non-tariff barriers), political economy of trade, international trade agreements (e.g., World Trade Organization, European Union), and trade aspects of intellectual property rights. Text: Paul Krugman and Maurice Obstfeld, 1997; "International Economics: Theory and Practice," 4th Edition. New York; Harper Collins. Other readings will be assigned from various journals, books, and research bulletins that will be on reserve in the St. Paul Campus Library. Level: This course is designed for beginning graduate students and upper division undergraduates.
Class time: 50% lecture, 25% Discussion, 25% The formal class time will emphasize active student involvement in the learning process.
Work load: 50 pages of reading per week, 2 exams, 2 presentations
Grade: 30% mid-semester exam(s), 30% final exam, 20% in-class presentations, 20% discussions
Exam format: Applications of theory models to issues of policy relevance.

ApEc 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management
(Sec 001): 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent
Instructor: STAFF
Description: Special topics or individual work.
Class time: 10% Varies/individuals approach
Work load: Varies by instructor
Grade: 100% Varies

ApEc 5991 Special Topics and Independent Study in Applied Economics
(Sec 001): 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent
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.

Arabic
808 Social Sciences Tower: 612/624-9847

Arab 1101 Beginning Arabic
(Sec 001, 002): 5 cr
Instructor: Khaliek, Hisham A
Description: Arabic 1101 is the first in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class begins with learning the Alphabet and proceeds into learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The texts used are the Alif Baa and Al-Kitaab, Part One. Both by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.
Class time: 40% lecture, 10% Closed Circuit TV, 40% Discussion, 10% Culture
Work load: 10 pages of reading per week, 2 exams, 6 quizzes and homework assignments
Grade: 20% mid-semester exam(s), 30% final exam, 20% quizzes, 10% class participation, 20% Homework
Exam format: Multiple choice and fill in the blank

Arab 3036 Islam: Religion and Culture
(Sec 001): Credit will not be granted if credit has been received for: HIST 3493, HIST 3493, HUM 3036, RELA 3036; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core
Instructor: Farah, Caesar Elie
Description: The evolution of Islam in historical context; institutions that made for diversity and continuity; traditions, law and observances of the faith; sectarian movements; philosophical and theological trends; modern developments; reformist, revolutionary, and militant, Islamic revivalism movements, fundamentalism and militancy. Course limited to sophomores, juniors or seniors. Freshmen wishing to take this class must contact the instructor directly for permission.
Class time: 65% lecture, 10% Discussion, 20% attendance
Work load: 25 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 35% final exam, 15% written reports/papers, 5% in-class presentations, 5% class participation, 15% attendance
Exam format: Identification, short factual, analytical essays
Arab 3101 Intermediate Arabic I
(Sec 001); 5 cr; prereq 1102 or equiv or instr consent
Instructor: Khalek, Hisham A
Description: Arabic 3101 is a continuation of Arabic 1102. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic materials from Arabic journals and magazines. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at familiarizing students with the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part One, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 30% lecture, 10% Closed Circuit TV, 50% Discussion, 10% Culture
Work load: 10 pages of reading per week, 20 pages of writing per semester, 2 exams, 6 quizzes, 1 presentation, homework assignments
Grade: 15% mid-semester exam(s), 20% final exam, 15% quizzes, 5% in-class presentations, 10% class participation, 35% 15% written journals, 15% homework assignments, 5% oral exam
Examination format: Multiple choice, fill in the blank, and inference from reading short articles.

Arab 5101 Advanced Arabic I
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 3102 or equiv or instr consent
Instructor: Khalek, Hisham A
Description: Arabic 5101 is a continuation 3102 and the first 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 the 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. The course is also aimed at advancing students’ knowledge of the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 20% lecture, 20% Closed Circuit TV, 60% Discussion
Work load: 15 pages of reading per week, 30 pages of writing per semester
Grade: 10% class participation, 0% 50% written journals, 20% translations, 15% homework assignments, 5% oral examination

Arch 1401 The Designed Environment
(Sec 001); 3 cr; A-F only
Instructor: Lavine, Lance A
Description: This course is meant to introduce students with no prior academic experience in the field to the disciplines of architecture and landscape architecture. This class will be based on the assumption that these disciplines are idea making enterprises as are other disciplines in the liberal arts. Its focus will be on the kinds of ideas that our constructed environments make and the way in which buildings and their landscapes participate in forming these constructs. These ideas will be put forth through examination of classic buildings and landscape environments. Exemplary environments will be selected for in-depth study over the course of the semester. This course is intended for undergraduate pre-architecture and pre-environmental design majors as well as non-majors interested in the designed environment.

Class time: 10% lecture, 20% Discussion, 70% drawing exercises
Work load: 10 pages of reading per week, 1 review, 2-6 drawing studies (14" x 17" size) per week
Grade: 20% class participation, 0% 60% three graded reviews; 20% final assignment
Examination format: review of drawing

Arch 3301 Drawing for Design in Architecture
(Sec 001-006); 3 cr; A-F only; prereq 1301 or LA 1301; meets CLE req of Other Humanities Core
Instructor: STAFF
Description: This is a follow-up course for Arch/LA 1301. It is intended to explore ways of seeing and ways of exploring concepts behind objects, buildings, and places. These explorations will include: historical and theoretical aspects of depicting architecture that may be found in paintings and architectural drawings; concepts of structure and order of form; conventional and experimental strategies for depicting space, light, and “time” (i.e. projection systems, multiple, and sequential drawings); pencil, pastels, and ink drawing techniques and skills. Though nothing will be “designed” in this course, the educational objective of this sequence of exercises is to introduce issues and develop skills which are essential for a design studio. Note: Requirements may vary depending on the instructor who teaches a particular section.

Class time: 10% lecture, 20% Discussion, 70% drawing exercises
Work load: 10 pages of reading per week, 1 review, 2-6 drawing studies (14" x 17" size) per week
Grade: 25% class participation, 0% 50% final portfolio; 25% final assignment
Examination format: review of drawings

Arch 3401V Honors: Environmental Design and the Sociocultural Context
(Sec 001); 3 cr; prereq 1401 or LA 1401 or instr consent; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Robinson, Julia Williams
Description: Architecture 3401V explores the symbiotic relationship that exists between the design professions and society, specifically the reciprocal relationships between expectations, behavior, knowledge, social order and the specific and particular design of the built environment. The class will examine and define the design profession’s responsibility to the human community and its shared environment -- global, national, regional, local, and ethnic. The instructors’ goal for the class is to help students: Realize that the environment is a cultural medium; that places both shape, and are shaped by, everyday practices; develop the ability to “read” and interpret places as not only aesthetic, but cultural artifacts; apply specific methods and tools in describing analyzing and interpreting spaces, places & structures; and analyze and critique the design professions and their role in determining the general welfare of society. Through the study of environments students are expected to learn (1) how designed places grow from specific economic, social, ecological, ethical, moral and political forces created by specific social orders at particular moments depending on the instructor who teaches a particular section.

Class time: 10% lecture, 20% Discussion, 70% drawing exercises
Work load: 5 pages of reading per week, 1 review, 3-5 drawing studies (14" x 17" size) per week
Grade: 20% class participation, 0% 60% three graded reviews; 20% final assignment
Examination format: review of drawing
Arch 3401W Environmental Design and the Sociocultural Context
(Sec 001); 3 cr; prereq 1401 or LA 1401 or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive
Instructor: Robinson, Julia Williams
Description: Architecture 3401W explores the symbiotic relationship that exists between the design professions and society, specifically the reciprocal relationships between expectations, behavior, knowledge, social order and the specific and particular design of the built environment. The class will examine and define the design profession’s responsibility to the human community and its shared environment – global, national, regional, local, and ethnic. The instructors’ goal for the class is to help students: Realize that the environment is a cultural medium; that places that both shape, and are shaped by everyday practices; Develop the ability to "read" and interpret places as not only aesthetic, but cultural artifacts.; Apply specific methods and tools in describing analyzing and interpreting spaces, places & structures and; aesthetic, but cultural artifacts.; Apply specific methods and tools in determining the general welfare of society. Through the study of environments students are expected to learn (1)how designed places grow from specific economic, social, ecological, ethical, moral and political forces created by specific social orders at particular moments in time, and (2) how built artifacts effect us through our bodies; sensory perception and movements mediated by our societally-formed expectations.

Arch 3411 Architectural History to 1750
(Sec 001, 012); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme
Instructor: Satkowski, Leon
Description: This course investigates architecture broadly considered from Egypt to the early 18th century in Europe and the New World. The basic tenet of the course is the study of our constructed environment--buildings, cities, landscapes. Although the course focuses on western architecture, approximately one third of the lectures are devoted to China, Japan, and the Indian subcontinent. Weekly recitations will both augment lectures and introduce students to looking at the built environment in the Twin Cities area. The course is aimed at students planning undergraduate majors in architecture, landscape architecture, art history, and anyone with an interest in the visual arts. Required books will include Trachtenberg and Hyman in the period as a whole, Mac Donald on the Pantheon, Braunfels on cities, Michell on Hindu Temples, and O’Gorman on an introduction to analyzing buildings.
Class time: 66% lecture, 33% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 papers, 3 sketch assignments
Grade: 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 20% quizzes
Exam format: Essay, slide ID

Arch 4552 Integrated Design Systems
(Sec 001); 3 cr; A-F only
Instructor: Isenberg, Jay H.
Description: The course will provide a comprehensive understanding of the multiple engineered systems (structural, electrical, mechanical, plumbing, fire safety, lighting, etc.) that require design and integration in a contemporary architectural project. Students will examine the entire project team makeup -- design professionals, technical consultants, and constructors -- their roles and responsibilities, the various project delivery methods and how they impact project cost, quality and scheduling, as well as the professional's responsibility to clients and community in terms of sustainability, health, safety and welfare.

Arch 5410 Topics in Architectural History
(Sec 002); 3 cr; max crs 12, 4 releases allowed; A-F only; prereq For undergrads 3412, Arch major; for grads M Arch major or instr consent
Instructor: Ferguson, Robert P
Description: Architecture and Interpretation: The City as Theatre -- We may be surprised at the juxtaposition. If the city is a mechanism for exchange of goods and services, and theatre is a form of entertainment, then how can the two be addressed on the same level? We may be even more surprised to learn that, historically, city and theatre appear concurrently, hand in hand. We don't get one without the other. What forms the basis for this formulation on the part of the ancient Greeks, and what has our culture made of this fundamental reciprocity since? Why do we still find it fundamental? Do we? A layered understanding will be built up chronologically from the earliest strata of human culture available to us to the present day, stressing not only architectural examples and not only literary theatre--plays--but also theatrical and urban aspects of the writings of Homer, Plato, Aristotle, Virgil, Plutarch, and Augustine, among others. This provides a scheduled range of topics for student presentation: students may choose from the schedule or negotiate an appropriate topic of their own. In the course of the semester, each student will make one presentation to the group, then revise and write up the material as a paper to be submitted at the end. The seminar is addressed to graduate students and advanced undergraduates (especially in the honors program), and is limited to 16 students. Registration is by permission of the instructor.

Arch 5424 Renaissance Architecture
(Sec 001); 3 cr; A-F only; prereq For undergrads 3411, Arch major; for grads M Arch major or instr consent
Instructor: Satkowski, Leon
Description: The basic tenet of the Renaissance is deceptively familiar-- the revival of ancient culture as manifested in literature, the visual arts, and aspects of daily life. This course investigates the role of architecture and urban planning in 15th and 16th century Italy as evidenced through the work of Brunelleschi, Albeti, Leonardo Da Vinci, Bramante, Raphael, Palladio and others. Their achievements will be studied not only in the familiar context of a rebirth of antiquity but also in terms of the following issues: the survival of medieval forms and techniques, the expanding power of the Papacy and other political entities, the patronage of families (Medici, Maltestiano, Montefeletro), the redevelopment of major cities (Rome, Florence, Venice) and the creation of new ones (Pienza), and the expansion of dominion into the country side by the design of villas and gardens. The course is aimed at upper level architecture and art history students, and anyone with an interest in early modern history. Readings will include Heydenreich and Lotz on the period as a whole, Akerman on Michelangelo and Palladio, and Wittkower on architectural theory.
Class time: 100% lecture
Work load: 100/WEEK pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 33%mid-semester exam(s), 33% final exam, 33% written reports/papers
Exam format: essay

Arch 5571 Architectural Structures I: Wood and Steel Design
(Sec 001); 3 cr; A-F only; prereq M Arch or instr consent
Instructor: Franck, Bruno M
Description: Integrates cultural, architectural, and structural designs based on structural mechanics, graphic means to establish the form, and computer-based analysis. The scope is to understand the fundamental and intuitive reasons regarding how shape structures. The three-part course is for graduate students in architecture or students with previous design experience. 1) Fundamentals of building engineering (3 weeks): the function and type of a shelter define its architectural requirements. Building it entails understanding its influence on the environment and identifying all the loads that act upon it--gravity, snow, wind, earthquake, temperature variations, etc. The loads are caused by, but also influence the form, span, and order of the architectural system. Making small models will explain the notions
of stability, strength, stiffness, and show the significance of construction techniques. 2) Form finding through structure (7 weeks): Zalewski & Allen's methods of graphic form finding explain the form of pure funicular structures, i.e., structures stressed in pure tension or compression. 3) Finite element modeling (6 weeks): the students will then learn to use Visual Analysis (TM) to model and rigorously analyze the structural forms that they first established with the help of graphic form finding.

Class time: 80% lecture, 20% Laboratory  
Work load: 3 hrs of work per credit, including lecture times  
Grade: 30% final exam, 30% special projects, 10% class participation, 20% problem solving  
Exam format: Design project- take home

**Art History**  
338 Heller Hall: 612/624-4500

Arth 3975 Directed Museum Experience  
(Sec 001); 1-2 cr; max crs 2, 1 repeat allowed; S-N only; prereq instr consent  
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.

Class time: 100% On-site internship  
Work load: Min. 10 hours per week for two credits  
Grade: 0% Grade (S-N) recommended by intern supervisor

Arth 5111 Prehistoric Art and Archaeology of Greece  
(Sec 001); 3 cr; prereq Jr or sr or grad student, Greek art/archaeology course or instr consent  
Instructor: Cooper, Frederick A ICLA Distinguished Tchg Awd; Morse Alumni Award!!  
Description: The course examines the artistic output in Greece up to the time of the collapse of the Mycenaean civilization ca. 1100 B.C. This course begins with Paleolithic and Neolithic Greece, but emphasizes the Bronze Age. A special emphasis will be placed on analysis, appreciation, and understanding of the arts and architecture of prehistoric Greece and the Aegean. Major archaeological problems and disputes will be recognized and briefly reviewed. AQ slide list accompanies the lecture. A portion of class time is devoted to discussion and during the last session, class members deliver short presentations of their paper topics.

Arth 5172 House, Villa, Tomb: Roman Art in the Private Sphere  
(Sec 001); 3 cr; prereq One intro art history course or instr consent  
Instructor: Mc Nally, Sheila J  
Description: This course explores the architecture and sculpture of urban houses, country estates, and tombs in the Roman world. We will consider how physical evidence contributes to our understanding of aspects of Roman daily life such as gender roles, private religion, and other activities.

Class time: 70% lecture, 15% Discussion, 15% Student presentations  
Work load: 25 pages of reading per week, 20-25 pages of writing per semester, 1 exams, 2 papers. Two papers: 1 short and 1 long  
Grade: 30% final exam, 25% quizzes, 45% Written work and oral reports on written work  
Exam format: Quizzes and final will be taken on the Web, through WebCT.

Arth 5234 Gothic Sculpture  
(Sec 001); 3 cr; prereq jr or sr or grad or instr consent  
Instructor: Steyaert, John W  
Description: The course involves an in-depth study of Gothic sculpture in Europe from the twelfth through the fifteenth centuries, with a focus on developments in France, Germany and the Lowlands. The material is presented in lectures illustrated by slides. Textbook: Paul Williamson, "Gothic Sculpture." A research paper contributes an important part of the course requirements.

Class time: 90% lecture, 10% Individual meetings with instructor  
Work load: 15 pages of writing per semester, 2 exams, 1 papers  
Grade: 25% mid-semester exam(s), 50% final exam, 25% written reports/papers  
Exam format: Essay

Arth 5413 Alternative Media: Video, Performance, Digital Art  
(Sec 001); 3 cr; A-F only; prereq 3464 or instr consent  
Instructor: Blocker, Jane M  
Description: This course will look both thematically and historically at the development of alternative media in the 20th and 21st centuries. It will consider how these media, including performance, happenings, video art, installation, and digital art, involve re-conceptualizing artistic production and reception. Students will read texts written by artists, musicians, scientists, philosophers, and novelists, which are grouped into themes such as "integration," the "cyborg," and "authorship." Students will be asked to read these critical texts, participate in discussions, and write three essay exams for which questions will be given in advance.

Class time: 50% lecture, 50% Discussion  
Work load: 30-50 pages of reading per week, 20-25 pages of writing per semester, 3 exams  
Grade: 30% mid-semester exam(s), 30% final exam, 20% class participation, 20% second midterm exam  
Exam format: essay

Arth 5725 Ceramics in the Far East  
(Sec 001); 3 cr  
Instructor: Poor, Robert John  
Description: The course is intended as an introduction to the ceramic art of East Asia. The course emphasis will be on achieving a general understanding of this art, both as an autonomous tradition, and as a medium that is related to the broader artistic and historical traditions of their period and place of production. Although this is most emphatically not an all-inclusive historical survey we will examine most of the major types of ceramics made from prehistoric times to the present. The class will employ an illustrated lecture format with class discussion encouraged. There will be several field trips to local collections, both private and public, as well as some workshop knowledge as can be arranged. We will attempt to provide hands on experience whenever that is possible. In addition to a short mid-year quiz and a final blue book exam students will be required to produce 10 pages of written work or an approved workshop alternative; the details of these assignments will be worked out on an individual basis. These written materials or their substitutes must be submitted one week prior to the date of the final exam as published in the official class schedule. No incompletes will be assigned without prior permission of the instructor. The required textbook is Philip Rawson, "Ceramics," University of Pennsylvania Press.

Class time: 80% lecture, 20% Discussion  
Work load: 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers  
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% special projects  
Exam format: essay  
Course URL: http://www.arthist.umn.edu

Arth 5777 The Diversity of Traditions: Indian Art 1200 to Present  
(Sec 001); 3 cr; prereq Art history course or instr consent  
Instructor: Asher, Catherine B  
Description: This course will consider the development of Indian art and architecture from the introduction of Islam as a major political power at the end of the 12th century to the present. The Muslim rulers brought new traditions, for example, the tomb, of which the most famous example is the Taj Mahal built in the mid-17th century. We will study the developments leading to this magnificent structure as well as...
All 3333 gender and sexuality in traditional Chinese literature (Sec 001); 3 cr; credit will not be granted if credit received for: Chn 3166W; meets CLE req of International Perspectives Theme; meets CLE req of Literature Core
Instructor: Lee, Juavah
Description: This course examines the experiences of the Hmong people in the United States and the challenges they faced as refugees. Main points of focus will be on acculturation, adaptation, social adjustment, educational, governmental, and business opportunities as well as marriage and youth problems. To better understand the many challenges the Hmong people faced, the class will compare and contrast life styles in Laos, in the refugee camps, and in the United States; students will read articles, research papers, thesis, newspapers/magazine articles about the Hmong experience and meet prominent Hmong leaders to discuss and share their experience in America throughout the course.

Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers

All 3433 traditional Japanese literature in translation (Sec 001); 3 cr; credit will not be granted if credit received for: Jpn 3162; meets CLE req of International Perspectives Theme; meets CLE req of Literature Core
Instructor: Morinaga, Maki
Description: This course examines diverse traditions of Japanese pre-modern literature. Traditions in the classical age—the realm of princes, princesses, poets, and the like—are taken into consideration; we also pay attention to worlds that not only constitute the foundation of Japanese literature in one way or another, but also continue furnishing images of Japan today: these include samurai, theater, and the floating world of townspeople. No less importantly, we will also investigate their literary and theoretical continuity, or discontinuity, which we may observe today. Toward this end, we will explore several themes in relation to pre-modern Japanese literature: aesthetics, philosophy, gender, and so forth. This course is open to anyone with an interest. Reading knowledge of Japanese or previous course work in Japanese studies will be helpful, but not required. All of the readings will be available in English. Audio-visual materials will be used whenever available and appropriate.

Grade: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers
Exams will combine short identification questions and essay questions.

All 3456 postwar Japanese literature in translation (Sec 001); 3 cr; prereq basic knowledge of modern Japanese history helpful, knowledge of Japanese language not required; credit will not be granted if credit received for: Jpn 3164; meets CLE req of Literature Core
Instructor: Molasky, Michael S
Description: This survey course will examine a range of Japanese fiction written between 1945 and the present. We will explore literature depicting the Asian-Pacific War, atomic bombings and postwar American occupation; we will read works by "minority writers" in Japan as well as recent popular fiction. Authors to be discussed include Dazai Osamu, Sakaguchi Ango, Mishima Yukio, Abe Kobo, Oe Kenzaburo, Enchi Fumiko, Nosaka Akiyuki, Nakagami Kenji, Murakami Haruki, Yoshimoto Banana, and Medoruma Shun. This course has three primary goals: 1) to introduce students to some of the major works and trends in postwar Japanese fiction; 2) to help students begin to think critically about the act of reading in general, and of reading a foreign literature in particular; and 3) to enable students to speak and write more precisely about literature. Assignments will include not only fiction but also works of literary theory and criticism. Lectures are designed primarily to introduce theoretical issues and to provide background information on literary and social history; classroom discussions will allow students to test and refine their own interpretations of the assigned texts. Careful reading of the texts before class and a participating actively in classroom discussions are essential. The number of pages to be read per week varies: some weeks students will be expected to read a three-hundred page novel, other weeks they will read only a few short stories and a couple of critical or historical pieces.

Class time: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers, 30% class participation
Exam format: Exams will combine short identification questions and essay questions.

All 3560 Chinese film (Sec 001); 3 cr; credit will not be granted if credit received for: Chn 3160W; meets CLE req of International Perspectives Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is an introductory survey of cinema from mainland China, Taiwan, and Hong Kong. A wide range of historical periods, cinematic styles, and genres will be covered, with a focus on films that have gained widespread recognition for their artistic quality and/or landmark status in Chinese cinema history. The course will emphasize the historicity of filmic texts, leading to greater appreciation and knowledge of key issues of Chinese culture, politics, and society over the last century. Attention will also be focused on the formal and aesthetic elements of film art, and the relation of Chinese cinema to global cinema.
ALL 4900W Major Project  
(Sec 002, 007); 1 cr; A-F only; prereq [ALL major, sr, instr consent]; meets CLE req of Writing Intensive; meets DELM req of independent study  
Instructor: STAFF  
Description: Directed research/writing on a topic selected according to individual interest and in consultation with faculty adviser. Usually taken in conjunction with an advanced language or literature course. All students must fill out a major project contract form (available in 453 Folwell) prior to registering for the course. A copy of the completed project must be submitted to the department office for inclusion in the student's major file before the final grade for this course will be posted to the official record of the student. A-F only. Prerequisites: ALL major, senior, and instructor consent.

ALL 5636 South Asian Women Writers  
(Sec 050); 4 cr; A-F only; prereq Grad student or advanced undergrad  
Instructor: Sawhney, Simona  
Description: This course will present a broad survey of South Asian women's writing from the early years of the nationalist movement to the present. The section on contemporary writing will include works by immigrant writers, allowing us to compare arguments and nuances in the works of women writing in South Asia and the diaspora. How would we name the forces that appear in the texts of these writers? What anxieties and urgencies shape contemporary discussions about gender and feminism in South Asia? How do these texts position themselves in relation to the politics of the nation? What is the relation between the fictional and the theoretical work produced by South Asian women? Readings will include works by Pandita Ramabai, Ismat Chughtai, Anita Desai, Tahira Naqvi, Sara Suleri, Mahasweta Devi, Chandra Mahanty, Gayatri Spivak and Rajeshwari Sunder Rajan. (All readings available in English).  
Class time: 50% lecture, 50% Discussion  
Work load: 100-250 pages of reading per week, 20 pages of writing per semester, 2 papers

ALL 5900 Topics in Asian Literature: Ming-Qing Fiction  
(Sec 001); 4 cr; max crs 16, 4 repeats allowed  
Instructor: Walther, Ann Beth  
Description: In this course we will read several important works of Ming-Qing fiction in translation. We will read short stories by Feng Menglong, parts of the novel The Plum in the Golden Vase, the novel Story of the Stone, and the memoir Six Chapters from a Floating Life. We will also read some works of literary criticism, particularly works which introduce us to Ming and Qing commentaries on the novel. We will pay attention to the following topics (among others): the fictionality of the texts, the materiality of the texts (how they are produced and distributed), and the ways they work together to constitute a literary tradition. We will also be attentive to issues of gender and representation. We will inevitably also look at issues of translation - we will pay close attention to the language of the translated text and talk about how the works work as English language texts. The structure of the class will be discussion, with occasional interludes of lecture. You will write three short response papers to the reading (two to three pages). These response papers are primarily to serve as a guide to class discussion. You will write one longer paper at the end (approximately 15 pages) in which you perform a sustained analysis of one of the texts we have read. Advanced undergraduates and graduate students are both welcome to take the course.

Astronomy

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students develop a prospectus and complete progress reports and a final report on the project.

BP 3396 Industrial Internship (Industrial Assignment)  
(Sec 001-007); 1 cr; A-F only; prereq WPS cooperative ed student  
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.

BP 4491 Senior Topics: Independent Study  
(Sec 001-012); 1-4 cr; max crs 4, 1 repeat allowed; prereq sr, instr consent  
Instructor: STAFF  
Description: Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Natural Resource.

BP 4801H Honors Research  
(Sec 001); 2 cr; A-F only; prereq BP upper div honors; meets HON req of Honors  
Instructor: STAFF  
Description: First semester of independent research project supervised by faculty member.

BioC 1001 Elementary Biochemistry  
(Sec 001); 3 cr; prereq High school chem or college general chem  
Instructor: Armitage, Ian Mac  
Description: A survey of the fundamentals of chemistry and biochemistry as they apply to the organization, function and regulation of living systems, especially humans. This course is intended for non-science majors. A limited knowledge of chemistry and mathematics is sufficient. The course is particularly suited for students in dental hygiene, occupational therapy, prenursing and senior high students.

BioC 3021 Biochemistry  
(Sec 001, 004); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq [Biol 1002 or 1009], Chem 2301  
Instructor: STAFF  
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for 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 course BioC 4331.

BioC 3025 Laboratory in Biochemistry  
(Sec 001); 2 cr; prereq 3021 or 4331 or Biol 3021  
Instructor: Laporte, David C  
Description: Theory and principles of the fundamental techniques used in the modern biochemistry laboratory, as well as the practical use of these techniques during the laboratory part of the course. The course covers most of the material in the textbook, "Fundamental Laboratory Approaches for Biochemistry and Biotechnology," by A.J. Ninfa and D.P. Ballow. The course covers buffers, pH, spectrophotometry, chromatography, gel electrophoresis, protein purification, enzyme kinetics, ligand binding, Recombinant DNA techniques, polymerase chain reaction and using the Internet for biochemical research.

BioC 3960 Research Topics in Biochemistry  
(Sec 001); 1 cr; max crs 2; S-N only; prereq 3021 or concurrent enrollment in 3021 or 4331 concurrent enrollment in 4331 or instructor consent  
Instructor: Lafort, David C  
Description: Various faculty in biochemistry/biophysics describe their research (in outline) and its rationale. The intent is for advanced undergraduates to estimate in which laboratories they might want to carry out research a research project. Principal requirements are completion or concurrent registration in BioC 3021 or 4331, or consent of the instructor. If registered for BioC 3960, attendance at all sessions is required, or making a short, written report and summary of research based on the faculty's research papers, in case of absence. There are no tests.

BioC 4025 Laboratory in Biochemistry  
(Sec 001); 2 cr; prereq 3021 or 4331 or Biol 3021  
Instructor: Fuchs, James A  
Description: Individual study on selected topics of problems. Emphasizes readings, use of scientific literature. Writing Intensive.

BioC 4793W Directed Studies: Writing Intensive  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Writing Intensive.

BioC 4794W Directed Research: Writing Intensive  
(Sec 001-003); 1 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Laboratory or field investigation of selected areas of research. Writing Intensive.

BioC 4993 Directed Studies  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent  
Instructor: STAFF  
Description: This is a one semester survey of biochemistry. The lectures discuss the structure and function of proteins, lipids, carbohydrates and nucleic acids; acid-base equilibria, enzyme kinetics and bioenergetics; metabolic pathways, related to respiration, photosynthesis, and biosynthesis of carbohydrates, lipids, amino acids and nucleotides; and the mechanisms and regulation of information transfer related to DNA replication, transcription, protein synthesis and signal transduction. Prior coursework in organic chemistry is critical. This course is part of the core curriculum for undergraduate majors in the College of Biological Sciences and satisfies the biochemistry requirement for most professional schools. Students who plan to major in biochemistry should enroll in the alternate course BIOC 4331.

Class time: 95% lecture, 5% Discussion  
Work load: ~50 pages of reading per week, 4 exams  
Grade: 75% mid-semester exam(s), 25% final exam  
Exam format: Short answer, problems, multiple choice.
Description: Individual study on selected topics or problems with emphasis on selected readings and use of scientific literature.

BioC 4994 Directed Research
(Sec 001-004); 3 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent
Instructor: STAFF
Description: Laboratory or field investigation of selected areas of research.

BioC 5001 Biochemistry, Molecular and Cellular Biology
(Sec 001); Credit will not be granted if credit has been received for: BIOC 6001, BIOC 6001, BIOC 6001; 5 cr; prereq undergrad course in biochemistry, instr consent
Instructor: Sanders, Michel Marie
Description: This course offers an integrated view of biochemistry that begins with basic protein structure and function and ends with the development of a mammalian organism. To accomplish this broad mission, the course is divided into eight sections: Proteins & Enzymes, Molecular Biology, Cellular Components, Metabolism, Cell Signaling, Cell Division, and Development. Because the course is required for first year medical students, it is presented from the point of view of human biology. Students should have taken a undergraduate course in biochemistry or have instructor's permission before taking this course.
Class time: 61% lecture, 3% Discussion, 5% clinical correlations with a real patient
Work load: 3 exams
Grade: 100% on three exams
Exam format: non-cumulative multiple choice exams

BioC 5401W Advanced Metabolism and Its Regulation
(Sec 001); 3 cr; prereq 3021 or 4331 or Biol 3021; meets CLE req of Writing Intensive
Instructor: Nelsetuen, Gary L
Description: This class is designed for students who have had an undergraduate course in Biochemistry and want additional instruction in metabolism and/or enzymology. There are three units: Metabolism, Energetics, and Regulation. Metabolism avoids memorization by providing training in recognition of patterns of metabolism using reaction mechanism. These patterns help explain the metabolic capabilities of most life forms, including animals, plants and microbes. They also help explain diverse topics, such as the action of mutagens on DNA and the reasons that certain materials accumulate in the environment. The section on Energetics emphasizes that this apparently complex topic is also governed by very simple patterns. For example, the solvent water often dominates energetic considerations of both biodegradation and biosynthesis pathways. Direction at a pathway flow can often be predicted from simple thermodynamic relationships and inspection of reactant properties. Common derivations for equilibrium and dynamic measurements are presented in a manner that emphasizes their common features. Finally, Regulation of metabolism is discussed from papers, lectures and student presentations. Again, this concentrates on the growing of behaviors common to all life systems. You can visit the web site for the syllabus and further descriptions. This is a writing intensive class.
Class time: 70% lecture, 10% Discussion, 20% Student presentations
Work load: 20 pages of writing per semester, 2 exams, 1 papers
Grade: 60% mid-semester exam(s), 30% written reports/papers, 10% problem solving
Exam format: Essay, including structure and equations
Course URL: http://bioisci.cbs.umn.edu/class/bioc/5401/gln/default.html

BioC 5531 Macromolecular Crystallography I: Fundamentals and Techniques
(Sec 001); 1 cr; S-N only; prereq [One organic chemistry or biochemistry course], [two calculus or college physics courses] or instr approval
Instructor: STAFF
Description: This discussion/seminar course is the first of a two-semester sequence on the topic of Macromolecular Crystallography, the technique by which the complete three-dimensional structure of molecules can be determined. Both courses can only be taken S/N, with grading based primarily upon participation. Where appropriate, classes go into the laboratory to examine the equipment and to observe experiments in progress. The main text for these courses is “X-ray Structure Determination: A Practical Guide” by G.H. Stout and L.H. Jensen. Minimum prerequisite is one year of chemistry or biology and mathematics through vector algebra and calculus.

Biology
123 Snyder Hall: 612/624-2244

Biol 1001 Introductory Biology I: Evolutionary and Ecological Perspectives
(Sec 001, 050, 090); 4 cr; Credit will not be granted if credit has been received for: 1009; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme
Instructor: STAFF
Description: This course is intended for non-biology majors who need to satisfy CLE requirements for a biology course with lab and also for biology majors as the first course of a two-semester introductory biology sequence. This course covers general evolutionary and ecological principles, emphasizing biological diversity from genetic variation to the diversity of species and ecosystems. Topics include scientific inquiry, history of evolutionary thought, principles of genetics, the nature of variation, ecology of populations, behavioral ecology, human evolution, and genetic, evolutionary and ecological perspectives on issues concerning human diversity, human population growth, health, agriculture and conservation. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Laboratory is in a 2-hour block, which is designed to involve students in investigation, problem solving, and discovery. Students work in small groups with computer simulation programs and other activities involving living organisms. Computer exercises allow students to investigate principles of genetics, classification of organisms based on evolutionary relationships, evolutionary mechanisms, population ecology, and others.
Class time: 60% lecture, 40% Laboratory
Work load: 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 3 papers, 2 homework assignments
Grade: 33% mid-semester exam(s), 25% final exam, 15% written reports/papers, 16% quizzes, 4% in-class presentations, 7% problem solving, 0% homework
Exam format: multiple choice lecture exams
Course URL: http://genbiol.cbs.umn.edu

Biol 1002W Introductory Biology II: Molecular, Cellular, and Developmental Perspective
(Sec 001); 5 cr; A-F only; prereq [1001 or equiv], Chem 1021; Credit will not be granted if credit has been received for: 1009; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Biol 1002 is intended for undergraduate biology majors. A background in general chemistry is assumed with some basic knowledge of organic chemistry. This course examines the organization of living cells, the properties and functions of biological molecules, and the development of multicellular organisms. The production and utilization of biological energy are explored at the cellular level and the similarity found in all living organisms is stressed. Genetics and development are explored at both the cellular and the molecular level. Students learn how the genome is organized, how it functions in the cell, and how this subsequently affects the whole organism. Current topics such as genetic diseases and genetic engineering are discussed. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern molecular biology. Student participation is encouraged.
Class time: 50% lecture, 50% Laboratory
Biol 1009 General Biology (Sec 001, 050, 090); 4 cr; prereq high school chemistry; 1 term college chemistry recommended; Credit will not be granted if credit has been received for: 1001, 1002V, 1002W; meets CLE req of Biological Sciences/Lab Core
Instructor: STAFF
Description: An introduction to the major concepts of modern biology. Topics include molecular structure of organisms, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, development, origin of life, ecology, and evolution. Includes lab. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Instructors integrate examples from a library of over 6000 digital photos, illustrations, animations, and video clips. An extensive web site (http://genbiol.cbs.umn.edu) has been developed to deliver course information, as well as course content.
Class time: 55% lecture, 45% Laboratory
Work load: 50 pages of reading per week, 3 exams, 6 prelab quizzes, 3 major quizzes, 2 lab reports
Grade: 40% mid-semester exam(s), 25% final exam, 5% written reports/papers, 30% quizzes
Exam format: multiple choice lecture exams
Course URL: http://genbiol.cbs.umn.edu

Biol 1093 Biology Colloquium: Directed Study (Sec 001); 1 cr; S-N only; prereq 1020 and concurrent enrollment 1020
Instructor: Hanna, Kathryn L
Description: This course allows students early in their studies to explore various biology disciplines through an independent project under the supervision of a faculty sponsor. The Colloquium student leaders will help you find the biology-related project that fits your interests and allows you to earn University credit. 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).
Class time: 100% Independent project
Course URL: http://bioisci.cbs.umn.edu/bcq/

Biol 1100W Freshman Seminar for the Biological Sciences: Biotech for Fun and Profit (Sec 007, 012); 1 cr; A-F only; prereq 4003 or GCB 3022; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive
Instructor: Fan, David P
Description: Texts: Human Genetics: Concepts and Applications (4th Ed.) by R. Lewis; Topics covered: Cells and development; Principles of inheritance -- Ethics of abortions for fetuses with genetic diseases; Sex and complex traits -- Ethics of prenatal sex selection, chromosome screening for athletic competitions; DNA and gene function -- Ethics in DNA testing in forensic medicine; Mutations and chromosomal abnormalities -- Ethics of Downs syndrome; Genes in populations and evolution -- Ethics of IQ testing; Immunity and cancer -- Ethics of insurance payments for costly experimental techniques for cancer treatment; Viruses and AIDS -- Ethics of coercive methods to block the spread of the HIV virus; New topics in genetics -- Ethics of genetic engineering Intendecies: University non-biology majors. This course will be web enhanced but the URL is not yet available.
Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 30 pages of writing per semester, 3 exams, 2 papers
Grade: 50% mid-semester exam(s), 25% final exam, 25% written reports/papers
Exam format: multiple choice
Course URL: http://genbiol.cbs.umn.edu
Biol 1905 Freshman Seminar for the Biological Sciences: Battle of the Sexes
(Sec 009); 1 cr; A-F only; prereq fr
Instructor: Cotner, Sehoya H
Description: Battle of the Sexes: What makes a person attractive?
And does this have a biological basis? Why don’t men breastfeed their babies? Why have two sexes? Why not three? How do you look up articles on reserve in the library? We will address the former five questions in our discussions centered around the evolution of human sexuality, which we’ll call ‘The Battle of the Sexes.’ We’ll also answer the latter question, along with many others centered around navigating your first year at the University. Class sessions will include discussions, presentations, debates (battles), and visits to select U facilities. Text: Jared Diamond, ‘Why is Sex Fun?’ Basic Books, 1997.

Biol 1905 Freshman Seminar for the Biological Sciences: From Ebola to SARS: The Emergence of New and Deadly Human Viruses
(Sec 004); 1 cr; A-F only; prereq fr
Instructor: Gantt, J Stephen
Description: From Ebola to SARS: Human Behavior and the Emergence of New and Deadly Human Viruses; Within the past few decades, some particularly nasty human viruses have appeared, including Ebola, West Nile, and SARS viruses. Also, many health officials believe that the threat of a new pandemic of Influenza A currently hangs over our heads. In this course, we will examine aspects of the changes in human behavior, world population, and the environment that relate to the emergence of these infectious and sometimes deadly diseases. Students will have the opportunity to explore one of several viral diseases and present their findings and recommendations to the class. We will also use part of the class time each week to discuss topics such as college life, navigating the U, opportunities at the U, and strategies for a successful college career.

Biol 1905 Freshman Seminar for the Biological Sciences: Genomics, Biotechnology, and You
(Sec 011); 1 cr; A-F only; prereq fr
Instructor: Gantt, J Stephen
Description: Genomics, Biotechnology and You: What is the Ethical Thing to Do? How much do you want to know about your genetic self? What would your doctor or the police like to know about you? In this seminar, we will discuss ethical issues brought about by rapid advances in genomics and biotechnology. Several resources will provide topics and background information for our discussions including the World Health Organizations report on Genomics and World Health and James Watson’s favorite movie, GATTACA.

Biol 1905 Freshman Seminar for the Biological Sciences: The Politics of the Energy-Environment Ecosystem
(Sec 004); 1 cr; A-F only; prereq fr
Instructor: Garvey, Edward Alves
Description: The environment is a complex web of science, industry, natural habitats, personal habits, and geopolitics. It is an ecosystem that weaves global politics with prehistoric geologic formations; state-of-art technology with turn-of-the-century fuels; and our daily activities with the lives of future generations. Through lecture, discussion, readings and papers, this seminar dissects the energy-environment ecosystem. It explores fundamental questions like where does our energy come from? What are the environmental impacts of energy production, delivery and use? How do choices made when energy and environmental goals conflict shape nations, local economies, our daily lives and natural ecosystems? Nuclear power: what’s its future? Why is addressing the threat of climate change so hard? How can science, research, and new technologies address current and future energy-environment conflicts? How should policymakers deal with knowns, unknowns and unknowables that occur when energy and environment issues intersect?

Biol 1905 Freshman Seminar for the Biological Sciences: CSI Minnesota: Biologists Look at Forensic Science
(Sec 003); 1 cr; A-F only; prereq fr
Instructor: Hanna, Kathryn L
Description: CSI Minnesota: Biologists Look at Forensic Science: (Offered in conjunction with SEAM) How does science help solve crimes? What are the truths and myths behind forensic Science? Does crime scene investigation resemble what one sees on TV? The class will look at DNA fingerprinting, fiber analysis, forensic pathology, anthropology, entomology, etc., separating fact from fiction. Case studies will be examined where scientific evidence was a deciding factor. Guest speakers will include practicing forensic scientists. The class will also serve as an orientation to the University environment and discuss topics such as academic survival skills.

Biol 2005 Animal Diversity Laboratory
(Sec 001-011); Credit will not be granted if credit has been received for: BIOL 2012, BIOL 2012, BIOL 2012; 1 cr; prereq 3211 or concurrent enrollment 3211
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.
Class time: 5% Discussion, 95% Laboratory
Work load: 15 pages of reading per week, 4 exams
Grade: 55% mid-semester exam(s), 37% final exam, 8% quizzes
Exam format: multiple choice/practical
Course URL: http://www.cbs.umn.edu/class/biol/2005

This information is accurate as of: 5/26/2004 at 3:43 PM
Biol 3211 Animal Physiology

(Sec 001); 3 cr; prereq [1002 or 1009], Chem 1021; concurrent enrollment 2005 strongly recommended

Instructor: Goldstein, Stuart F

Description: The main objective is to describe the various functions carried out in animals (e.g. respiration, movement), the general ways in which these functions are carried out (e.g. specialized gas-exchange surfaces, actomyosin complexes), and particular systems used by various animals (e.g. gills, muscles). It is primarily a course in comparative animal physiology. Systems are described at a variety of levels--organismal, organ, tissue, cellular, and subcellular. There are two main goals of the course. One is to acquaint students with specific physiological systems. The other is to give students an overview of animal systems so that they can visualize them in a way that integrates the various levels. The hope is that as students are introduced to more detailed descriptions of cellular and subcellular levels of organization (e.g. receptor-ligand interactions), in later courses, they will see how these levels fit into the macroscopic levels.

Class time: 6 days/week on readings in order to prepare for exams

Work load: 6 hours/week on readings in order to prepare for exams

Biol 3211 Animal Physiology

(Sec 002); 3 cr; prereq [1002 or 1009], Chem 1021; concurrent enrollment 2005 strongly recommended

Instructor: Mann, Shelley Donna

Description: The main objective is to describe the various functions carried out in animals (e.g. respiration, movement), the general ways in which these functions are carried out (e.g. specialized gas-exchange surfaces, actomyosin complexes), and particular systems used by various animals (e.g. gills, muscles). It is primarily a course in comparative animal physiology. Systems are described at a variety of levels--organismal, organ, tissue, cellular, and subcellular. There are two main goals of the course. One is to acquaint students with specific physiological systems. The other is to give students an overview of animal systems so that they can visualize them in a way that integrates the various levels. The hope is that as students are introduced to more detailed descriptions of cellular and subcellular levels of organization (e.g. receptor-ligand interactions), in later courses, they will see how these levels fit into the macroscopic levels.

Grade: 10% written reports/papers, 90% in-class presentations

Work load: 6 pages of reading per week, 4 pages of writing per semester, 1 papers, Writing: abstract for talk and short final paper

Biol 3610 Internship: Professional Experience in Biological Sciences

(Sec 001, 002); 1-6 cr; max yrs 6, 6 repeats allowed; S-N only; prereq Acceptance into CBS Internship Program, internship workshop, college consent

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 CBS Career Center (229 Snyder Hall, St. Paul Campus). Credit number 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. Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Attendance at a pre-internship workshop is required in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at kahanna@cbis.umn.edu. S/N only.

Grade: 100% internship

Biol 3960H Honors Seminar

(Sec 001, 002); 1 cr; max yrs 2; S-N only; prereq Limited to participation in CBS honors program, dept consent; meets HON req of Honors

Instructor: Barnwell, Franklin H !!Morse Alumni Award!!

Description: This seminar is one of two required for the CBS Upper Division Honors Program and is open only to students in the program. (The other seminar is in the Spring Semester when students describe the results of their honors research.) Each participant researches a topic of current interest at the intersection of science and society and presents the findings to honors classmates. Emphasis is placed on improving communication skills. Presenters are graded by their peers and the instructor and critique a videotape of the talk. PowerPoint presentation graphics must be used. Attendance is required at all class meetings.

Class time: 100% Student talks followed by Q & A

Work load: 4 pages of reading per week, 4 pages of writing per semester, 1 papers, Writing: abstract for talk and short final paper

Grade: 10% written reports/papers, 90% in-class presentations

Biomedical Engineering

7-114 Basic Sciences & Biomedical Engineering: 612/626-3332

This information is accurate as of: 5/26/2004 at 3:43 PM
BME 3201 Bioelectricity and Bioinstrumentation
[Sec 001-008]; 4 cr; A-F only; prereq [Math 2263 or Math 2374].
Phys 1302, [BMEI upper div or dept consent]
Instructor: Steinmetz, Peter Nathan
Description: This course is targeted to sophomore level undergraduates with a professional interest in biomedical engineering. The overall goals of this course are to teach the fundamental principles of biomedical instrumentation and bioelectricity, thus enabling the student to study specific types of instruments independently. Major topics will include basic electronics, analog and digital signal processing, biological measurements, electrical properties of biological tissues and biopotentials. Applications in both lecture and the laboratory will include measurement of blood pressure and blood flow, skin conductance, respiratory flow and pressure and brain rhythms. The primary textbook is "Principles of Biomedical Instrumentation and Measurement," R. A. Aston (Merrill/MacMillan), 1990.
Class time: 60% lecture, 20% Discussion, 20% Laboratory
Work load: 3 exams
Grade: 25% mid-semester exam(s), 25% final exam, 25% quizzes, 25% lab work
Exam format: Design and derivations.

BME 5201 Advanced Biomechanics
[Sec 001]; 3 cr; prereq [[3001 or equiv], [IT upper div or grad student]] or instr consent
Instructor: Nicosia, Mark A
Description: The course will introduce the fundamental principles of continuum mechanics applied to study physiological systems. Basic concepts to be studied include Cartesian tensor analysis, finite deformation kinematics, stress, the constitutive equation, and the governing conservation laws of mass, momentum and energy applied to deformable continua. Specific types of tissue to be covered include those which have major mechanical roles in human physiology, such as cardiovascular and muscle tissue. The goal is to develop the tools to analyze and quantify their mechanical characteristics (such as stiffness, stress relaxation, creep, etc.) in response to loading. The course will include some anatomy and physiology of each tissue being discussed but will focus upon the mathematical formulation and physical understanding of constitutive equations that phenomenologically define observed mechanical behaviors. This course will be taught at a level appropriate for seniors or graduate students. Prerequisites: IT upper division undergraduate or graduate student, or consent of instructor Suggested Prerequisites: Biomechanics (BME 3001) or Statics & Dynamics and Intro to Mechanics of Materials Course
Work load: Course Requirements: homework sets, in-class exams, and final project

Biosystems and Agricultural Engineering
213 Biosystems & Agricultural Engineering:
612/625-7733

BAE 1011 Biosystems and Agricultural Engineering Orientation
[Sec 001]; 1 cr; S-N only
Instructor: Morey, R Vance
Description: Introduction to biosystems and agricultural engineering professions through readings and discussions by faculty, practicing engineers and fellow students. Orientation to the program, including curriculum, intern, undergraduate research, and honors opportunities. Discussion of ethics, safety, and environmental issues in engineering. Course objectives/outcomes: Students will: 1. Get to know University of Minnesota faculty and professionals working outside the University. 2. Become more familiar with the range of subject matter and career opportunities in biosystems and agricultural engineering. 3. Learn about the biosystems and agricultural engineering curriculum, honors program, internships, and undergraduate research opportunities. 4. Learn about ethical and social issues facing the profession.
Class time: 50% lecture, 50% Discussion
Grade: 15% written reports/papers, 10% class participation, 75% Class attendance; S/N grading

BAE 2113 Introduction to Design
[Sec 001]; 3 cr; A-F only; prereq Math 1271
Instructor: Morey, R Vance
Description: Students will: 1) Develop design skills through lecture, discussion, and participation in a design project. 2) Gain an understanding of the importance of safety and health considerations in design and apply these concepts to a design project. 3) Learn standard engineering economic analysis techniques and apply these techniques to feasibility analysis for a design project. 4) Develop skills in engineering graphics and computer drafting, and apply them to a design project. 5) Enhance their teamwork skills through participation in design teams. 6) Enhance their communication skills through development of written, graphic, and oral presentations related to their design projects.
Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 15 pages of reading per week, 4 exams, Project report
Grade: 25% mid-semester exam(s), 15% final exam, 15% written reports/papers, 5% in-class presentations, 25% lab work, 15% problem solving
Exam format: Problems, essay

BAE 3023 Engineering Principles of Soil-Water-Plant Processes
[Sec 001]; 3 cr; prereq Biol 1009, [CE 3502 or concurrent enrollment CE 3502]
Instructor: Clanton, Chuck
Class time: 60% lecture, 15% Discussion, 25% Laboratory
Work load: 5 pages of reading per week, 20 pages of writing per semester, 3 exams
Grade: 40% final exam, 15% written reports/papers, 30% quizzes, 15% lab work
Exam format: Problems, short answer

BAE 3093 Directed Studies
[Sec 001]; 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent
Instructor: STAFF
Description: Student may contact the instructor or department for information.

BAE 4013 Transport in Biological Systems
[Sec 001]; 4 cr; A-F only; prereq 3013, CE 3502, ME 3324, upper div IT
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 and exams, students develop designs for two practical problems.

**Class time:** 75% lecture, 25% Problem solving

**Work load:** 2 exams, Two design project reports. Two lab hrs/week are related to learning Visual Basic programming fundamentals and applications for solving mathematical formulations of problems related to transport in biological systems.

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% special projects, 10% lab work, 20% problem solving

**Exam format:** Problem solving

**Course URL:** [http://www.bae.umn.edu/~nieber/bae4013](http://www.bae.umn.edu/~nieber/bae4013)

**BAE 4114W Capstone Design Project**

*(Sec 001); 4 cr; A-F only; prereq 2113, [upper div IT or sr] or instr consent; credit will not be granted if credit received for: 4112W, 4122W; meets CLE req of Writing Intensive*

**Instructor:** Goodrich, Philip R

**Description:** Review of design concepts and design process. Case studies involving engineering design. Discussion of health, safety, and ethical issues facing engineers. Proposal for capstone design team project including oral presentation of written proposal. Comprehensive design project including written report, poster, and oral presentation of final design.

**Class time:** 20% lecture, 20% Discussion, 40% Design studio

**Work load:** 10 pages of reading per week, 30 pages of writing per semester, 3 papers, Writing intensive project and a formal poster. 3 presentations.

**Grade:** 60% written reports/papers, 25% in-class presentations, 10% class participation, 5% problem solving

**BAE 4744 Engineering Principles for Biological Scientists**

*(Sec 001); Credit will not be granted if credit has been received for: FSCN 4331, FSCN 4331, FSCN 4331, FSCN 4331; 4 cr; A-F only; prereq [Math 1142 or Math 1271], Phys 1101; intended for non engineering students*

**Instructor:** Morey, R Vance

**Description:** Intended for food and biological sciences students who are interested in understanding engineering principles applied to selected unit operations. Not intended for engineering students. Material and energy balances applied to processing systems. Principles of fluid flow, thermodynamics, heat and mass transfer applied to food and bioprocess unit operations such as pumping, heat exchange, refrigeration and freezing, drying, evaporation, and separation.

**Class time:** 60% lecture, 15% Discussion, 25% Laboratory

**Work load:** 20 pages of reading per week, 50 pages of writing per semester, 3 exams

**Grade:** 25% mid-semester exam(s), 20% final exam, 15% quizzes, 25% lab work, 15% problem solving

**Exam format:** Problems to work.

**BAE 4900 Intern Reports**

*(Sec 001); 2 cr; max hrs 4; S-N only; prereq IT or COAFES student in BAE, instr consent*

**Instructor:** Chaplin, Jonathan

**Description:** Student exposure to engineering practice through an intern program. Periodic reports on work assignments are reviewed by faculty and coordinated with industry advisors.

**Class time:** 100% work related

**Work load:** report

**Grade:** 100% written reports/papers

**BAE 5095 Special Problems**

*(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent*

**Instructor:** STAFF

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

**BAE 5212 Safety and Environmental Health Issues in Plant and Animal Production and P**

*(Sec 001); 3 cr; A-F only; prereq grad student or sr or instr consent; Credit will not be granted if credit has been received for AGET 5212.; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom; meets HON req of Honors*

**Instructor:** Shutke, John M

**Description:** Safety/health issues in food production, processing and horticultural work environments using public health, injury control, and health promotion frameworks: regulation, engineering, education. Traumatic injury, occupational illness, ergonomics, pesticide health effects, biotechnology, air contaminants.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 35 pages of reading per week, 15 pages of writing per semester

**Grade:** 35% mid-semester exam(s), 30% final exam, 15% written reports/papers, 5% special projects, 15% class participation

**Exam format:** short answer, essay, multiple choice, problem solving

**Course URL:** [http://www.safety.coafes.umn.edu](http://www.safety.coafes.umn.edu)

**BAE 5513 Watershed Engineering**

*(Sec 001); 3 cr; prereq 3023, upper div IT*

**Instructor:** Wilson, Bruce Nord

**Description:** Students will apply engineering principles in the management and design of hydrologic and surface water quality systems. Specific objectives are to understand and use: 1) Hydrologic analysis techniques for small watersheds; 2) Design techniques for small reservoirs and detention ponds for reducing peak flow rates and sediment concentrations; 3) Design techniques of surface water conveyance systems.

**Class time:** 66% lecture, 34% Laboratory

**Work load:** 2 exams, 1 papers, Weekly assignments

**Grade:** 25% mid-semester exam(s), 35% final exam, 25% special projects, 15% homework assignments

**Exam format:** Open book problems

**Course URL:** [http://www.tc.umn.edu/~wilson/BAE5513](http://www.tc.umn.edu/~wilson/BAE5513)

**Business Administration**

1-505 Carlson School of Management: 612/625-0027

**BA 1001 Introduction to Information Technology**

*(Sec 001, 002); 1 cr; S-N only*

**Instructor:** Lund, Douglas

**Description:** BA 1001 is an internet-based electronic workshop. Section 1 is for the entering undergraduate students at the Carlson School of Management; section 2 for non-Carlson school students. It is a basic tools workshop, and its objective is to prepare the entering undergraduate students to use computer-based information technologies such as electronic mail, spreadsheets, databases, and other tools, in support of the learning objectives of other courses. When you master these tools, you will be better able to take advantage of the many learning opportunities at the University and at the Carlson School, thus increasing the efficiency learning. BA 1001 does not have scheduled meeting times or a physical classroom. It does have a definite structure, learning objectives, a support system, a feedback
system, an instructor, and teaching assistants. You, the student, take responsibility for meeting the learning objectives by accomplishing the required assignments.

Class time: 100% internet based, on-line electronic workshop
Work load: 10 pages of reading per week, 12 assignments
Grade: 100% problem solving
Course URL: http://apps2.csom.umn.edu/Tekstart/index.aspx

BA 3033W Business Communication
(Sec 001-003); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive
Instructor: Littlefield, Holly A
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.
Class time: 20% lecture, 80% Discussion
Work load: 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% lab work

BA 3033W Business Communication
(Sec 020); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive
Instructor: STAFF
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.
Class time: 20% lecture, 80% Discussion
Work load: 10-25 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation

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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.

Class time: 20% lecture, 80% Discussion
Work load: 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation

BA 3999 Internship Seminar
(Sec 001): 1 cr; S-N only; prereq 30 cr, approved internship, instr consent
Instructor: Opall, Brent S
Description: The Internship Seminar course integrates students' internship experiences with discussions, relevant readings and assignments on issues related to the world of work, workplace, and transition from college to work.
Class time:
Work load: 10 pages of reading per week, 20 pages of writing per semester, 1 papers, Weekly Journal
Exam format: No exam

Center for Spirituality and Healing
Mayo Code 505; C592 Mayo: 612/624-9459

Business and Industry Education
425 VoTech Building: 612/624-3004

BIE 1396 Supervised Career and Technical Education Teaching
(Sec 001): 4 cr; S-N only; prereq college consent
Instructor: Stertz, Tom
Description: Supervised teaching for beginning teachers or teaching activities for preservice teachers.

BIE 3151 Technical Development: Advanced
(Sec 001, 002): 1-30 cr; max crs 30, 12 repeats allowed; prereq instr consent
Instructor: Stertz, Tom
Description: Individualized advanced technical development in construction, communication technology, manufacturing, power and energy, and transportation.

BIE 5015 Integrated Computer Applications in Business and Marketing Education
(Sec 001): 3 cr; prereq [5011, 5012, 5013, 5014] or equiv
Instructor: Anderson, Michelle M
Description: This course is intended to engage ADVANCED students in the use of realistic business microcomputer problems requiring the integration of two or more application packages. While completing these problems, consideration will be given to the pedagogical issues of both learning advanced microcomputer application capabilities, and teaching similar applications to designated groups of learners. This information is accurate as of: 5/26/2004 at 3:43 PM

Class time: 25% lecture, 75% Laboratory
Work load: 2 exams, Six problem-solving projects on computer
Grade: 15% mid-semester exam(s), 15% final exam, 10% in-class presentations, 10% class participation, 50% lab work
Exam format: Computer problem-solving

BIE 5151 Technical Development: Specialized
(Sec 001, 002): 1-12 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent
Instructor: Stertz, Tom
Description: Students select and study technical processes and principles based on the particular subject matter areas they plan to teach. Experiences allow students to integrate specialized technical instruction in advanced and emerging areas.

BIE 5596 Occupational Experience in Business and Industry
(Sec 001): 1-10 cr; max crs 10, 1 repeat allowed; S-N only; prereq instr consent
Instructor: Stertz, Tom
Description: Observation and employment in business and industry to develop technical or occupational competencies; 100 clock hours of supervised work experience per credit.

CSpH 5101 Introduction to Complementary Healing Practices
(Sec 001): 3 cr; prereq Jr or Sr or grad student or instr consent
Instructor: Culliton, Patricia D
Description: This course will introduce students to complementary healing practices, including the historical and cultural context of allopathic and complementary practices, and explain the philosophies and paradigms of selected complementary therapies and culturally based healing traditions; examples include mind-body healing, spiritual and faith practices, naturopathy, herbalism, and homeopathy, as well as the manual therapies of chiropractic, osteopathy and massage, energy practices, and clinical nutrition. Students will (a) observe demonstrations and discuss with practitioners how a given therapy can be used appropriately for healthcare; (b) discuss how complementary therapies may affect their health professions; (c) explore the main concepts of one complementary and one allopathic therapy in relation to their own health and well-being; and (d) envision an integrative health system for the 21st century to help identify the skills they may need to practice in such a system.

CSpH 5102 Art of Healing: Self as Healer
(Sec 002): 1 cr; prereq Jr or Sr or grad student or instr consent
Instructor: Towey, Sue Mary
Description: This course will introduce students to the individual transformational journey that occurs as part of the health science education. Students will become aware of their individual responsibility and resources to facilitate development of the self as part of the transformational process. A variety of methods will be used to explore the scientific research data and the experience of self that is part psychoneuroimmunology (PNI) and mind-body-spirit approaches; examples include lecture, scientific literature review, meditation, imagery, drawing and social support via group interaction.
Students will learn how to apply these principles personally, integrate them into clinical practice, and consult with a traditional Tibetan doctor.

CSpH 5325 Latinos: Culture and Health
(Sec 001); 3 cr; prereq jr or sr or grad student or instr consent
Instructor: Brady, Linda J
Description: This course will address: 1. general description of the Latino world view (cosmovision) that affects health and comparison of this view with the prevailing U.S. perspective; 2. differences in perception of time, family involvement and community “belonging” gender roles, communication styles; 3. how differences in cosmovision might affect health beliefs and practices generally and in specific types of situations; 4. folkloric beliefs; 5. specific issues-AIDS, pregnancy and women’s issues, pharmacy, nutrition, etc. 6. specific health issues of workers; 7. cultural competency. Health professionals and people experienced in cross-cultural delivery of information and service will give guest lectures/discussions. The website will contain videotaped interviews and/or audiotapes and transcripts from health professionals and those involved in cross-cultural delivery of information and service. Intended audience: health care professionals and graduate students. Also open to seniors.
Class time: 50% lecture, 50% Discussion
Work load: 20-30 pages of reading per week, 20-30 pages of writing per semester, 1 papers, Homework questions each week
Grade: 20% written reports/papers, 80% Homwork
Course URL: http://www.arilla.umn.edu/csp5000

CSpH 5405 Plants in Human Affairs
(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent
Instructor: McKenna, Dennis Jon
Description: This course will focus primarily on the most popular and widely used botanical medicines. The information will be presented from a biomedical perspective, although some discussion of alternative therapeutic systems, such as Traditional Chinese Medicine (TCM) or Ayurvedic Medicine, will also be included to provide balance. The information presented will be organized according to bodily systems and processes affected, e.g. the immune system, the cardiovascular system, etc. Particular botanical medicines will be discussed and presented within this functional framework. Evidence for therapeutic applications, as well as potential hazards and safety considerations, will be derived from clinical and pre-clinical studies published in current scientific literature. The botanical characteristics, traditional uses, chemical properties of the active constituents, and dosage will also be covered. Quality control issues in the manufacture of botanical supplements, and the regulatory environment governing the manufacture and sale of botanical supplements will be included in the topics covered. The course will be divided between lectures by the instructor and student-led seminars in which recent publications in the peer-reviewed literature will form the basis for discussion topics. Depending on availability, guest lecturers with expertise in pharmacognosy and traditional medical systems may be invited to speak.

CSpH 5511 Interdisciplinary Palliative Care: An Experiential Course in a Community Setting
(Sec 001); 2 cr
Central Asian Studies
214 Nolte Center: 612/624-3331

**CAS 3531 Central Asian Culture and Literature**
(Sec 001); Credit will not be granted if credit has been received for: MELC 3531, GLOS 3641; 3 cr; meets CLE req of International Perspect Theme.

**Instructor:** Bashiri, Iraj !!CLA Distinguished Tchg Awd!!

**Description:** Ten years ago, even five years ago, the general public did not know much about Central Asia. Countries like Kazakhstan and Uzbekistan were unheard of. Today, however, we know them as the newly-independent states carved out of the now defunct Soviet Union. The five republics of Central Asia, along with Afghanistan and Iran, form a major block; a particular symbiotic relation informs their political, ideological, economic, and cultural interactions. Central Asian Culture and Literature examines the struggle of these nations as they experience the pangs of modernization and democratization.

**Class time:** 70% lecture, 20% Discussion, 10% Video tapes

**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, book report

**Grade:** 9% final exam, 30% written reports/papers, 10% special projects, 27% quizzes, 21% in-class presentations, 3% Attendance

**Exam format:** Essay

**Course URL:** http://www.iles.umn.edu/faculty/bashiri/iraj.html

**CAS 3601 Persian Fiction in Translation**
(Sec 001); Credit will not be granted if credit has been received for: CAS 3601, MELC 3601, CAS 5601, MELC 3601, MELC 5601; 3 cr; meets CLE req of International Perspect Theme;

**Instructor:** Bashiri, Iraj !!CLA Distinguished Tchg Awd!!

**Description:** Prose fiction was introduced to Iranian society in the early 1920s by Iranian intellectuals returning from Europe. In the beginning it had a difficulty finding a place in Persian literature, but finally it found a niche. Spearheaded by Muhammad Ali Jamalzadeh and promoted by Sadeq Hedayat, prose fiction became Iran's most prominent vehicle for self expression. Young authors, first in the urban centers and later in the countryside, used this vehicle for familiarizing their countrymen with the new world realities. Through the development of Persian fiction in the context of Iran's ancient heritage, students become acquainted with both the internal and external forces that bind contemporary Iranian society to world civilization. The works of Jamalzadeh ("Persian Is Sugar"), Hedayat ("The Blind Owl, The Stray Dog"), Al-i Ahmad ("The China Vase, Fascinated by the West"), Behrangi ("The Little Black Fish"), and others are analyzed and discussed.

**Class time:** 70% lecture, 20% Discussion, 10% Video tapes

**Work load:** 60 pages of reading per week, 35 pages of writing per semester, 4 exams, 1 papers, Book report; a five-page paper on a topic assigned by instructor

**Grade:** 10% mid-semester exam(s), 15% final exam, 30% written reports/papers, 20% quizzes, 10% class participation, 12% book report, 3% attendance

**Exam format:** essay

**Course URL:** http://www.iles.umn.edu/faculty/bashiri/iraj.html

**Chemical Engineering**
151 Amundson Hall: 612/625-1313

**ChEn 4593 Directed study**
(Sec 001); 1-4 cr; max crs 4; 1 repeat allowed; prereq ChEn major upper division, instr consent

**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**
(Sec 001); 1-4 cr; max crs 4; 1 repeat allowed; A-F only; Instr. Consent

**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 5595 Special Topics**
(Sec 001); 1-4 cr; max crs 4; 1 repeat allowed; instr consent

**Instructor:** STAFF

**Description:** Specially arranged experimental or one-time lecture course given by visiting or permanent faculty. Typically requires instructor approval to register.
Chem 1011 General Principles of Chemistry
(Sec 001, 009, 017); 4 cr; prereq for students not passing placement exam; high school chemistry or equiv, two yrs high school math; high school physics recommended; meets CLE req of Physical Science/Lab Core
Instructor: STAFF
Description: Chem 1011 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.
Class time: 50% lecture, 50% Laboratory
Work load: 30 pages of reading per week, 5 exams, 12 laboratory reports
Grade: 20% lab work, 5% problem solving, 75% Four midterm exams and a final exam
Exam format: multiple choice
Course URL: http://www.chem.umn.edu/class/

Chem 1021 Chemical Principles I
(Sec 001, 009, 017, 025); 4 cr; prereq Grade of at least C- in 1011 or passing placement exam; intended for science or engineering majors; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core
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.
Class time: 50% lecture, 50% Laboratory
Work load: 40 pages of reading per week, 4 exams, 9 laboratory reports
Grade: 20% lab work, 80% Mid-term exams, final exam, problem sets
Course URL: http://www.chem.umn.edu/class/

Chem 1022 Chemical Principles II
(Sec 001, 009); 4 cr; prereq 1021 or equiv; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core
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.
Class time: 50% lecture, 50% Laboratory
Work load: 40 pages of reading per week, 4 exams, Nine lab reports
Grade: 20% lab work, 80% Mid-term exams, final exam, problem sets
Course URL: http://www.chem.umn.edu/class/

Chem 1031H Honors Chemistry I
(Sec 001); 4 cr; A-F only; prereq IT honors student or college consent, permission from IT honors office; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets HON req of Honors
Instructor: STAFF
Description: Chem 1031H is an introductory undergraduate chemistry course designed to help prepare students for careers in science, engineering, and the health sciences. Lecture includes chemical demonstrations. Chem 1031H is a survey of chemical principles and covers many different topics. The main themes include an advanced introduction to atomic theory; periodic properties of the elements; the behavior of gases, liquids and solids; molecular/ionic structure and bonding; aspects of organic chemistry, polymers and spectroscopy; energy sources and other environmental issues related to course topics.
Class time: 50% lecture, 50% Laboratory
Work load: 40 pages of reading per week, 4 exams, Lab reports, problem assignments
Grade: 20% lab work, 80% Mid-term exams and final exam
Course URL: http://www.chem.umn.edu/class/

Chem 2311 Organic Lab
(Sec 001, 004); 4 cr; prereq 2302 or concurrent enrollment 2302
Instructor: Wissinger, Jane E.
Description: This course is designed for undergraduates in the health and science fields that need to fulfill the undergraduate organic chemistry laboratory requirement. It is to be taken after the Organic I lecture course 2301, and concurrently or subsequent to Organic lecture course 2302. The 2311 course is one-semester in length, worth 4 credits, and equivalent to the usual two semester organic laboratory courses taught at other institutions. In the course, interesting and relevant experiments are used to teach the techniques used in the organic laboratory to study, synthesize, isolate, and purify organic compounds. A wide array of instruments including IR, NMR, and GC are used for analysis and computers are used to study molecular conformations and chemical properties. Molecules studied include analgesics, flavors, natural products, dyes, recyclable polymers, and chemiluminescent compounds. Experiments are presented in a manual written by Wissinger and a laboratory techniques textbook ("Pavia") is required. Results are recorded both in report and worksheet formats. Overall, the objective is to give the students hands-on experience illustrating chemistry they learned in lecture, teach problem-solving skills, and demonstrate the value of organic chemistry in our daily lives.
Class time: 10% lecture, 90% Laboratory
Work load: 30-50 pages of reading per week, 120 pages of writing per semester, 5-6 quizzes
Grade: 74% written reports/papers, 9% quizzes, 17% preparation and technique

Chicano Studies
2 Scott Hall: 612/624-6309

Chic 1907W Autobiographies of Latina/o Social Activists
(Sec 001); 3 cr; A-F only; prereq Fr or less than 30 cr; meets CLE req of Writing Intensive
Instructor: Winkler, Anne
Description: Through autobiographies and historical essays we will explore Mexican American (Chicana/o) and Puerto Rican (Boricua) social movements of the 20th century. We will read about leaders of struggles for Latina/o civil rights, labor rights, gender equity, and movements against war and empire in the United States. This is a great introduction to Latina/o studies, the history of race, class, and gender in the United States and 20th century U.S. social movements.
Class time: 10% lecture, 70% Discussion, 20% Movies, guest speakers
Work load: 80 pages of reading per week, 20 pages of writing per semester, 2 papers, informal journal writing
**Chic 3114 International Perspectives: U.S.-Mexico Border Cultures**

*(Sec 001); Credit will not be granted if credit has been received for: CHIC 5114, LAS 3114; 3 cr*

**Instructor:** Rojas, Guillermo

**Description:** Examines the relations of Mexico and the United States from an international perspective, with a central focus on the cultural interchange in the border lands between the United States and Mexico, using literary, historical, and artistic materials. There will be an opportunity to review the most pressing issues of health, labor, education, and housing as presented in the newspapers of the border cities beginning with Matamoros-Brownsville on the East and extending to San Diego-Tijuana in the West. The course will be web enhanced but the URL is not yet available.

**Class time:** 30% lecture, 20% Closed Circuit TV, 25% Discussion, 25% websites

**Work load:** 80 pages of reading per week, 8-10 pages of writing per semester, 2 papers

**Grade:** 60% written reports/papers, 15% in-class presentations, 25% class participation

**Chic 3212 La Chicana**

*(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme*

**Instructor:** Fuentes, Claudia L

**Description:** This class centers on Chicanas or politically defined women of the Mexican American community. Our method is interdisciplinary. It emphasizes the importance of historical context and cultural process to any discussion of the Chicana experience. In order to truly engage in critical analysis it is necessary to explore social and political issues of concern to all Mexican Americans—to discuss racial, cultural, economic and political diversity within the community—and to talk about the Mexican American relationship to our Indigenous, Mexican, U.S. mainstream, and diverse Latino cultures. But our primary focus at all times will be Chicanas. Gender dynamics and the intersection forces of race, literature as a lens, we talk about labeling, contextual meaning, and the way in which language structures our thinking. We will look at the socialization process in which ethnicity and culture combine gender expectations. Our topics will include critical discussion of the way in which Chicana writers reflect traditional cultures, how and why they (re)create Mexican culture, and how they use literature as a subversive tool and as a strategy for healing.

**Chic 3427 History of Cuba and Puerto Rico**

*(Sec 001); Credit will not be granted if credit has been received for: HIST 3427, LAS 3427; 3 cr; meets CLE req of International Perspect Theme*

**Instructor:** Winkler, Anne

**Description:** History of Cuba and Puerto Rico provides an opportunity to tackle some of the most profound questions in Modern World History: the European conquest of the Americas, colonialism, 19th century empires and struggles for independence, the Atlantic slave trade and abolition, U.S. imperialism, 19th and 20th century feminist and labor movements, Race, Racism and Race pride movements, 20th century social revolutions, the Cold War, nationalism, 20th century Independence and neo-colonialism, Communism and Socialism, Globalization and global inequalities in the 21st century. We will talk about all of these issues using these Caribbean island societies as our case studies. A small research project (5-7 pages) provides students with the opportunity to explore a topic of special interest to them. At one point students read one of three different autobiographical narratives and share their insights with students who read other books. The course is open and appropriate for all undergraduates and has no prerequisites.

**Class time:** 40% lecture, 40% Discussion, 20% Audio visuals, guest speakers

**Work load:** 80 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% special projects, 30% class participation

**Exam format:** Open notebook essay

**Chic 3441 Chicana/o History to 1900**

*(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme*

**Instructor:** Winkler, Anne

**Description:** When should the history of Mexican Americans begin? Historians are not in agreement. Some argue for a beginning more than 10,000 years ago. Others feel the history of Chicanas and Chicanos should begin in 1521, 1598, 1836, or 1882. The course begins with a discussion of this debate and then we examine indigenous societies of what is today the U.S. southwest; the Spanish conquest of this region; the U.S. conquest of territory from 1836-1854; the struggle of Mexicans in the southwest to retain land rights and resist second-class citizenship 1848-1900; and the first wave of circular migration in the 1880s when workers crossed the border to build railroads and mine gold, copper, and silver. We compare experiences in California, Texas, Arizona and New Mexico. Throughout the semester we will keep an eye on the 21st century and explore how this early history influences current realities.

**Class time:** 40% lecture, 40% Discussion, 20% Audio visuals, guest speakers

**Work load:** 70-80 pages of reading per week, 5-7 pages of writing per semester, 3 exams, 1 papers

**Grade:** 20% written reports/papers, 45% quizzes, 35% class participation

**Exam format:** Open notebook essay
Description: This course is for students gaining Early Childhood Licensure. This course covers: (1) the historical and philosophical foundations of Early Childhood Education; (2) Familiarizes students with various observation tools; and (3) Familiarizes students with public policy, legislation, and its impact on children.

Class time: 20% lecture, 50% Discussion, 30% Laboratory

Work load: 4 pages of reading per week, 2 papers, 8 observations

Grade: 40% lab work

Exam format: Essay

CPsy 4994 Directed Research in Child Psychology
(Sec 001-017); 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr in CPsy, instr consent, dept consent

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.

Class time: 10% Discussion, 90% Laboratory

Work load: 3 lab hours per credit per week

Grade: 20% special projects, 70% lab work, 10% problem solving

CPsy 4996 Field Study in Child Psychology
(Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; S-N only; prereq 4 cr CPsy, instr consent

Instructor: Mooney-McLoone, Ann

Description: This opportunity normally provides students with an internship in their career plans. Internships offer another way to develop contacts and explore different career possibilities. The Child Psychology Peer Advising Office, Room 106, Child Development, has an extensive internship file on hand that is divided into various areas of interest such as infancy, young children, adolescence, and the aging. There are many agencies that may be of interest to students. The hours are usually flexible enough to work around any schedule. Students sign up for 1-4 credits. 3 hours on site per week 1 credit is required.

Class time: 10% Discussion, 90% Laboratory

Work load: 10 pages of reading per week, 1 papers

Grade: 20% written reports/papers, 80% class participation

Exam format: paper

Child and Adolescent Psychiatry
F-256/2b West: 612/273-9711

CAPY 5666 Aggression and Conduct Problems in Children and Adolescents
(Sec 001); 1 cr

Instructor: Bloomquist, Michael Leonard

Description: This course begins with a description of the characteristics, developmental course, and associated risk factors that are seen in children with aggression and conduct problems. The biological, parent/family, social/peer, and contextual (e.g., neighborhood, school, societal, etc.) causes and correlates will be reviewed. The major emphasis of the course is the delineation of a developmentally focused, multi-systemic model of evidence-based intervention that comprehensively focuses on reducing risks and promoting protective factors in child, parent/family, social/peer, and contextual life domains. This includes discussion of social competence training procedures, mental health interventions (including medications), academic skills building strategies, parent and family skills training, and various school and community interventions.

Multicomponent and coordinated service models of comprehensive intervention will be highlighted. Finally, the course will address strategies for engaging families in intervention, and making interventions culturally compatible.

Chinese
453 Folwell Hall: 612/625-6534

Chn 1011 Beginning Modern Chinese
(Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 4001, CHN 4001; 6 cr

Instructor: STAFF

Description: This is the first semester of a two-semester sequence in first-year modern Standard Chinese (Mandarin) for undergraduate students who are non-heritage speakers of Chinese. Students are introduced to the sounds of Mandarin, basic grammar, vocabulary, and the Chinese writing system. The course consists of two lectures and five recitation classes per week. By the end of the first semester, students are expected to be able to write about 270 Chinese characters, recognize about 400 characters, conduct a basic conversation, read simple texts or conversations, and write some correct sentences in Chinese. Textbook: “Integrated Chinese,” Level One, Part One, Tao-chung Yao, et. al., Cheng & Tsui Company / 1997

Class time: 30% lecture, 70% Discussion

Work load: 6 exams, Listening, recording, written homework

Grade: 10% mid-semester exam(s), 15% final exam, 15% quizzes, 20% class participation, 25% Homework, 15% Tests

Exam format: Listening, reading, writing, and oral interview

Course URL: http://www.all.umn.edu/chinese_language

Chn 1015 Accelerated Beginning Modern Chinese
(Sec 001); 5 cr; prereq oral/aural skills or speaker of other Chinese dialect recommended; credit will not be granted if credit received for: 1011 or 1012;

Instructor: STAFF

Description: This course is designed for undergraduate students who are heritage speakers of Chinese. The course will focus on conversation, reading, and character writing, and spend less time on grammar explanation. The lectures cover Chinese characters and words, as well as sentence patterns. In the drill sessions, students will practice the skills of listening comprehension, speaking, reading, and writing. The first two weeks of the semester are devoted to the Chinese phonetic system—pinyin, and to pronunciation. Beginning from the third week, the lectures and drill sessions will be conducted in Chinese. Since this is an accelerated course, we will cover the whole of first-year Chinese within one semester, and the pace of the course will be approximately one lesson every two days. By the end of the semester, students are expected to be able to conduct a fairly sustained conversation, recognize and write about 700 characters, read texts of some sophistication, and write short compositions in Chinese Textbook: “Integrated Chinese,” Level One, Part One and Part Two, by Yuehua Liu et al, Cheng & Tsue Company, 1997.

Class time: 30% lecture, 55% Discussion, 5% Laboratory, 10% video or other media

Work load: 8 pages of reading per week, 2-3 pages of writing per semester, 6 exams, Listening, taped reading, written homework

Grade: 20% final exam, 10% quizzes, 5% in-class presentations, 20% class participation, 20% Tests; 25% Homework

Exam format: Listening, Speaking, Reading and Writing

Course URL: http://www.all.umn.edu/chinese_language

Chn 3021 Intermediate Modern Chinese
(Sec 001, 050); Credit will not be granted if credit has been received for: CHN 4003, CHN 4003; 5 cr; prereq 1012 or 1015 or equiv or instr consent

Instructor: STAFF

Description: This is the first half of a two-semester sequence in second year modern standard Chinese (Mandarin). It is designed for
students who have completed Chn 1012 or 1015 at the U of M, or the equivalent. It will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims at helping students enlarge their vocabulary and learn more complex sentence structures. Students will also be trained to write good compositions to express their views. Those who have not completed Chn 1012 or 1015 at the U of M, but wish to enroll in this course, need the instructor's approval. Textbook: "Integrated Chinese", by Yuehua Liu, et al, Cheng & Tsui Company, 1997

Class time: 40% lecture, 60% Discussion
Work load: 5-10 pages of reading per week, 5-8 pages of writing per semester, 2-4 exams, Weekly quizzes, homework
Grade: 20% mid-semester exam(s), 30% final exam, 15% quizzes, 15% class participation, 20% Homework
Exam format: Listening, translation, reading, writing

Chn 3031 Advanced Modern Chinese
(Sec 001, 002); 4 cr; prereq 3022 or equiv or instr consent
Instructor: STAFF
Description: This course will be open only to those students who have completed the equivalent of the first 2 years of the Chinese Language Curriculum at the U of M. The focus will be on improving reading skills, building vocabulary, mastering new sentence structures and expressing one's ideas and opinions (especially about the readings) in both spoken and written Chinese. Both prepared and unprepared (spontaneous) responses to the written materials will be focused on in classroom sessions (i.e. memorization of short passages, sight reading and Q&A sessions). As in previous years, readings will include selections from May 4th (1920s) Chinese fiction and essays, newspaper readings, and some other selections (academic prose, popular music, classical pieces, etc.). We will attempt to develop a sense of spontaneity and confidence in dealing with the type of contingent situations confronted daily, and to develop a foreign-language environment. To this end, significant emphasis will be placed on teaching students to use the Chinese they know as a tool for mastering the Chinese they don't know.

Class time: 20% lecture, 60% Discussion, 20% Q & A; role play; group activities; video
Work load: 5-8 pages of reading per week, 10 pages of writing per semester, 2 exams, Taped speech (once every three weeks)
Grade: 10% mid-semester exam(s), 15% final exam, 20% quizzes, 20% in-class presentations, 25% class participation, 0% Homework

Chn 3032 Chinese Calligraphy
(Sec 050, 051); 2 cr
Instructor: Zhang, Hong
Description: A beginning course in Chinese Calligraphy. Chinese language background NOT required. Lectures will introduce various Chinese Calligraphy techniques and expose students to the history of Chinese Calligraphy and its cultural background. Students will also be trained to develop a sense of self-cultivation through the art of Chinese Calligraphy. Practicing in class will give the student hands-on experience of proper using Chinese brush and ink in writing Chinese characters. Students will also have the opportunity to learn the meaning of the characters they write. All teaching material is designed and written by the instructor.

Class time: 30% lecture, 70% classroom exercises, with instructor's coaching students individually.
Work load: 1-2 pages of Chinese Calligraphy per week (approx. 20 characters per page)
Grade: 50% class participation, 50% homework assignments and projects

Chn 4001 Beginning Modern Chinese
(Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 1011, CHN 1011, CHN 1011, CHN 1011; 3 cr; prereq [passing score on GPT in another language or grad student]
Instructor: STAFF

Description: This 4xxx-level course is a special option for qualified students to take the 1xxx-level Beginning Modern Chinese course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Beginning Modern Chinese under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for Chn 1011. See the course guide description for Chn 1011.

Chn 4003 Intermediate Modern Chinese
(Sec 001, 050); Credit will not be granted if credit has been received for: CHN 3021, CHN 3021, CHN 3021, CHN 3021; 3 cr; prereq 4002; [passing score on GPT in another language or grad student]
Instructor: STAFF
Description: This 4xxx-level course is a special option for qualified students to take the 3xxx-level Intermediate Modern Chinese course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Intermediate Modern Chinese under the 4003 course number for 3 credits. Credit will not be granted if credit has been received for Chn 3021. See the course guide description for Chn 3021.

Chn 5040 Readings in Chinese Texts
(Sec 001); 3 cr; max crs 12, 3 repeats allowed; A-F only; prereq 3032 or equiv or instr consent
Instructor: Zou, Zhen
Description: This course will expose advanced students to various Chinese writings and improve their ability to read Chinese literary work in the original Chinese language. In this course we will study literary writings of different styles in contemporary China, including essays, short stories, and poems written since 1950 to the present, with an emphasis on the 1980s and 1990s, one of the peak times in 20th-century Chinese literature. These writings 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.

Class time: 60% lecture, 25% Discussion, 5% Laboratory, 10% Film and Lab
Work load: 6 pages of reading per week, 6 pages of writing per semester, 4 exams, 4 papers, Web project, oral presentation
Grade: 10% mid-semester exam(s), 15% final exam, 15% written reports/papers, 15% special projects, 15% quizzes, 10% in-class presentations, 10% class participation, 10% homework

Exam format: multiple choice, filling blanks, making sentences, short answer to questions

Course URL: http://www.all.umn.edu/chinese_language

Civil Engineering
122 Civil Engineering Building: 612/625-5522

CE 3301 Soil Mechanics I
(Sec 001); Credit will not be granted if credit has been received for: GEOE 3301, GEOE 3301; 3 cr; A-F only; prereq IT, AEM 3031
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."

Class time: 70% lecture, 30% Laboratory
Work load: 20 pages of reading per week, 2 exams, 2 quizzes, 8
CE 4102W Capstone Design
(Sec 001); 3 cr; A-F only; prereq 3201, 3202, 3301, 3401, 3402, 3501, 3502; meets CLE req of Writing Intensive
Instructor: Stefan, Heinz G
Description: Teams of 3 - 4 students solve civil engineering problems posed by practicing engineers (mentors). From problem description through formulation of objectives, conceptual solutions, preliminary planning and analysis, design, environmental impact assessment, final plans/specifications, cost analysis, and recommendations. Each team makes three presentations. Draft reports and a final project report are reviewed.
Class time: 10% Discussion, 90% Team work on an engineering project
Work load: 10 - 20 pages of reading per week, 60 pages of writing per semester, 3 papers
Grade: 80% written reports/papers, 20% in-class presentations

CE 5591 Environmental Law for Engineers
(Sec 001); 3 cr; A-F only; prereq upper div IT or grad or instr consent
Instructor: Braaten, Bruce C
Description: The intent of this course is to introduce the regulatory programs and legal terminology for specific Federal environmental laws and regulations. An overview of the framework of each of the following laws and regulations is presented: National Environmental Policy Act, Safe Drinking Water Act, Hazardous Waste, Underground Storage Tanks, Leaking Underground Storage Tanks, Clean Water Act, Superfund, and the Clean Air Act. As time allows, the Federal laws and regulations are supplemented by parallel Minnesota statutes, rules, and case law. Legal requirements for obtaining particular permits, utilizing a particular contaminant removal technology, and contaminated site cleanup, within particular laws and regulations, are highlighted. The course is presented from the perspective of what a technical environmental professional needs to know. The course target audience is technical (environmental engineer, chemist, hydrogeologist, etc.) environmental majors or professionals. Students must be either upper division undergraduate, graduate or professional.
Class time: 90% lecture, 10% Discussion
Work load: 30 pages of reading per week
Grade: 40% mid-semester exam(s), 50% final exam, 10% problem solving

Classical Civilization
300 Folwell Hall: 612/625-7565
CIV 3711 Classics of Literary Criticism
(Sec 001); 3 cr; prereq 1 course in literature, 2nd course in literature or philosophy or instr consent
Instructor: Clayton, Tom !!Morse Alumni Award; Regents' Award!!
Description: Critical reading and discussion of selected major works and writers from classical antiquity to the twentieth century, including Plato, Aristotle, Horace, and Longinus; and English critics from Sir Philip Sidney to T. S. Eliot, including Alexander Pope, Samuel Johnson, William Wordsworth, S. T. Coleridge, and others. Some of the works are themselves in recognized literary forms, as in dialogues (Plato, Wilde) or in verse (Horace, Pope). Some writers address primary principles and issues (Plato, Aristotle, Sidney, others), and Aristotle laid the foundation for much that has been written since, asking of any work, in effect, “What is it(s) for(m?” Others address literary works themselves, especially (Longinus, Dryden, Johnson, Coleridge, Eliot). Coleridge wrote half-seriously that everyone is born an Aristotelian or a Platonist, a position taken up in Minnesota writer Robert Pirsig’s philosophical autobiographical novel, Zen and the Art of Motorcycle Maintenance, itself now something of a classic. A basic aim of this course is to cultivate a clear sense of the principles, criteria, and practices involved in the criticism of works we iden-tify as literary (and of much else); and of the thinking by which we arrive at them. Attention will be paid also to such central terms and concepts as literature, and to the curious contention that there is no such thing except by arbitrary privileging, which is refuted daily both on reflection and in practical experience.
Class time: 40% lecture, 45% Discussion, 15% Quizzes and presentations
Work load: 60 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, The paper is for read-aloud presentation.
Grade: 20% mid-semester exam(s), 40% final exam, 15% written reports/papers, 15% quizzes, 10% Overall performance including attendance
Exam format: Mostly essay, some objective questions
CNES 1002 World of Greece (Sec 001); 3 cr; credit will not be granted if credit received for: CLAS 1008; meets CLE req of Historical Perspective Core Instructor: Sheets, George A Description: The civilization of Ancient Greece has enormously influenced the character of western civilization and the shape of the modern world. It is to the Greeks that we owe the terms and much of the conceptual foundations of "philosophy," "history," "poetry," "theology," "music," "architecture," "politics," "democracy," "economy," and countless others. This course aims to introduce Hellenic "theology," "music," "architecture," "politics," "democracy," "economy," and countless others to students with no prior exposure to the subject. We explore the disciplinary content of the subject by reviewing the major periods and events of Greek history from roughly 1500-300 BCE. Our chief focus is on selected works of Greek literature of the archaic and classical periods (8th through 4th centuries BCE), including Homer, Herodotus, Thucydides, Aeschylus, Sophocles, Aristophanes, Euripides, Plato, and Demosthenes. Student writing and classroom discussion are central both to the instructional method and the evaluation procedures. In lectures and discussions we seek to engage issues that are problematized by the content of the assignments. For example: how should, or might, one understand a concept of "justice" in "The Iliad"? Does Herodotus have a theory of historical causation? What is Thucydides' view of "human nature"? Is Aristophanes' "The Frogs" "anti-democratic"? Is "The Clouds" "anti-intellectual"? To ask such questions necessitates asking ourselves what we mean by the quoted terms and what our own political, social, and moral assumptions may be. 
Class time: 65% lecture, 35% Discussion 
Work load: 50-75 pages of reading per week, 15-20 pages of writing per semester, 5 papers  
Grade: 70% written reports/papers, 20% quizzes, 10% class participation

CNES 1042 Greek and Roman Mythology (Sec 001); Credit will not be granted if credit has been received for: CLAS 1142, CLAS 1042H, CNES 1042H; 4 cr; prereq credit will not be granted if credit received for: CLAS 1042, 1042H; meets CLE req of Other Humanities Core Instructor: Krevans, Nita Description: A survey of Greek and Roman mythology, including near eastern parallels and influences. We will use both ancient and modern primary sources to study the gods, heroes and monsters whose stories continue to influence the production of art and literature in the modern world. Readings include Greek tragedy, Homer, the epic of Gilgamesh, and Ovid, as well as extended excerpts from numerous ancient authors. Lectures include slides and film clips to permit an understanding of visual representations of the mythic world.  
Class time: 65% lecture, 35% Discussion 
Work load: 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, creative writing assignments; in-class writing; quizzes  
Grade: 20% mid-semester exam(s), 30% final exam, 15% written reports/papers, 35% class participation, 0% class participation includes quizzes and writing assignments  
Exam format: short answer/essay  
Course URL: http://webct.umn.edu

CNES 1043 Classical Archaeology: Introduction to the Archaeology of Ancient Greece an (Sec 001); 4 cr; credit will not be granted if credit received for: CLAS 1043; meets CLE req of Historical Perspective Core Instructor: Berlin, Andrea Description: This course focuses on the material remains of the ancient Greeks and Romans, two peoples whose cultures were enormously influential in the development of western society. For about 1500 years, the Greeks and Romans controlled or deeply influenced a broad swath of the civilized world, from Portugal to the Persian Gulf. The Greeks developed democracy; the Romans a system of representative rule. Members of both societies invented various philosophical and religious systems, as well as such literary genres as epic and lyric poetry, tragic and comic plays, and the novel. In addition, members of both cultures created many fascinating, awe-inspiring and exquisite objects and buildings. One good reason to study Greek and Roman archaeology is simply to learn about these wonderful remains, whose survival from so long ago is almost miraculous. A second reason for studying Greek and Roman archaeology is that it provides a series of time-capable views of peoples living in a deeply material world, within complicated, class-riven societies surprisingly similar to our own. By analyzing their remains, archaeologists can study the particulars of their lives, with attention to large questions such as: How did people respond to political and economic changes? How did the spread of literacy affect society? Archaeology provides the material evidence of past lives, and since we are a species with a material bent, such evidence is germane to understanding ourselves.  
Class time: 75% lecture, 25% Discussion  
Work load: 40 pages of reading per week, 30-35 pages of writing per semester, 6 short papers (5 pgs. each)  
Grade: 80% written reports/papers, 20% class participation  
Exam format: There are no exams.

CNES 1082 Jesus in History (Sec 001); 3 cr; credit will not be granted if credit received for: CLAS 1082; meets CLE req of Historical Perspective Core Instructor: Sellew, Philip H Description: In this course we study Jesus of Nazareth in his original setting: first-century Jewish Palestine. How did the image of Jesus shift in changing cultural circumstances? How do modern scholars approach the historical figure of Jesus? What special issues and problems emerge as we try to apply scholarly methods of inquiry to an ancient person who is still worshipped daily almost 2000 years after his death? We ask how Jesus fit within his own world - Jewish, Greek, and Roman. How unusual was Jesus in his own day? What were his intentions? What attracted people to him? What led to his arrest, trial, and execution? We consider the various stories told in the gospels and apocryphal texts from ancient Christianity. Each student writes
seven brief reports (1-2 pp.) on assigned topics or problems; these reports form the basis of discussion in our Tuesday or Thursday sections. Brief quizzes each week test reading comprehension.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 1 exams, Read the assigned texts, show up for class, and be prepared to talk in section. Produce seven brief analytical reports (1-2 pages, on suggested topics). Brief weekly quizzes in section (short answer, IDs). Take-home final essay exam.

**Grade:** 25% final exam, 40% written reports/papers, 20% quizzes, 15% class participation

**Exam format:** There is a take-home final exam, in which students write essays evaluating the different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

CNES 1082H Honors Course: Jesus in History

(Sec 001); 4 cr; prereq honors; credit will not be granted if credit received for: CLASS 1082H; meets CLE req of Historical Perspective Core; meets HON req of Honors

**Instructor:** Sellew, Philip H

**Description:** In this course we study Jesus of Nazareth in his original setting: first-century Jewish Palestine. How did the image of Jesus shift in changing cultural circumstances? How do modern scholars approach the historical figure of Jesus? What special issues and problems emerge as we try to apply scholarly methods of inquiry to an ancient person who is still worshiped daily almost 2000 years after his death? We ask how Jesus fit within his own world - Jewish, Greek, and Roman. How unusual was Jesus in his own day? What were his intentions? What attracted people to him? What led to his arrest, trial, and execution? We consider the various stories told in the gospel writings of the early churches about Jesus the healer, Jesus the teacher, Jesus the prophet, Jesus the man on a (temporary) visit from Heaven. We ask whether or how we might manage to correlate these competing portraits of Jesus. Structure: We have two lectures and one discussion section each week. Conversation is always welcome. We engage in close readings of the Gospel of Mark, thought to be the oldest gospel that still survives intact, as well as parts of other biblical texts.

**Exam format:** There is a take-home final exam, in which students write essays evaluating the different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

CNES 1201 The Bible: Context and Interpretation

(Sec 001); 3 cr; meets CLE req of Literature Core

**Instructor:** STAFF

**Description:** The Hebrew Bible (Old Testament) is a repository of ancient Israelite religious, political, social, historical and literary traditions. For the modern reader these ancient traditions are often obscured by a focus on the text as revelation. The purpose of this course is to introduce students to the biblical world by reading the Hebrew Bible on its own terms, as a body of literature that evolved in an ancient Near Eastern context. The Bible itself will be the primary text for the course, but students will also be exposed to the rich and diverse textual traditions of the ancient Near East, including Mesopotamia, Egypt, Moab and Uganda. In addition, this course will explore the impact of early biblical interpretation on shaping the monothestic traditions inherited in the West. Students will be required to read critically and analytically, and will be guided in their reading towards specific elements of content. As participants in a secular course on the Bible, students will be challenged to question certain cultural assumptions about the composition and authorship of the Bible, and will be expected to differentiate between a text's content and its presumed meaning. A willingness to be challenged intellectually, and an openness to new ways of thinking and reading will be essential to students' success in this course.

**Class time:** 100% lecture

**Grade:** 25% mid-semester exam(s), 45% final exam, 30% written reports/papers

CNES 1905 Freshman Seminar: Martyrdom & Religious Violence,Socrates-Crusades

(Sec 001); 3 cr

**Instructor:** STAFF

**Description:** The act of martyrdom remains one of the most difficult aspects of religion for many modern people to comprehend fully and empathetically... now more than ever in the wake of September 11th. Yet, voluntary self-sacrifice for the sake of a cause or community, especially as a form of social protest, is a nearly ubiquitous phenomenon throughout history. Indeed, the figure of the early Christian martyr, who - much like Jesus himself - is executed by the Pagan Roman state, is a familiar fixture of western culture. This class will examine the practice and theory of martyrdom as they developed in the 'western' philosophical and religious traditions (Graeco-Roman, Christian, Jewish, and Islamic) from classical Antiquity to the Middle Ages. The course will primarily explore the subject of martyrdom in historically and culturally specific terms. We will pay close attention to the particular political, legal, institutional, and cultural frameworks that shaped martyrological discourse in various settings. At the same time, however, we will also subject the phenomenon of voluntary death to cross-cultural comparison in order to better understand the perennial appeal of what for the martyr is a justified and even righteous form of resistance to coercive power. Ultimately, we will ask: How is martyrdom differentiated from suicide or murder in different traditions? How does the martyr communicate resistance through a body that is simultaneously submissive and defiant?

CNES 3070 Topics in Ancient Religion: Death and Afterlife in the Ancient World

(Sec 001); 3 cr; max crs 18, 6 repeats allowed

**Instructor:** Sellew, Philip H

**Description:** Death and the Afterlife in the Ancient World. This class (open to majors or non-majors) will consider attitudes toward death and the afterlife in the cultures of ancient Egypt, Greece, Rome, Israel, and the early Christian world. We will examine burial practices, funerary rituals, and reports of visits to heaven or the underworld. Material for our consideration will include archaeological data, painted representations of the afterlife, and a wide spectrum of literary accounts. Readings will come from the Egyptian Book of the Dead, the Homeric Hymn to Demeter, Orphic and other mystery initiation cults, funerary inscriptions, Odysseus' trip to Hades (Odyssey 11), Cicero's Dream of Scipio, Jewish apocalyptic, Christian martyrlogies, and finally the "Dormition of the Virgin Mary."

**Class time:** 40% lecture, 60% Discussion

**Grade:** 100% lecture

**Exam format:** There is a take-home final exam, in which students write essays evaluating the different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

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literature, 3) to explore the nature of our historical sources - written or otherwise - and the problems of interpretation they pose, and finally 4) to consider the larger political, social, and ethical issues posed by the period. Historical events provide the framework of the course, but we're concerned equally with questions of Roman identity and morality, with the history of ideas and of literary expression.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 100+ pages of reading per week, 15-20 pages of writing per semester, 2 exams, 2 papers, 2 map quizzes

**Exam format:** short answer, essay

**Course URL:** http://www.tc.umn.edu/~cnappa/CNES3104

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**CNES 3107 Age of Constantine the Great**

*(Sec 001)*; 3 cr; prereq credit will be granted if credit has been received for: CLAS 1023, CLAS 3023, CLAS 1023, CLAS 3023, CLAS 1023; 3 cr; prereq credit will not be granted if credit received for: CLAS 3023; meets CLE req of Historical Perspective Core; meets CLE req of International Perspective Theme

**Instructor:** Nicholson, Oliver IJUC Outstanding Teaching Award!!

**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.

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**CNES 3201 The Bible: Context and Interpretation**

*(Sec 001)*; 3 cr; prereq Knowledge of Hebrew not required; meets CLE req of Literature Core

**Instructor:** STAFF

**Description:** The Hebrew Bible (Old Testament) is a repository of ancient Israelite religious, political, social, historical and literary traditions. For the modern reader these ancient traditions are often obscured by a focus on the text as revelation. The purpose of this course is to introduce students to the biblical world by reading the Hebrew Bible on its own terms, as a body of literature that evolved in an ancient Near Eastern context. The Bible itself will be the primary text for the course, but students will also be exposed to the rich and diverse textual traditions of the ancient Near East, including Mesopotamia, Egypt, Moab, and Ugarit. In addition, this course will explore the impact of early biblical interpretation on shaping the monotheistic traditions inherited in the West. Students will be required to read critically and analytically, and will be guided in their reading towards specific elements of content. As participants in a secular course on the Bible, students will be challenged to question certain cultural assumptions about the composition and authorship of the Bible, and will be expected to differentiate between a text's content and its presumed meaning. A willingness to be challenged intellectually, and an openness to new ways of thinking and reading will be essential to students' success in this course.

**Class time:** 100% lecture

**Grade:** 25% mid-semester exam(s), 45% final exam, 30% written reports/papers

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**CNES 3321 Ships and Seafaring: An Introduction to Nautical Archaeology**

*(Sec 001)*; 3 cr; meets CLE req of Historical Perspective Core

**Instructor:** STAFF

**Description:** The archaeology of ships from the Mediterranean to the Great Lakes. Discussion of the method and theory of underwater archaeology, using examples from antiquity to modern times - Egyptian solar barges, ancient warships, oceanic freighters. Considers all aspects of nautical culture, including routes, and trade, using the evidence of ship construction, materials, cargoes.

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**CNES 3951W Major Project**

*(Sec 001)*; 4 cr; prereq [Three 3xxx ANE courses, [major in ANE or CNEA or ReIS]] or instr consent; meets CLE req of Writing Intensive

**Instructor:** STAFF

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

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**CNES 5070 Topics in Ancient Religion: Death and Afterlife in the Ancient World**

*(Sec 001)*; 3 cr; max crs 18, 6 repeats allowed; prereq RelA 3071 or 3072 or 3073 or 5071 or 5072 or 5073 or any ReIS course or instr consent

**Instructor:** Sellew, Philip H

**Description:** Death and the Afterlife in the Ancient World. This class (open to majors or non-majors) will consider attitudes toward death and the afterlife in the cultures of ancient Egypt, Greece, Rome, Israel, and the early Christian world. We will examine burial practices, funerary rituals, and reports of visits to heaven or the underworld. Material for our consideration will include archaeological data, painted representations of the afterlife, and a wide spectrum of literary accounts. Readings will come from the Egyptian Book of the Dead, the Homeric Hymn to Demeter, Orphic and other mystery initiation cults, funerary inscriptions, Odyssey's trip to Hades (Odyssey 11), Cicero's Dream of Scipio, Jewish apocalyptic, Christian martyrologies, and finally the "Dormition of the Virgin Mary."

**Class time:** 40% lecture, 60% Discussion

**Work load:** 100 pages of reading per week, 25 pages of writing per semester, oral presentation

**Grade:** 25% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 15% class participation

**Exam format:** essays

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**CNES 5111 Prehistoric Art and Archaeology of Greece**

*(Sec 001)*; 3 cr; prereq Jr, Greek art or archaeology course or instr consent

**Instructor:** Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** The course examines the artistic output in Greece up to the time of the collapse of the Mycenaean civilization ca. 1100 B.C. This course begins with Paleolithic and Neolithic Greece, but emphasizes the Bronze Age. A special emphasis will be placed on analysis, appreciation, and understanding of the arts and architecture of prehistoric Greece and the Aegean. Major archaeological problems and disputes will be recognized and briefly reviewed. AQ slide list accompanies the lecture. A portion of class time is devoted to discussion and during the last session, class members deliver short presentations of their paper topics.

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**CNES 5172 House, Villa, Tomb: Roman Art in the Private Sphere**

*(Sec 001)*; 3 cr; prereq Intro art history course or instr consent

**Instructor:** Mc Nally, Sheila J

**Description:** This course explores the architecture and sculpture of urban houses, country estates, and tombs in the Roman world. We will consider how physical evidence contributes to our understanding of aspects of Roman daily life such as gender roles, private religion, and other activities.

**Class time:** 70% lecture, 15% Discussion, 15% Student presentations

**Work load:** 25 pages of reading per week, 20-25 pages of writing per

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CLA 1001 Introduction to CLA Student Life (Sec 001, 009); 1 cr; S-N only
Instructor: STAFF
Description: CLA 1001 teaches strategies to aid first-year students in their transition to the College of Liberal Arts and the University of Minnesota. The course is designed to be a continuing orientation during the first semester at the U of M. CLA 1001 covers topics including study skills, the liberal arts, and four-year planning. The course also addresses student life issues such as finances and campus involvement while introducing students to the University of Minnesota Portfolio. Each section of the course is taught by an academic adviser from CLA Student Services, bringing together both the classroom experience and advising. The sections are co-led by an undergraduate teaching assistant, who will assist students with their transition to college from a peer perspective.
Class time: 40% lecture, 40% Discussion
Work load: 2 papers, 4 Pages of papers, Portfolio mini assignments, 1 five-minute group presentation, 2 papers, and 1 four-year planning project.
Grade: 0% Based on attendance, participation, and satisfactory completion of all work.
Exam format: No exams

College of Liberal Arts
49 Johnston Hall: 612/625-2020

Comm 1313W Analysis of Argument (Sec 001-008); 3 cr; meets CLE req of Writing Intensive
Instructor: STAFF
Description: There are two broad goals of the course: To make sure students have adequate writing skills for future coursework in communication, and to enhance students critical thinking skills through the teaching of argument analysis. Each of these broad goals can be broken down to specific teaching objectives that can be built into your course design. SPCH 1313 has been designated a writing intensive course that is required of all speech-communication majors. Specific writing assignments will vary from course to course. All instructors are encouraged to include at least one writing assignment that involves making an explicit argument that advocates some fact, policy, value, etc., and at least one that involves making an explicit evaluation of an argument using the tools of argument analysis taught in class.

Comm 1002 Freshman Seminar: Ethnic Minorities & U.S. Television (Sec 002); 3 cr; max crs 6; A-F only; prereq Freshmen or max 30 credits; meets CLE req of Cultural Diversity Theme
Instructor: Browne, Donald R
Description: This isn't the usual 15 weeks with readings and tests throughout the semester. What I've fashioned will (I hope!) challenge you in terms of learning the (relative) truth about a commonly-held assumption: That television is a mirror, if an imperfect mirror, of society. More specifically, we'll be studying TV in its role as a mirror of ethnic minority life in the United States. While the greater share of our attention will be on African-American and Hispanic-American depictions, we'll consider depictions of Native Americans, Asian-Americans and other minority groups, as well. We'll study those depictions by using content analysis, and you'll write papers based on group- and individual viewing experiences. Readings will be assigned for the first four weeks of the course only.
Class time: 40% lecture, 60% Discussion
Work load: ~50 pages of reading per week, ~35 pages of writing per semester, 1 exams, 2 papers
Grade: 20% mid-semester exam(s), 60% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: Mix of multiple choice, T-F, short answer, essay

Comm 3110 Topics in Speech-Communication: Media Literacy (Sec 002); 3 cr; max crs 15, 5 repeats allowed; prereq [3211 or 3401 or 3601] whichever is relevant to topic
Instructor: Vavrus, Mary Douglas
Description: This course is an introduction to decoding the messages and images found in the mass media, including reality programs like The Bachelor, reality shows that network like the new ?Spike TV,? and news coverage of contemporary events like the war on Iraq. Today's media representations require that we be able to scrutinize carefully to get a sense of the different meanings found within them and the ways in which they become part of our common culture. In the class we will concentrate on four areas of media literacy to gain familiarity with the media analysis process: (1) general principles of literacy; (2) media content and industries; (3) the media and identity; and (4) media effects, big and small. We will read and discuss concepts from two textbooks and a small packet, we will view and analyze videos that illustrate concepts we cover in class, and you will occasionally meet in small groups to do peer writing workshops and media analyses. This class is appropriate for all undergraduates, including non-majors.
Class time: 25% lecture, 15% Closed Circuit TV, 50% Discussion, 10% Laboratory
Work load: 50 pages of reading per week, 20-30 pages of writing per semester, 2 exams, 4 papers
Grade: 22% mid-semester exam(s), 22% final exam, 44% written reports/papers, 12% class participation
Exam format: short answer and short essay

Comm 3190H Honors Course: Research Seminar in Communication (Sec 001); 3 cr; max crs 6; A-F only; prereq Honors candidate in comm, instr consent, dept consent; meets HON req of Honors
Instructor: STAFF
Description: This is not an ordinary course and the Guide's format does not fit it. It is a seminar intended for honors students majoring in speech communication who are or will be writing honors theses. The emphasis in the seminar will be research and writing as the plans of the participants point us. The logic of the offering is that individuals working in their research and writing will help one another in discussing their work. Students taking the seminar will be expected to have plans as far as this time permits. The spring semester is intended for students who have completed the course in fall. Questions? Contact

Communication Studies
225 Ford Hall: 612/624-5800

Comm 1101 Introduction to Public Speaking (Sec 001-024); Credit will not be granted if credit has been received for: RHET 1223, RHET 1223, RHET 1223, GC 1461, GC 1461, SPCH 1101H, COMM 1101H; 3 cr
Instructor: STAFF
Description: Instruction in basic oral communication skills, including structure, evidence, clarity of purpose, style and delivery. Students are expected to do research as well as speak before peers with reduced anxiety. Practical speaking emphasizes audience adaptation and includes developing analytical skills to evaluate oral discourse. Teaching methods include discussion, lecture, self-evaluations, and evaluations of peers and others. Required of Speech-Communication majors but aimed at undergraduates, especially lower-division students, who are interested in improving their personal communication skills.
Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 10-15 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 3 papers
Grade: 10% mid-semester exam(s), 10% final exam, 10% written reports/papers, 10% quizzes, 50% in-class presentations, 10% class participation
Exam format: combination
Comm 3201 Introduction to Electronic Media Production (Sec 001-004); 4 cr; A-F only; prereq 1101 or instr consent
Instructor: STAFF
Description: The goal of this course is to enhance understanding of television as a communicative medium, a medium which is unique in the potential for impact in the communication of ideas. In this class you will be expected to: 1) Learn the fundamental techniques of in-studio Live-On-Tape video production; 2) Learn to write and produce as part of a video production team; 3) Learn the communicative aspects of visual and aural aesthetics; 4) Learn to write competent critical analyses of visual media. This is NOT a vocational or technical training course. The focus of the course is on effective communication of a message using television as the medium. The projects for which you will be responsible are designed to help you develop a critical attitude toward both producing and consuming visual media messages.
Required text: H. Zettl "Sight, Sound and Motion: Applied Media Aesthetics" 2nd edition. The course will be web enhanced, but the URL is not currently available.
Class time: 25% lecture, 25% Discussion, 50% In-studio television production
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 1-3 papers, Television production
Grade: 15% mid-semesterm exam(s), 15% final exam, 5% written reports/papers, 10% special projects, 10% class participation, 40% Television production
Exam format: Short answer, multiple choice, True/False

Comm 3204 Advanced Electronic Media Production (Sec 001); 3 cr; A-F only; prereq 3201 or instr consent
Instructor: Gregg, Peter Benjamin
Description: This course is designed to provide students with advanced experience in live-on-tape and single camera video production, including post production on video editing workstations, lighting on locations, and sound recording. Students will work in groups on three major projects, applying the knowledge they acquired in Comm 3201, and learning further techniques and technologies. The text for the course is Zettl's "TV Production Handbook."
Class time: 25% lecture, 15% Discussion, 60% In-studio tv production
Work load: 30-50 pages of reading per week, 10 pages of writing per semester, 3 exams, Video production
Grade: 15% written reports/papers, 25% quizzes, 50% in-class presentations, 10% class participation
Exam format: Short answer, multiple choice, True/False

Comm 3211 Introduction to U.S. Electronic Media (Sec 001); 3 cr
Instructor: Browne, Donald R
Description: We’ll be covering several aspects of electronic media in the US: brief history, regulation, program decision-making, impact of media on their audiences, ethnic minorities and the media, and what the future holds (webTV, interactive TV, etc.) Even if most of you never will appear before a camera or a microphone (professionally, at least!), what we’ll cover should give you a pretty fair idea of why we get what we get, and if you don’t like some of it, what you can do about it. Old 3211 exams will be available through WebCT.
Class time: 90% lecture, 10% Discussion
Work load: ~40 pages of reading per week, ZERO pages of writing per semester, 3 exams
Grade: 0% three non-cumulative exams, each of equal weight
Exam format: combination of multiple choice and T-F questions

Comm 3201 Introduction to Communication Theory (Sec 001); 3 cr; prereq 1101
Instructor: Hewes, Dean E
Description: In this course we discuss theories of communication from a social scientific point of view. The nature of theory, its functions, and its relationship to research are discussed first. The largest portion of the course centers on broad categories of theories widely utilized across the curriculum in areas such as interpersonal small group, organizational, intercultural and mass communication. Students learn to identify and critique these theories in research articles. These skills are very useful in 50xx-level classes.
Class time: 70% lecture, 30% Discussion
Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semesterm exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 5% article approval

Comm 3402 Introduction to Interpersonal Communication (Sec 001, 002); 3 cr; meets CLE req of Social Science Core
Instructor: STAFF
Description: Communication both affects and reflects personal relationships; that is, it tells us where we and the other are in terms of intimacy, trust, etc., and it helps to determine where we will go in that relationship. Spch 3402 focuses on communication in intimate relationships, especially friendships and dating relationships. The course contains information on how to read people's interpersonal needs (so as to avoid misunderstanding), how to anticipate problems in development, and how to handle conflict productively. 3402 is a course about real-world problems and the practical skills it takes to manage them.
Class time: 70% lecture, 30% Discussion
Work load: 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semesterm exam(s), 30% final exam, 40% written reports/papers
Exam format: multiple choice
Course URL: http://www.comm.umn.edu/~akoerner/courses/3402/

Comm 3411 Introduction to Small Group Communication (Sec 001-006); 3 cr
Instructor: STAFF
Description: In a democratic society, small groups are utilized widely in decision-making. How the members of those groups communicate with one another can have profound consequences for the legitimacy of group decisions, as well as for their quality. Spch 3411 is designed to help undergraduates improve their group communication skills. The emphasis is on the practical details of communication in groups, with emphasis both on maintaining positive relationships with other group members and on sharpening critical skills.
Class time: 30% lecture, 20% Discussion, 50% group exercises
Work load: 50 pages of reading per week, 2 exams, 3 papers
Grade: 20% mid-semesterm exam(s), 20% final exam, 30% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: multiple choice, essay

Comm 3422 Interviewing and Communication (Sec 001, 002); 3 cr; A-F only; prereq 1101 or instr consent
Instructor: STAFF
Description: This course covers techniques and theory relevant to planning, conducting, and evaluating various types of information interviews. In the course we deal with theory, concepts and skills of interviewing, focusing on the communication process. The course includes both examination of theory and research on the interview as a communication event, and has significant actual skills practice in which students role play interviews in class and conduct short interviews outside of class. The course normally includes one exam or quiz, 3 to 5 short papers evaluating your interview communication skills, and considerable class discussion of student interviews and taped interview examples. Be prepared to work to develop interview skills in class, and to spend time outside of class doing short interviews. The course is valuable for those using interview process in business, education, government and research settings.
Class time: 25% lecture, 10% Closed Circuit TV, 15% Discussion, 35% Laboratory, 15% outside of class assignments
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 3-5 papers, 5 in-class role plays
Grade: 40% mid-semesterm exam(s), 40% written reports/papers, 10%
Comm 3441 Introduction to Organizational Communication
(Sec 001, 002); 3 cr; prereq 1101 or equiv
Instructor: STAFF
Description: This course is designed to help students understand organizational communication. It combines lectures about theories for that understanding and an experiential learning component that allows students to apply those theories. The approach is as realistic as possible. The written work is designed to have students apply and critically evaluate the theories in the course. The course is generally made up of communication and business majors but is relevant for anyone planning to work in organizations.
Class time: 66% lecture, 33% experiential learning
Work load: 40 pages of reading per week, 28 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% experiential learning
Exam format: essay

Comm 3451W Intercultural Communication: Theory and Practice
(Sec 001); 3 cr; prereq Planning an intercultural experience;
meets CLE req of International Perspective Theme; meets CLE req of Writing Intensive
Instructor: STAFF
Description: The course is designed for students who are preparing for an intercultural experience (study abroad, work abroad, Peace Corps, international students). We will discuss basic cultural differences in nonverbal communication, communication styles, individualism and collectivism, values as well as cultural adaptation and culture shock. By the end of the course you will gain a greater understanding of your own cultural assumptions and learn ways in which you can facilitate your transition to other cultures.
Class time: 70% lecture, 30% Discussion
Work load: 2 exams, 2 papers

Comm 3452W Communication and the Intercultural Reentry
(Sec 001); 3 cr; prereq Return from an intercultural experience;
meets CLE req of Writing Intensive
Instructor: STAFF
Description: Have you been to another culture? Here’s your chance to build on that experience. This course is an exploration in culture and the stories we tell about it. Appropriate for students who have returned from study abroad and international students. Readings and class discussions explore what it is like to come “home” or “reenter” your home culture. Social scientific theories are applied to the reentry experience as well as the past experiences of other students like yourself. Join us to continue the learning experience that you started as a world traveller and as an intercultural person.
Class time: 20% lecture, 80% Discussion
Work load: 25 pages of reading per week, 20 pages of writing per semester, 3 papers, 1 other journal
Grade: 40% written reports/papers, 40% in-class presentations, 20% class participation

Comm 3601 Introduction to Rhetorical Theory
(Sec 001); 3 cr; prereq 1101; meets CLE req of Writing Intensive;
meets CLE req of Citizenship/Publ Ethics Theme
Instructor: Greene, Ronald Walter
Description: This class is a comparative survey of the value of rhetorical theory for understanding contemporary public culture. Rhetorical Studies owes much of its philosophical, political and pedagogical muscle to the intellectual labor provided by Greek Antiquity and the Roman Republic. At the forefront of this work was a concern about the relationship between rhetorical education and the ethics of speech. Yet the 21st century looks very different from 5th century BCE Athens. For example, new political subjects are finding opportunities to speak in ways unimaginable in Greek Antiquity, new technologies have transformed how we experience public speaking, and new genres of rhetorical practice have emerged that expand the domain of rhetoric beyond oratory. To explore the similarities and differences between the foundational thinkers of rhetorical studies and our present situation, this class will introduce rhetorical theory by highlighting 4 key models of rhetorical theory. Students will learn to identify the elements of these models lurking in contemporary public culture as well as learn how contemporary public culture provides challenges to the foundational models of rhetorical theory. This course will be web enhanced but the URL is not yet available.
Class time: 80% lecture, 20% Discussion
Work load: 50-75 pages of reading per week, 5 exams
Grade: 38% final exam, 50% quizzes, 12% class participation
Exam format: multiple choice, Final has short answer comprehensive section

Comm 3615 Argumentation
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme
Instructor: STAFF
Description: This course extends the principles of Sphc 1313 to broader philosophies, methods of analysis, and social controversies. It considers the idea of argument(s) from multiple perspectives including logic, dialectics, and rhetorical performance. Class discussion covers topics such as structured reasoning, informal conversation, familial arguments, debates in technical professions, communication ethics, and public/social argumentation. Moreover, we will apply the philosophies, theories, and methods we discuss to two contemporary debates: U.S. race relations and freedom of speech. This course seeks to increase the student’s research, writing, and reasoning skills as well as his or her knowledge.

Comm 3625 Communication Ethics
(Sec 001); 3 cr; A-F only; prereq 1101; meets CLE req of Citizenship/Publ Ethics Theme
Instructor: STAFF
Description: Speech 3625 is designed for undergraduate majors and non-majors who wish to learn more about identifying, analyzing, and dealing with ethical issues and problems in a variety of human communication situations. Course content includes overview of ethics concepts and theories, methods of critical analysis, examination of ethical problems in a variety of communication contexts, and much practical analysis of ethical issues via case studies, role plays and examination of media and other communication artifacts. The course stresses practice and application of principles to actual situations rather than theory. We will examine ethical standards based on various philosophical, psychological, political, and situational perspectives. Communication contexts to be examined include: interpersonal, small group, organizational, cross-cultural, public speaking, as well as electronically mediated (radio, TV, Internet, etc.) situations. Topics may include: truth telling, secrecy, levels of trust, freedom of speech, uses of ambiguity, privacy, bias, fairness, responsibility, power, and stereotyping. The main text is R.L. Johannesen, Ethics in Human Communication. It will be supplemented with one or two added texts, depending on ethical issues current when course is taught.
Class time: 20% lecture, 10% Closed Circuit TV, 30% Discussion, 40% Case studies, role plays, media examples
Work load: 20 - 40 pages of reading per week, 10 - 15 pages of writing per semester, 2 - 3 exams, 2 - 3 papers
Grade: 20% mid-sememter exam(s), 30% final exam, 40% written reports/papers, 10% class participation
Exam format: Multiple choice and true/false

Comm 3631W Freedom of Speech
(Sec 001, 002); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Communication theories and principles that underlie the concept of freedom of speech in the United States. A variety of contexts and practices are examined in order to understand how communicative interaction should be described and, when necessary, appropriately regulated.
Comparative Literature

350 Folwell Hall: 612/624-8099

CLit 5910 Topics in Comparative Literature: South Asian Women Writers
(Sec 002); 3 cr; max crs 24, 8 repeats allowed
Instructor: Sawhney, Simona
Description: This course will present a broad survey of South Asian women’s writing from the early years of the nationalist movement to the present. The section on contemporary writing will include works by immigrant writers, allowing us to compare arguments and nuances in the works of women writing in South Asia and the diaspora. How would we name the forces that appear in the texts of these writers? What anxieties and urgencies shape contemporary discussions about gender and feminism in South Asia? How do these texts position themselves in relation to the politics of the nation? What is the relation between the fictional and the theoretical work produced by South Asian women? Readings will include works by Pandita Ramabai, Ismat Chughtai, Anita Desai, Tahira Naqvi, Sara Suleri, Mahasweta Devi, Ghancha Mohanty, Gayatri Spivak and Rajeshwari Sunder Rajan. (All readings available in English).
Class time: 50% lecture, 50% Discussion
Work load: 100-250 pages of reading per week, 20 pages of writing per semester, 2 papers

Comparative Studies in Discourse and Society

350 Folwell Hall: 612/624-8099

CSDS 5910 Topics in Comparative Studies in Discourse and Society: Discourses of Sexuality in Pt & Sp-Speaking Worlds
(Sec 003); 3 cr; max crs 24, 8 repeats allowed
Instructor: Arenas, Fernanda
Description: This course will use as central categories of analysis the discourses of sex and sexuality as they are deployed in literary and filmic works from Brazil, Portugal and the Spanish-speaking world. As a theoretical basis, we will analyze key writings emanating from the field of GLBT studies (gay, lesbian, bisexual, and transgender) and/or queer theory in the United States (and other countries), as well as critical essays produced in the specific cultures contemplated. Our focus will be interdisciplinary (anthropology, sociology, history, literature, film) and cross-cultural as we look into the discursive practices of (homo)sexualities as they intersect with: nation-building; modernity; racial, cultural and gender identity formations; as well as AIDS. The purpose of this course is to posit sexuality and its theorizations as key hermeneutic tools for contemporary debates on cultural practices and identities in various parts of the globe, at the same time as we look critically at the interaction between global and local forces and how this interaction shapes the production of subjectivities and communities. The course will be taught in English and all reading material will be available in translation (films will be subtitled), as well as in the original Portuguese or Spanish, as the case may be.
Class time: 40% lecture, 10% Closed Circuit TV, 50% Discussion
Work load: 300+- pages of reading per week, 20+ pages of writing per semester, 1 papers
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

This information is accurate as of: 5/26/2004 at 3:43 PM
CSci 1107 Introduction to FORTRAN Programming for Scientists and Engineers  
(Sec 001); 3 cr; prereq Math 1271 or Math 1371 or instr consent  
Instructor: Barry, Phillip  
Description: This course is an introduction to computer programming for (non-computer science) science and engineering majors. It uses the programming language FORTRAN and focuses on problem solving, good programming methodology, and numerical methods for science and engineering. The text is "FORTRAN 90/95 for Scientists and Engineers," 2nd edition, by Stephen Chapman.  
Class time: 80% lecture, 10% Discussion, 10% in class writine and problem solving  
Work load: 50 pages of reading per week, 3 exams, biweekly programming assignments  
Grade: 30% mid-semester exam(s), 25% final exam, 5% quizzes, 40% programming assignments  
Exam format: short answer and computer code  
Course URL: [http://www-users.itlabs.umn.edu/classes/Fall-2003/csci1107](http://www-users.itlabs.umn.edu/classes/Fall-2003/csci1107)  

CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers  
(Sec 001, 010); 4 cr; prereq Math 1271 or Math 1371  
Instructor: Swanson, Charles D  
Description: This course will cover algorithm development and the principles of computer programming using C and C++. Topics include introduction to computers and computing, program development, C/C++ programming language syntax, and elementary numerical methods for scientists and engineers. The prerequisite of one semester of calculus indicates the level of mathematical reasoning used in the class.  
Class time: 50% lecture, 50% Laboratory  
Work load: 4 exams, One lab assignment per week  
Grade: 25% final exam, 5% quizzes, 50% lab work  
Exam format: Problems  
Course URL: [http://www-users.itlabs.umn.edu/classes/Fall-2004/csci1113](http://www-users.itlabs.umn.edu/classes/Fall-2004/csci1113)  

CSci 1121 Introduction to the Internet 1  
(Sec 001); 4 cr; A-F only  
Instructor: Barry, Phillip  
Description: Concepts of the internet, analog vs digital communication, networking, packet switching, software protocols. E-mail, search engines, file transfer (ftp), remote login (Telnet). Creating Web pages using HTML and Cascading Style Sheets. Introduction to advanced programming concepts such as Java, Perl, and CGI.  
Class time: 80% lecture, 10% Discussion, 10% in class exercises  
Work load: 50 pages of reading per week, 10 pages of writing per semester, 3 exams, weekly programming labs  
Grade: 50% mid-semester exam(s), 25% final exam, 5% special projects, 30% lab work, 5% problem solving  
Exam format: mixed; some short answer, some problem solving, some programming  
Course URL: [http://www.itlabs.umn.edu/classes/Fall-2004/csci1121/](http://www.itlabs.umn.edu/classes/Fall-2004/csci1121/)  

CSci 1901 Structure of Computer Programming I  
(Sec 001, 010); 4 cr; prereq concurrent enrollment Math 1271 or equiv or instr consent  
Instructor: Dovolis, Chris John  
This information is accurate as of: 5/26/2004 at 3:43 PM  
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.  
Class time: 70% lecture, 30% Discussion  
Work load: 25 pages of reading per week, Ten programming assignments  
Grade: 30% mid-semester exam(s), 30% final exam, 40% Programming assignments  
Exam format: Programming  
Course URL: [http://www.itlabs.umn.edu/classes/Fall-2001/csci1902](http://www.itlabs.umn.edu/classes/Fall-2001/csci1902)  

CSci 1902 Structure of Computer Programming II  
(Sec 001); 4 cr; prereq Math 1272 or Math 1372 or instr consent  
Instructor: Barry, Phillip  
Description: CSci 1901 is the second required course for Computer Science majors. CSci 1902 is a prerequisite for CSci 2011 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 1902 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 1902 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.  
Class time: 50% lecture, 50% Recitation  
Work load: 25 pages of reading per week, 30 pages of writing per semester, 1 exam  
Grade: 36% final exam, 32% quizzes, 32% problem solving  
Exam format: Problem solving; open book/notes  
Course URL: [http://www.itlabs.umn.edu/classes/Fall-2003/csci1902](http://www.itlabs.umn.edu/classes/Fall-2003/csci1902)  

CSci 2011 Discrete Structures of Computer Science  
(Sec 001); 4 cr; prereq Math 1272 or Math 1372 or instr consent  
Instructor: Sturtivant, Carl  
Description: Much of the basic mathematical machinery useful in computer science will be presented, with applications. Students will learn actively the art of creating real-world proofs in these areas, preparing them for diverse regions of computer science such as architecture, algorithms, automata, programming languages, cryptography, etcetera, as well as increasing their general problem-solving abilities in all areas. Topics covered include sequences and summation, growth of functions, formal logic, induction & recursion, number theory, enumeration, relations & graphs.  
Class time: 75% lecture, 25% Recitation  
Work load: 30 pages of reading per week, 30 pages of writing per semester, 1 exams  
Grade: 36% final exam, 32% quizzes, 32% problem solving  
Exam format: Problem solving; open book/notes  
Course URL: [http://www.itlabs.umn.edu/classes/Fall-2003/csci2011](http://www.itlabs.umn.edu/classes/Fall-2003/csci2011)  

CSci 2031 Introduction to Numerical Computing  
(Sec 001); Credit will not be granted if credit has been received for: CSCI 5301, CSCI 5302; 4 cr; prereq Math 2243 or instr consent  
Instructor: Saad, Yousef  
Description: CATLOG DESCRIPTION: Introduction to numerical computing for CSci, mathematics, and science/engineering students. Uses Mathematica or Matlab to cover numerical error, root finding, systems of equations, interpolation, numerical differentiation and integration, least squares, and differential equations. OVERALL DESCRIPTION: This course offers a practical introduction to Numerical Computing. The course is designed to be of interest to students in Computer Science, Mathematics and other science and engineering disciplines. It is required of CSci majors in IT (those pursuing a B.S. degree). General principles of Numerical Analysis are taught, including those concepts and tools involving modeling of real continuous mathematical or engineering problems. Since programming is not a major emphasis of this course, labs will utilize an interactive package such as Matlab.  
Class time: 75% lecture, 25% Discussion  
Work load: 3 exams, 6 papers  
Grade: 40% mid-semester exam(s), 30% final exam, 30% written reports/papers  
Course URL: [http://www.itlabs.umn.edu/classes/Spring-2002/csci2031](http://www.itlabs.umn.edu/classes/Spring-2002/csci2031)  

CSci 4011 Formal Languages and Automata Theory  
(Sec 001); 4 cr; prereq 1902 and 2011 or instr consent; cannot be taken for grad CSci cr
CSci 5106 Programming Languages
(Sec 001); 3 cr; prereq 4011 or instr consent
Instructor: VanWyk, Eric
Description: This course covers the design and implementation of high-level programming languages. The course has two parts: (1) language design principles, concepts, constructs; (2) language paradigms, including logic, functional, object-oriented and concurrent programming languages and their applications. Note that we will learn different programming languages only to examine their features and relationship to other languages and not to become proficient in any specific language. The details given below are a preliminary estimation and may change as I develop the course. The course will be web enhanced but the URL is not yet available.
Class time: 90% lecture, 10% Discussion
Work load: 20-30 pages of reading per week
Grade: 30% mid-semester exam(s), 35% final exam, 20% special projects, 15% problem solving
Exam format: short answer questions and problems

CSci 5107 Fundamentals of Computer Graphics 1
(Sec 001); Credit will not be granted if credit has been received for: CSCI 4107; 3 cr; prereq [4041 or instr consent], fluency in C/C++, mastery of basic concepts in linear algebra
Instructor: Meyer, Gary W
Description: This course provides an introduction to the theory and practice of computer graphics programming. Topics covered will include: scan conversion; anti-aliasing; geometric transformations and projections; hidden surface removal; hierarchical modeling and animation; parametric curves and surfaces; illumination and shading; texture mapping, and ray tracing. This course targets senior undergraduates who are interested in understanding and implementing fundamental computer graphic techniques.
Class time: 90% lecture, 10% Discussion
Work load: 10-20 pages of reading per week, 5 pages of writing per semester, 2 exams, 5 programming assignments
Grade: 15% mid-semester exam(s), 25% final exam, 10% problem solving, 50% programming assignments
Exam format: short answer and problem solving

CSci 5115 User Interface Design, Implementation and Evaluation
(Sec 001); 3 cr; prereq 4041 or instr consent
Instructor: Terveen, Loren Gilbert
Description: This class covers the theory, design, evaluation, and implementation of interactive application interfaces. The course is built around a large design, evaluation, and implementation project that is completed in groups. Topics include: human capabilities and limitations, the interface design and engineering process, prototyping, issues in interface construction, interface evaluation, and current topics such as data visualization, world wide web interfaces, online communities, and ubiquitous computing. The class format is lecture, in-class individual and group activities, and discussion. Class participation is expected. Thoughtful questions are as important as answers.
CSci 5211 Data Communications and Computer Networks
(Sec 001); Credit will not be granted if credit has been received for: CSCI 4211; 3 cr; prereq [4061 or instr consent]; basic knowledge of computer architecture, operating systems, probability]
Instructor: Du, David Hung-Chang !!Land Grant Chair!!
Description: This course provides an introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topic to be covered include layered network architecture, physical transmission media, data link protocol, network protocol, local area network long haul networks, optical networks and Internet protocol. This course is designed for both undergraduate (senior) and graduate students. The required text book: "Computer Networks" by Andrew S. Tanenbaum, Prentice Hall, 3rd Edition 1999.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: problem solving
Course URL: http://www.itlabs.umn.edu/classes/Spring-2000/csci5211

CSci 5481 Computational Techniques for Genomics
(Sec 001); 3 cr; prereq 4041 or instr consent
Instructor: Karypis, George
Description: This course provides an introduction to the various computational techniques that are used to analyze the biological data generated by genome sequencing, proteomes, and cell-wide measurements of gene expression changes. The topics that are covered include algorithms for single and multiple sequence alignments, algorithms for sequence assembly, search algorithms for sequence databases, phylogenetic tree construction algorithms, algorithms for gene and promoter prediction, protein structure prediction, statistical methods and data mining algorithms for microarray expression analysis, algorithms for reverse engineering of regulatory networks.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: Essay
Course URL: http://www.itlabs.umn.edu/classes/Spring-2000/csci5481

CSci 5511 Artificial Intelligence I
(Sec 001); 3 cr; prereq 2011 or instr consent
Instructor: Gini, Maria L !!Morse Alumni Award!!
Prerequisites: Knowledge of Data Structures (graphs and trees) and of predicate calculus. Course Objectives: To provide in-depth understanding of the foundations of Artificial Intelligence, with special emphasis on search algorithms and knowledge representation. The course is suitable for students who want to gain a solid technical background in the field and as a preparation for more advanced work in AI. The course is for undergraduate and graduate students.
Class time: 60% lecture, 40% Discussion
Work load: 15-20 pages of reading per week, 30 pages of writing per semester, 3 exams, programming assignments
Grade: 20% mid-semester exam(s), 20% final exam, 10% special projects, 30% problem solving, 20% Second mid-term exam
Exam format: Problem solving
Course URL: http://www.itlabs.umn.edu/classes/Spring-2002/csci5511/

CMgt 3001 Introduction to Construction
(Sec 001, 002); 3 cr; A-F only
Instructor: Kuehni, Rose Marie
Description: Introduction to construction and processes that shape our environment. A discussion of construction types and their differences, key participants and their vocabulary, and delivery systems. Construction specialists and their roles. Elements of the management of construction. Construction plan reading. Course consists of lectures and field trips.

CMgt 3011 Construction Plan Reading
(Sec 001); 2 cr; A-F only
Instructor: STAFF
Description: Introduction to construction plan reading. Includes reading mechanical, electrical, civil, and architectural details, notes, symbols, and plan layout.

CMgt 4012 Risk Management, Bonds, and Insurance
(Sec 001); 2 cr; prereq BAS student in construction mgmt prog or instr consent
Instructor: STAFF
Description: Identification and evaluation of property, liability, and financial risks of a construction project. Tools of risk control and risk financing. Review of insurance coverage, contract bonds, and underwriting factors.

CMgt 4019 Autocad for Construction Managers
(Sec 001); 2 cr
Instructor: STAFF
Description: Introduction to AutoCAD and land development desktop software. Students complete all tasks to design a site plan using civil engineering design software, including topography, contours, cross sections, and quantity calculations.

CMgt 4021 Construction Planning and Scheduling
(Sec 001); 3 cr; prereq [3001, 3011] or 2860 [at NHCC] or BIT 2200 [at IHCC] or instr consent
Instructor: STAFF
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
(Sec 001); 3 cr; prereq 3001 or CMSG 2880 [at North Hennepin or Inver Hills Community College] or equiv or instr consent
Instructor: STAFF
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 4026 Computer-Based Construction Estimating
(Sec 001); 2 cr; A-F only; prereq 4022
Instructor: STAFF
Description: A computer-based continuation of Construction Estimating. 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.

CMsg 4027 Computer-Based Project Management
(Sec 001); 2 cr; prereq CE 4101 or equiv or instr consent
Instructor: STAFF
Description: Practical application of construction project management skills using computer software. In this project-based course, students manage one or two real projects through all phases of construction. Course includes planning, scheduling, budgeting and estimating, staffing projections, cost control and communication tools.

CMsg 4031 Construction Safety and Loss Control
(Sec 001); 3 cr; A-F only; prereq Upper div
Instructor: STAFF

CMsg 4193 Directed Study
(Sec 001); 1-4 cr; max crs 16, 4 repeats allowed; prereq BAS student in Construction Management Program, dept consent
Instructor: STAFF
Description: Topic arranged with B.A.S. Construction Management academic adviser.

CMsg 4196 Construction Management Internship
(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; S-N only; prereq Admitted to CMsg major, [minor or certificate], dept consent through BAS internship coordinator
Instructor: STAFF
Description: Internship requirement for construction management

CMsg 4901 Seminar: Communication and the Construction Process
(Sec 001); 2 cr; A-F only
Instructor: Hilger, A Peter
Description: This course will trace the construction project from inception to completion focusing on the interaction skills necessary for the construction manager to effectively deliver the project through the myriad of hoops, hurdles, and pitfalls in the life of a building project. The course will touch upon the many steps a project goes through before and during construction focusing on written and oral communication skills and techniques. The course is designed as a seminar featuring guest speakers as well as mock situations involving students on both sides of a debate.

Cultural Studies and Comparative Literature
350 Folwell Hall: 612/624-8099

CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core
Instructor: Brown Jr, Robert L!!Morse Alumni Award!!
Description: How did we become who we are? How did we become "women" or "men," "gay" or "straight"? Where did we get our tastes in clothes, food, music, and decorative arts? And where did we get our political, religious and philosophical beliefs, our sense of what's logical, natural, and believable? Cultural Studies assumes that the world around us (our culture) means, and that its meanings are central in creating us--individually and collectively. And it assumes culture can be "read." CSCL 1001 explores cultural reading, examining the "texts" around us: music videos, television and film, some paintings and buildings, classical music, magazine ads, poetry, a novel and some "practices" from everyday life: dress, manners and body decoration.

The "rhetoric" of culture transmits a view of the world and our loyalty to that view. Its systems of "power" fold us and our texts into large, historical conversations and struggles over ideas and social positions. And the operations of "desire" direct who and what we love, where we find pleasure and how these pleasures figure in the process of making and reproducing culture. It's a basic course for majors and non-majors interested in making sense of their worlds.

Class time: 50% lecture, 50% Discussion
Work load: 60 pages of reading per week, 5 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers
Exam format: open-book; short, guided answers

CSCL 1301W Reading Culture: Theory and Practice
(Sec 001-003); 4 cr; meets CLE req of Other Humanities Core; meets CLE 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
(Sec 001-007); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE 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
(Sec 001-003); 4 cr; meets CLE req of Historical Perspective Core; meets CLE 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
CSCL 3121 Introduction to Film Study (Sec 001-003; Credit will not be granted if credit has been received for: ARTH 1921, ARTH 1921W, ARTH 1921W 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core) 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 work, and ways we can watch, read, and enjoy them with a critical eye. The course will explore 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 3115 Cinema and Ideology (Sec 001; 4 cr; meets CLE req of Other Humanities Core) Instructor: Ganguly, Keya
Description: This course provides a sustained introduction to some of the most influential positions in film and cultural theory as they pertain to problems of ideology and representation in the cinema. We will read materials that address (1) issues of film form: how the technical apparatus of film functions to produce ideological understandings of the world; (2) film content: how ideology gets inscribed in and through filmic narratives; and (3) film spectatorship: how (and whether) the ways that viewers are positioned to make sense of themselves and the world have implications for social relations at large (i.e., outside the cinema). We will discuss a number of interconnected themes pertaining to questions of ideology, such as the Cold War; women and representation; paranoia; realism and its critiques; and, finally, the alternative propositions about cinema and society found in (selected) "Third-World" films. Required text: Louis Giannetti, "Understanding Movies."
Class time: 75% lecture, 25% Discussion
Work load: 75 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers
Grade: 25% mid-semester exam(s), 40% written reports/papers, 15% quizzes, 20% class participation
Exam format: essay, short answers

CSCL 3172 Music as Discourse (Sec 001; 3 cr; meets CLE req of Other Humanities Core) Instructor: Thomas, Gary C. "Arthur Motley Exemplary Tch Awl!!"
Description: "Music is very il for yung heds, for a certeine kind of nice, smooth sweetness in alluring the auditorie to effimeniance...Sweet musick at the first delighteth the eares, but afterward corrupteth and depraveth the minde...But being used in publique assemblies...as directories to filthy dauncing...it estraungeth the mind, stireth up filthie lust, womanisheth the minde, ravisheth the hart, enfammeth concupiscence, and bringeth in uncleanness." This diatribe against the evils of music was written in 1583. But the real or imagined power of music, its uses, and psychic and social meanings have been the subject of human reflection (and anxiety) from Plato to Tipper Gore. This course will examine the ways music can be considered a discursive practice, i.e., how the shaping of sonorities—music making—participates in the formation of human consciousness, social norms and identities, and attitudes toward the body; how and for what purposes music is used; what (who) distinguishes music from noise; and why some musics are policed and censored. Examples from a wide variety of musical practices (film, symphony, blues, rock, opera, etc.) and artists, from Bach and Beethoven to the Beach Boys and Bikini Kill.
Class time: 75% lecture, 25% Discussion
Work load: 20-40 pages of reading per week, 2 exams, 2 papers

CSCL 3173W The Rhetoric of Everyday Life (Sec 001; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive) Instructor: STAFF
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: 75% lecture, 25% Discussion
Work load: 50 pages of reading per week, 20 pages of writing per semester
Grade: 25% mid-semester exam(s), 50% written reports/papers, 25% class participation
Exam format: Essay

CSCL 3176 Oppositional Cinemas (Sec 001; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core) Instructor: Ganguly, Keya
Description: This course examines movies that offer alternatives to the mainstream Hollywood Movie Machine, including, e.g., films from the modern and postmodern Left, New Documentary, experimental narrative, and other forms of post-classical and agitational cinema. Can film intervene as an oppositional political force in culture? Can it function as progressive public pedagogy? Does it produce change? The course will also consider ways that Hollywood films inevitably contain internal contradictions and ambiguities that invite subversive readings "against the grain." Course typically includes texts (films and criticism) by, e.g. Manhi Diawara, Trin Minh-ha, Jane Gaines, Richard Dyer, Carlos Diegues, Ousmane Sembene, Jean-Luc Godard, John Waters, and others.
Class time: 60% lecture, 40% Discussion

CSCL 3177 On Television (Sec 001, 002; Credit will not be granted if credit has been received for: SCMC 3177, SCMC 3177; 4 cr) Instructor: STAFF
Description: Television is a pervasive and hybrid cultural form, marking a convergence of technologies, institutions, audiences, and ideas. It has reorganized domestic and public space; challenged traditional concepts of "high" culture and "low" culture; nurtured ideas of global villages and simultaneity; ushered spectacle, advertising and standardized programs into our living rooms and supplied resonant metaphors for understanding the experience of contemporary life: boob tube, sound bite, talking head, tune-in/drop out, instant replay, prime time and pet-cam. In short, television has played a crucial role in transforming perception, inviting us to rethink fundamental concepts such as time, space, text, image, sound, and aesthetics. This course begins with the assumption that television is a complex phenomenon with neither a unitary significance nor a simple effect. We will explore key debates in the history, theory and criticism of television, concentrating on developing skills to facilitate critical and creative "readings" of television's past and present forms. This will include consideration of how television has borrowed from and influenced other media forms - especially film, music, and digital media.
Class time: 80% lecture, 20% Discussion

CSCL 3331 Science and the Humanities (Sec 001; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core) Instructor: Brown Jr, Robert L!!Morse Alumni Award!!
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 work, and ways we can watch, read, and enjoy them with a critical eye. The course will explore 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.

Class time: 40% lecture, 60% Discussion

Exam format: quotes and terms, analysis, essay
Course URL: http://webct3.umn.edu

Work load: 20-40 pages of reading per week, 2 exams, 2 papers

This information is accurate as of: 5/26/2004 at 3:43 PM

Fall 2004
Description: Walking to my doctor in Calhoun Square, I passed a health-food store advertising shark cartilage to ‘rebuild damaged joints.’ Doctor Mike said, ‘Eating dead sharks won’t fix your knee.’ That night, as research, I attended a Charismatic healing service at which people threw away, beyond binary oppositions. Links between these ‘medical events’ involved money-exchange; each assumed a theory of the body. My doctor works from ‘normal science;’ the health food store from ‘alternative medicine;’ Reverend Bob Larson from ‘faith.’ The narratives supporting these three ‘theories’ are contradictory, each with a definable history, each setting relations to knowledge, politics, economics, and gender identity, psychiatric ‘conditions’ and their treatment. We’ll examine systems of power and economics of the culture and science ‘industries,’ examining how work (in science and the humanities) creates both knowledge and identity. No technical background in science or the humanities assumed, offering a chance to see how we construct our worlds. How do our different histories help us understand our political, religious and scientific beliefs, our sense of what’s logical, natural and believable? We’ll read central works in science studies and the humanities to support ‘case studies’ on intelligence, genomics, race and gender identity, psychiatric ‘conditions’ and their treatment. We’ll begin to answer such questions, this course engages in close readings of selected writings of Sigmund Freud, including, e.g., “On Narcissism,” “The Uncanny,” “The Future of an Illusion,” “The Ego and the Id,” and “Civilization and its Discontents.” In addition to reconstructing Freud’s often deceptively uncomplicated, yet demanding thinking, the course will focus on the relationship between his theory of the subject and his (variously implicit and explicit) theory of culture, and on how both theories converge in questions concerning the construction of individual and collective identity, i.e., “Who are we?”

CSCL 3412W Psychoanalysis and Literature Part I: The Essential Freud
(Sec 001); 3 cr; meets CLE req of Writing Intensive
Instructor: STAFF

Description: What critical tools does psycholanalysis make available to us as students of culture? What are the promises and limitations of psychoanalytical method? To begin to answer such questions, this course engages in close readings of selected writings of Sigmund Freud, including, e.g., “On Narcissism,” “The Uncanny,” “The Future of an Illusion,” “The Ego and the Id,” and “Civilization and its Discontents.” In addition to reconstructing Freud’s often deceptively uncomplicated, yet demanding thinking, the course will focus on the relationship between his theory of the subject and his (variously implicit and explicit) theory of culture, and on how both theories converge in questions concerning the construction of individual and collective identity, i.e., “Who are we?”

CSCL 3456W Sexuality and Culture
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive
Instructor: STAFF

Description: What is sexuality? When was it invented and how have its cultural constructions and meanings varied over time and place? In the West, for example, pre-modern understandings of human sexuality were radically reconfigured in the 19th century, being organized around the concept of ‘homosexual’ and ‘heterosexual’—symbiotic and mutually exclusive definitions we continue to struggle with to this day. The course explores ways that such struggles—homo/hetero, natural/unnatural, norm/deviant, bio-function/pleasure—are articulated in thought and art, among other things, in order to imagine the possibility of sexuality beyond binary oppositions. Links between sexuality and identity, criminality, and violence are also explored. Readings from critical work of Foucault, Wittig, Cixous, Butler, Sedgwick, etc.; fiction by writers like Melville, Gide, Genet, Duras, Winterson, and Hollinghurst; films by directors such as Birkin, Riggs, Resnais, Haynes, and van Sant.

Class time: 60% lecture, 40% Discussion

CSCL 3458W The Body and the Politics of Representation
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive

This information is accurate as of: 5/26/2004 at 3:43 PM
CSCL 3979 Issues in Cultural Pluralism  
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme  
Instructor: Sarles, Harvey B  
Description: This course is directly concerned with cultural diversity, especially with the ideas which underlie racism, sexism, discrimination. These ideas remain powerful in our thinking, often regardless of our education and experience. The concepts arise cyclically, especially in America and need critical knowledge and thinking to expose them: in the general notions of culture and politics, but also how they arise in the experience of each of us. It is also a course in citizenship and public ethics, as it considers the ideas which underlie our democratic institutions, especially the Declaration of Independence and the U.S. Constitution. We are reminded during this course that this country was born in slavery, and is in some ongoing tensions with the peoples native to this country. The rest of us are all immigrants in some generation or other, and need to think and do whatever is required to deal with one another in fairness and justice.  
Class time: 60% lecture, 40% Discussion  
Work load: 30 pages of reading per week, VARIES pages of writing per semester, 2 papers  
Grade: 90% Essays or Projects-to be discussed in class  
Exam format: NONE

CSCL 5147 Teaching as Dialogue  
(Sec 001); 3 cr  
Instructor: Sarles, Harvey B  
Description: Whereas most teaching is the practice of teacher as lecturer or as facilitator, the idea of teaching as a dialogue remains less explored. Dialogue makes possible a deeper and truer engagement of minds and ideas between thinker/teacher and students. But creating the possibility of dialogue and actually making it happen remain more idea than actuality. Much of this course is, thus, the practice and practicality of dialogue: doing, talk about, how to touch the future. Students in this course will discuss all aspects of teaching: how to engage students, to remain engaged in one’s own teaching; how to move a course forward; to continue to grow intellectually while moving students toward their own futurity; about grades and judgment; knowing, reading and thinking critically. Students will also be invited to observe and to interact with the instructor in the context of a large class. The target audience for this course includes those who want to teach, who love knowledge, and wish to place their imprint upon their students’ futures: advanced undergraduates and graduate students from all disciplines.  
Class time: 100% lecture/dialogue  
Work load: 40 pages of reading per week, 1 papers  
Grade: 60% written reports/papers

CSCL 5993 Directed Study  
(Sec 001, 002); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent, dept consent, college consent  
Instructor: STAFF  
Description: Directed study - arranged

Curriculum and Instruction  
145 Peik Hall: 612/625-6372

CI 1001 Introduction to the Elementary School  
(Sec 001, 002); 3 cr; A-F only  
Instructor: STAFF  
Description: This course focuses on contemporary urban elementary school teaching including the teacher's role, the role of the principal and other non-teaching staff, the curriculum and the students. The course includes visits to educational settings to observe or interview teachers, the principal and other non-teaching personnel, or the students.  
Class time: 1% lecture, 39% Discussion, 20% Laboratory, 40% small group projects  
Work load: 40 pages of reading per week, 25 pages of writing per semester, 6 papers, small group presentations and projects  
Grade: 25% written reports/papers, 25% in-class presentations, 25% class participation, 25% site visits and interviews  
Exam format: presentation or paper

CI 5096 Art Education: Practicum  
(Sec 001, 002); 2 cr; max crs 6, 6 repeats allowed; A-F only  
Instructor: STAFF  
Description: Issues of art instruction, including teaching methods and evaluation, philosophical frameworks of pedagogy and institutional issues concerning art programs in primary and secondary schools. Practicum requiring students to work in a public school setting.

CI 5111 Introduction to Elementary School Teaching  
(Sec 001); 3 cr; A-F only; prereq Foundations of ed major or elem ed initial lic  
Instructor: Buggey, JoAnne  
Description: Curriculum organization, instruction, management, assessment, professional decision making

CI 5177 Practical Research  
(Sec 001, 002); 3 cr; A-F only; prereq CI MEd student, or CI or EdPA Teacher Leadership MEd student  
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  
(Sec 001); 3-8 cr; max crs 8, 1 repeat allowed; S-N only; prereq Foundations of education and elem ed initial licensure only  
Instructor: Buggey, JoAnne  
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 5186 School-Related Projects  
(Sec 001-003); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq MEd student  
Instructor: STAFF  
Description: Research or evaluation project related to teaching, curriculum, or other aspect of schooling. Approved and supervised by faculty advisor.

CI 5187 Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools  
(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq MEd student in elem or early childhood ed  
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  
(Sec 001, 002); 1 cr; max crs 12, 12 repeats allowed; prereq Grad student only  
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 5253 Facilitating Cognitive and Creative Learning in Early Childhood Education  
(Sec 001); 3 cr; A-F only; prereq MEd student in early childhood ed or early childhood special ed, or instr consent  
Instructor: Murphy, Barbara Ann  
Description: Overview of cognitive, creative and language
characteristics of children ages 0-8 years and of how teachers can plan curriculum to facilitate children’s development in these areas.

CI 5281 Student Teaching in Early Childhood Education  
(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq MEd student in early childhood ed or early childhood special ed  
Instructor: Galle, Lynn P  
Description: Application of theory/research relating to teaching preschool children. For individuals obtaining ECE licensure.  
Class time: 80% Discussion, 20% Laboratory

CI 5351 Technology Tools for Educators  
(Sec 001); 3 cr; A-F only; prereq Basic knowledge of Macintosh operating system and a word processing program  
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 5424 Reading, Language Arts, and Literature: Primary  
(Sec 001); 3 cr; A-F only; prereq Elem ed init lic  
Instructor: Manning, John C  
Class time: 75% lecture, 25% Discussion  
Work load: 50 pages of writing per semester, 1 exams  
Grade: 30% final exam, 50% written reports/papers, 20% Class Notebook

CI 5496 Directed Experiences in Teaching English  
(Sec 001); 8 cr; S-N only; prereq MEd/initial licensure students in English ed only  
Instructor: STAFF  
Description: Student teaching/clinical experience for English post-baccalaureate students only.

CI 5693 Directed Study in Second Languages and Cultures  
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Inst consent  
Instructor: STAFF  
Description: Individual or group work on curricular, instructional, or assessment problems.

CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools  
(Sec 001); 2 cr; prereq 5619, adviser approval; credits cannot be counted on a graduate degree program for endorsement candidates  
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  
(Sec 001); 2 cr; prereq 5619, adviser approval  
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  
(Sec 001); 2 cr; prereq Adviser approval; credits cannot be counted on a graduate degree program  
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 5701 Teaching Social Studies in the Elementary School  
(Sec 001); 2 cr; A-F only; prereq 5111 or equiv, elem ed initial licensure only  
Instructor: Buggey, JoAnne  
Description: Content and organization of elementary social studies programs; programs of understanding, improving the learning situation, and effective use of materials.

CI 5743 The Social Sciences and the Social Studies  
(Sec 001); 3 cr; A-F only; prereq Secondary social studies initial licensure student  
Instructor: Hartoonian, H Michael  
Description: The focus on this course is on two different levels of knowledge within the social sciences and their application to social studies curriculum and learning. At one level attention is given to how we come to know about the world and ourselves, and how different discipline, linguistic, and cultural perspectives add to the complexities and richness of meaning. At the second level, fundamental questions about the activities of people are explored giving texture to the ways in which we use knowledge in our classrooms and daily lives. For example, how do people deal with time? How do people organize themselves in order to provide for basic economic wants? How do people create meaning in their lives? Finally, the application of these and other questions, knowledge frameworks, and themes manifested in these two levels of knowledge, are made to instructional programs in social studies.  
Class time: 30% lecture, 40% Discussion, 10% Laboratory, 20% Student development of Social Science conceptual framework.  
Work load: 90 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers, 1 Class presentation  
Grade: 10% final exam, 20% written reports/papers, 10% special projects, 10% quizzes, 10% in-class presentations, 30% class participation, 5% lab work, 5% problem solving  
Exam format: Essay

Dance  
Barbara Barker Center for Dance: 612/624-5060

Dnce 1001 Modern Dance Technique 1  
(Sec 001, 002); 1 cr  
Instructor: STAFF  
Description: This course is a basic introduction to modern dance technique. Emphasis will be placed on successful performance of the fundamental elements that comprise modern dance technique. This will include class warm-up, center floor sequences and combinations, and movement patterns that move across and through space. This course will also include basic elements of dance improvisation as well as fundamental anatomical understanding. Classes will be based on the exploration of the elements of time, space and energy while emphasizing alignment, flexibility, strength, clarity and efficiency of movement.  
Class time:  
Work load: 1 papers, Attending a Modern Dance Performance

Dnce 1010 Modern Dance Technique 3  
(Sec 002); 2 cr; max crs 4; prereq dept consent  
Instructor: Mann, Paula  
Description: This course is the third level of eight levels of modern dance technique offered in the Dance Program. Class work 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. Departmental approval by audition required for registration.

**Class time:** 100% Studio  
**Work load:** 1 papers

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<th>Course Code</th>
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| Dnce 1010 Modern Dance Technique 3 | (Sec 001); 2 cr; max crs 4; prereq dept consent | Instructor: Thompson, Erin D  
**Description:** This course is the third level of eight levels of modern dance technique offered in the Dance Program. Class work 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. Departmental approval by audition required for registration.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1101 Ballet Technique 1 | (Sec 001); 1 cr | Instructor: Anderson, Kristina Forsberg  
**Description:** This class is the first 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 understand a basic level of ballet vocabulary and be able to execute it with ease and confidence.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1110 Ballet Technique 3 | (Sec 001); 2 cr; max crs 4; prereq dept consent | Instructor: Anderson, Kristina Forsberg  
**Description:** This class is the first of a two-semester sequence of beginning ballet technique - level three in an eight-semester sequence of Ballet technique classes offered in the Dance Program. 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 beginning level ballet vocabulary with a physical understanding of these elements. Departmental approval by audition required for registration.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1201 Jazz Technique 1 | (Sec 001); 1 cr | Instructor: Sealy, Zoe W  
**Description:** This course is the first of an eight semester sequence of jazz dance technique and style. The class will explore the traditions of jazz dance and its unique American heritage and will focus on basic jazz vocabulary and its relationship to other dance forms. Emphasis will be on use of space, clear articulation of movement, dynamics, focus and overall musicality: meter, tempo, syncopation and phrasing.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1210 Jazz Technique 3 | (Sec 002); 1 cr; max crs 2; prereq dept consent; , audition | Instructor: Grotting, Karla Kaye  
**Description:** This course is the third of an eight-semester sequence of jazz dance technique and style. Class work will concentrate on the basics of jazz dance and its origins. Movement vocabulary will include American vernacular styles based on the fundamentals of African dance and its strong influence. Emphasis will continue with the use of space, clear articulation of movement, dynamics and overall musicality. Departmental approval by audition required for registration.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1210 Jazz Technique 3 | (Sec 001); 1 cr | Instructor: Lee, Linda Talcott  
**Description:** This course is the third of an eight-semester sequence of jazz dance technique and style. Class work will concentrate on the basics of jazz dance and its origins. Movement vocabulary will include American vernacular styles based on the fundamentals of African dance and its strong influence. Emphasis will continue with the use of space, clear articulation of movement, dynamics and overall musicality. Departmental approval by audition required for registration.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1301 Tap Technique 1 | (Sec 001); 1 cr | Instructor: Maddux, Marge  
**Description:** This course is the first in a six-semester sequence of tap dance technique. This studio class will focus on the fundamentals of tap dance with and emphasis on musicality and rhythm. Students will learn basic footwork and combinations and beginning time steps. Students will also be introduced to exercises for tap improvisation. This class will also explore the roots and traditions of tap dance and its importance to our American cultural heritage.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1311 International Folk Dance 1 | (Sec 001); 1 cr | Instructor: Maddux, Marge  
**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.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1315 Flamenco | (Sec 001); 1 cr | Instructor: Hauser, Suzanne M  
**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.  
**Class time:** 100% Studio  
**Work load:** 1 papers | |  | | | |
| Dnce 1321 Ballroom 1 | (Sec 003-006); 1 cr | Instructor: Lictkeig, Joy Davina  
**Description:** This course is the first of a two-semester sequence of ballroom dance. Class work will focus on basic patterns in the fox trot, waltz, swing, cha-cha, rumba, and tango. Students will learn to utilize a variety of step patterns, lead and follow a partner smoothly and use the accepted characteristic style for each dance. This course will also focus on basic rhythmic fundamentals in ballroom dance such as meter, tempo, accent, and phrasing.  
**Class time:** 100% Studio  
**Grade:** 100% attendance, achievement, skill, attitude  
**Work load:** 1 papers | |  | | | |
| Dnce 1323 Swing Dance | (Sec 001, 002); 1 cr |  |  |  |  |  |
Dnce 1401 Introduction to Dance
(Sec 01); 1 cr
Instructor: Benishek, Lance R
Description: This studio course will cover the traditional swing dances popular in the United States during the 1930s and through the early 1960s. Each week new movements and figures will be taught and previous dances will be reviewed. To increase the learning process, students will be expected to change partners throughout the class.
Class time: 100% Studio

Dnce 1331 Yoga
(Sec 001-003); 1 cr
Instructor: Pick, Gretchen E
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.
Class time: 100% Studio
Work load: 1 papers

Dnce 1347 Stott Pilates Conditioning
(Sec 001); 1 cr
Instructor: Gleason, Pamela A
Description: This class is an introduction to Pilates Conditioning. This course will focus on mastering essential mat work of the Pilates method. Stott Pilates Conditioning is a contemporary approach to the mind-body system of exercise pioneered by Joseph Pilates. The neuro-muscular resistance exercises are designed to help develop a balanced musculoskeletal system - strong flexible muscles and better alignment - for optimal physical and mental well-being.
Class time: 100%
Work load: 1 papers

Dnce 1401 Introduction to Dance
(Sec 002); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core
Instructor: Geier, Heidi
Description: This course is an introduction to the history of World Dance in society and art. It will cover dance forms and significant issues in dance through lecture, discussion, viewing of live and taped performance, 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 in to close contact with one another. A main objective is for the student to develop the aesthetic awareness and historical background needed to form and articulate, verbally and in writing, ideas and opinions about the art of dance. By the end of this course, students will be able to recognize a variety of dance styles and connect their historical development to the specific social, artistic, and political currents of their time.
Class time: 30% lecture, 20% Discussion, 10% Laboratory, 40% Video viewing
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers, Attending live performances.
Grade: 20% mid/semester exam(s), 20% final exam, 30% written reports/papers, 20% class participation, 10% Journal
Exam format: Essay, multiple choice

Dnce 1500 Topics in Dance: Men's Modern
(Sec 010); 1 cr; max crs 10, 10 repeats allowed
Instructor: Flink, Carl Lindsay
Description: This course is designed to explore what it means to be a male dancer in today's modern dance community. The course will examine this topic through three approaches: 1) a traditional modern dance technique course, 2) three out-of-class discussions, and 3) writing 2-3 papers. Course Objectives include increasing understanding of physical articulation, alignment, use of weight and weight-sharing, and discovering masculine movement styles; deepening understanding of performance options, musicality and phrasing; building a community among course participants; generating a physical and intellectual dialogue on what it means to be a male dancer and creating a collaborative and supportive classroom environment.
Class time: 100% Studio
Work load: 2 papers

Dnce 1601 Dance Improvisation
(Sec 001); 1 cr; A-F only; prereq Concurrent registration in a modern dance technique course, dept consent
Instructor: Mann, Paula
Description: This course is the first part of a six-semester sequence in Dance Composition. Class work consists of exploration of individual ways of moving via the improvisational process. Students will link this exploration to the fundamental elements of dance: time, space, and energy. Students will also examine metered time, musical phrasing, movement speed, shape and quality. Focus will be placed on using various improvisational and choreographic structures to express a movement idea. Course objectives include exploring the creative process, discovering individual movement vocabulary and experimenting with structural devices in dance. Departmental approval required for registration.

Dnce 1626 Music for Dance
(Sec 001); 3 cr; prereq dept consent
Instructor: Gordon, Andrew A
Description: This is a music fundamentals class directed at dancers. Purposes of the class include (1) Increasing active listening skills; (2) Learning vocabulary and concepts useful in dance/music interactions, and (3) Sharpening rhythmic skills. Basic musical concepts are taught with reference to dance, while always striving to recognize how these concepts actually sound in practice. Though the class looks at a broad range of elements (e.g.; melody, texture, tone color, etc.), time and rhythm get special attention - from basic rhythm notation through meter and phrasing, to aspects of structure and form. Departmental approval required for registration - Dance Majors Only.
Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 2-3 pages of reading per week, 6-10 pages of writing per semester. 2 exams, 2 papers, percussion score, active listening
Grade: 15% mid/semester exam(s), 20% final exam, 25% written reports/papers, 20% class participation, 20% percussion score
Exam format: Simple question, essay and ear training.

Dnce 3010 Modern Dance Technique 5
(Sec 001, 002); 2 cr; max crs 4; prereq dept consent; audit registration not permitted
Instructor: STAFF
Description: This course is the fifth 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 registration.
Class time: 100% Studio
Work load: 1 papers

Dnce 3110 Ballet Technique 5
(Sec 001); 2 cr; max crs 4; prereq dept consent; audit registration not permitted
Instructor: Pierce, Toni L
Description: This course is the fifth level of an eight-semester sequence in classical ballet. This course offers the intermediate student principles of ballet technique. Class work will involve strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. The class format will begin with barre, followed by a period of stretching. Turning and jumping will be...
introduced at the barre and transferred to center. Center work will include all aspects of ballet technique, including port de bras, adagio, turns, petite allegro and grade allegro. As the semester progresses, the combinations will become more complex. A constant correlation between barre and center work will be explored.  

**Class time:** 100% Studio  
**Work load:** 1 papers  

**Dnce 3210 Jazz Technique 5**  
*(Sec 001); 1 cr; max crs 2; prereq dept consent; audit registration not permitted*  
**Instructor:** Sealy, Zoe W  
**Description:** This course is the fifth of an eight-semester sequence of jazz dance technique/style. Classwork will concentrate on the development of a clear understanding of the eclectic range of jazz dance and its various styles. Movement vocabulary will cover styles from the American vernacular to more contemporary styles of today. Emphasis will be on individual style, working on clarity of movement: focus, intent, dynamics, phrasing, expression, and also improvisation. Successful completion of previous level or departmental approval by audition required for registration  

**Dnce 3301 Tap Technique 3**  
*(Sec 001); 1 cr; prereq 1302 or instr consent*  
**Instructor:** Grotting, Karla Kaye  
**Description:** This course is the third in a six-semester sequence of tap dance technique. This course 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. Successful completion of previous level or departmental approval required for registration.  

**Class time:** 100% Studio  
**Work load:** 1 papers  

**Dnce 3337 Body Mind Centering**  
*(Sec 001); 2 cr*  
**Instructor:** Fargnoli, Margaret  
**Description:** This class provides an overview of Body-Mind Centering, a new approach to movement, mind and body developed over the past thirty years by Bonnie Bainbridge Cohen, O.T. Classwork includes improvisational movement explorations, hands-on re-patterning work and discussion designed to give direct experience of the way mind (desire, attention, and intention) is expressed through the various body systems. These systems are the skeletal, organ, muscle, fluid, nervous, and endocrine. In addition, students will study developmental movement, the baby movements that underlie our more complex adult movement. Imagery, touch, and anatomical information will be used as tools to help students access a range of inner sensations and movement experiences. Emphasis will be on the acknowledgement of each individual's unique experience of the body, as well as on the experiences we share as human beings. This class is experiential and includes movement, touch, lecture and class discussion. Students can expect to spend two to three hours per week in outside reading and keeping a journal. There is one quiz and one take home exam.  

**Dnce 3401 Dance History 1**  
*(Sec 001); 3 cr; meets CLE req of Other Humanities Core*  
**Instructor:** Chatterjea, Ananya  
**Description:** Dance History 1 and 2 are basic survey courses that study the development of dance with a primary focus on the West. Beginning with examining notions of 'historiography' and what it means to bring the dancing body within the norms generated by textually and linguistically based disciplines such as history; Dance History 1 goes on the study the different ways that dance seems to have evolved in ancient civilizations such as Egypt, India, and Greece. The first semester of the course then works through the development of dance through church and court in Europe, with occasional perspectives from other cultures, and ends with a focus on the beginnings of ballet in the French court of Louis the XIV.  

**Work load:** 50 pages of reading per week, 1 exams, 3 papers  
**Grade:** 25% final exam, 20% written reports/papers, 10% in-class presentations, 25% class participation, 20% Depth of research  

**Dnce 3488W Dance as Cultural Practice**  
*(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive*  
**Instructor:** Madux, Marge  
**Description:** This course is a study of dance as art, ritual, social activity, and entertainment in selected cultures of Asia, Africa, the Americas, and Eastern Europe. The perspectives will be historical, visual and ethnological, with emphasis on comparative analysis.  

**Class time:** 35% lecture, 25% Discussion, 10% Laboratory, 30% audiovisual  
**Work load:** 40 pages of reading per week, 20 pages of writing per semester, 2 exams, 5 papers, attend one performance  
**Grade:** 15% mid-semester exam(s), 15% final exam, 40% written reports/papers, 30% class participation  
**Exam format:** essay  

**Dnce 3500 Topics in Dance: Tap 5**  
*(Sec 050); 1 cr; max crs 10, 10 repeats allowed*  
**Instructor:** Chvala, Joseph Michael  
**Description:** This course is the fifth level in a six-semester sequence of tap dance technique. This class will consist of advanced level tap technique and rhythm structures. This course will focus on precision, relaxation and moving beyond technical skills to performance level dancing. The class will use more complex music and complicated rhythm structures to challenge students. Coursework will also include improvisation in tap dance. Successful completion of previous level or departmental approval required for registration.  

**Class time:** 100% Studio  

This information is accurate as of: 5/26/2004 at 3:43 PM
Dnce 3621 Dance Production I
(Sec 001); 1 cr; max crs 4, 4 repeats allowed; prereq concurrent enrollment in technique course, dept consent
Instructor: Schock, Bonnie Jeanne
Description: This is the second part of a six-semester sequence in dance production. Class work consists of learning tools to create dances that express a personal vision, have developed integrity of form and structure and show a pronounced awareness of one's own individual movement vocabulary. Students will continue to broaden their kinesiologic understanding of the nature of movement improvisation and its relationship to choreographic structure. An understanding and appreciation of the creative process and its application to one's self and other art forms will also be discussed and implemented through assignments in movement and writing. Successful completion of previous level or departmental approval required for registration.

Dnce 3901 Survival Strategies in Dance
(Sec 001); 3 cr; A-F only; prereq Dance major, dept consent
Instructor: Cheng, Maria II
Description: This course is intended for the advanced dance major. Departmental approval required for registration -- Dance Majors Only.

Dnce 3602 Dance Composition 2
(Sec 001); 3 cr; prereq 3601, dept consent, concurrent regis in a modern dance technique course
Instructor: Smith, Joan Anne
Description: This course is the third part of a six-semester sequence in dance composition. Class work consists of learning tools to create dances that express a personal vision, have developed integrity of form and structure and show a pronounced awareness of one's own individual movement vocabulary. Students will continue to broaden their kinesiologic understanding of the nature of movement improvisation and its relationship to choreographic structure. An understanding and appreciation of the creative process and its application to one's self and other art forms will also be discussed and implemented through assignments in movement and writing. Successful completion of previous level or departmental approval required for registration.

Dnce 3620 Dance Composition 4
(Sec 001); 3 cr; prereq 4601, concurrent enrollment in modern dance technique course, dept consent
Instructor: Smith, Joan Anne
Description: This course is the fifth of a six-semester sequence in dance composition. Class work will consist of exploration and structure of dances for groups. Course Objectives include: developing an understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups. Successful completion of Composition 3 or departmental approval required for registration.

Dnce 5010 Modern Dance Technique 7
(Sec 001); 2 cr; max crs 4; prereq dept consent; audit registration not permitted
Instructor: Pierce, Toni L
Description: This course is the seventh level of eight levels of modern dance technique. This course will offer a variety of modern dance techniques and styles from various guest artists. This course is intended for the advanced dance major. Departmental approval required for registration.

Dnce 5210 Jazz Technique 7
(Sec 001); 1 cr; max crs 2; prereq dept consent; audit registration not permitted
Instructor: Lee, Linda Talcott
Description: This course is the seventh of an eight-semester sequence of jazz dance technique/style. Classwork will concentrate on the development of a clear understanding of the varied and eclectic range of influences that determine the creation of a particular jazz dance style. Emphasis will be placed on individual and interpretation, clarity of movement -- intent, focus, texture, phrasing, and musicality. Successful completion of previous level or departmental approval by audition required for registration.

Dnce 5700 Performance
(Sec 001); 1 cr; max crs 4, 4 repeats allowed; prereq concurrent enrollment in technique course, dept consent
Instructor: Smith, Joan Anne
Description: Registration by audition only.
Class time: 100% Rehearsal/Performance

Dentistry

Dental Hygiene

9-406 Malcolm Moos Health Sciences Tower:
612/625-9121

Course Description:

Dental hygiene is the health professional who specializes in the prevention, diagnosis, and treatment of diseases of the oral cavity. The dental hygiene care process includes the examination of the oral cavity, the assessment of oral status, the treatment of oral diseases, and the provision of preventive services. Dental hygiene professionals are responsible for the maintenance of oral health and the promotion of overall health of individuals and communities.

Objectives:

Dental hygiene professionals are responsible for the maintenance of oral health and the promotion of overall health of individuals and communities.

Methods:

Methods include lecture, large group discussion, and laboratory assignments in drawing, carving, and annotating teeth. Textbooks: Woelfel and Scheid, "Dental Anatomy, Its Relevance to Dentistry." Williams and Wilkins Publisher; Dental Anatomy Study Guide. Course only open to students enrolled in the Program in Dental Hygiene.

Course work load:

10 exams
Exam Format: multiple choice

Dentistry

DH 2111 Dental Anatomy
(Sec 001); 2 cr; A-F only; prereq DH student
Instructor: Anderson, Jeanne Marie
Description: All deciduous and permanent teeth, including tooth form, function, and relationship to oral health; calcification, eruption, and exfoliation patterns; ideal static occlusion, dental terminology, and tooth annotation systems. Lab includes identification and annotation of teeth and restoration, in wax, of portions of a typodont tooth. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, large and small group discussion, and laboratory assignments in drawing, carving, and annotating teeth. Textbooks: Woelfel and Scheid, "Dental Anatomy, Its Relevance to Dentistry." Williams and Wilkins Publisher; Dental Anatomy Study Guide. Course only open to students enrolled in the Program in Dental Hygiene.

Class time: 40% lecture, 10% Discussion, 50% Laboratory

DH 2121 The Dental Hygiene Care Process Clinical Application I
(Sec 001); 5 cr; A-F only; prereq DH student
Instructor: Osborn, Joy B
Description: Dental hygiene care process, assessment principles related to medical and oral health status, dental hygiene clinical procedures, and development of instrumentation skills. Includes content necessary for the practice of the dental hygiene. Teaching methods include lecture, small group discussion, and clinical practice.
DH 3123 Head and Neck Anatomy (Sec 001); 1 cr; A-F only; prereq DH student
Instructor: Blue, Christine M
Description: Anatomical structures of the head and neck as they relate to the practice of dental hygiene. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, CD-ROM, discussion. Textbooks: M. Fehrenbach and S. Herring; "Illustrated Anatomy of the Head and Neck." W.B. Saunders. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 40% lecture, 10% Discussion, 50% Clinic
Grade: 0% Weekly quizzes
Exam format: Multiple choice

DH 3111 Biomaterials for the Dental Hygienist (Sec 001); 3 cr; A-F only; prereq DH student
Instructor: Dittmar, Susan Kyle
Description: Physical, chemical, and mechanical properties; indications and contraindications for use; manipulation techniques; biological consideration of materials used in dentistry; dental specialists. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, clinical, laboratory and observation assignments. Textbooks: Ferracane; "Materials in hygiene. Teaching methods include lecture, CD-ROM. Discussion. Textbooks: M. Fehrenbach and S. Herring; "Illustrated Anatomy of the Head and Neck." W.B. Saunders. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 40% lecture, 30% Laboratory, 30% Clinics
Exam format: Multiple choice

DH 3123 The Dental Hygiene Care Process Clinical Application III (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq DH student
Instructor: Stoltenberg, Jill Louise
Description: Dental hygiene treatment planning, alternative instruments and advanced skills related to the implementation of dental hygiene care. Clinical experience in dental hygiene patient care and dental dietary counseling. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, dicussion, and clinical practice. Textbook: Pattison & Pattison; "Periodontal Instrumentation: A Clinical Manual." Reston. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 10% lecture, 10% Discussion, 80% Clinic
Exam format: Multiple choice, essay

DH 3131 Periodontology I Lecture (Sec 001); Credit will not be granted if credit has been received for: DENT 5611, DENT 5611, DENT 5611; 1 cr; A-F only; prereq DH student
Instructor: Bakdash, Bashar
Description: DH 3131 Periodontal Anatomy; Physiology and etiology of periodontal diseases. Clinical, histopathological, pathogenesis of gingivitis, and periodontitis as well as the role of genetics, tobacco use and sepsis disorders. Preventive and therapeutic procedures associated with diagnosis, prognosis, prognosis treatment planning, and initial phase of periodontal therapy. Includes content necessary for the practice of Dental Hygiene. Teaching methods include lecture and CD-ROM. Textbook, Caranza; "Glickman's Periodontology," Saunders. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 100% lecture
Exam format: Multiple Choice

DH 3135 Oral and Maxillofacial Radiology: Theory, Principles, and Radiographic Anal (Sec 001); 2 cr; A-F only; prereq DH student
Instructor: Kuba, Rene
Description: Study of atomic radiations; the characteristics, production, and control of radiographs; principles of radiographic exposures; recent concepts in radiography; principles of radiation biology, radiation dosimetry, radiation protection, and radiation regulations. Discrepancies and technical errors in intraoral radiographs; radiographic anatomy; and radiographic evidence of deviations from normal anatomy variations. Includes content necessary for the practice of dental hygiene. Textbook: Goaz & White; "Oral Radiology: Principles & Interpretation." Mosby. Course only open to students enrolled in Program in Dental Hygiene.
Class time: 100% lecture
Exam format: multiple choice

DH 4125W The Dental Hygiene Care Process Clinical Application V (Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq DH student; meets CLE req of Writing Intensive
Instructor: Newell, Kathleen Jane
Description: Adapt dental hygiene care process to meet preventive and treatment needs of traditional and special needs patients. Analyze patient preventive and treatment needs through case preventions. Discuss community service, cultural diversity, and family violence issues as well as new products, techniques, and research. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture and clinical experiences. Textbook: None. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 10% lecture, 5% Discussion, 85% Clinic
Grade: 10% special projects, 90% Clinic Evaluation
Exam format: Writing Intensive

DH 4131 Epidemiology, Prevention, Dental Public Health, and Community Outreach (Sec 001); Credit will not be granted if credit has been received for: DENT 5401, DENT 5401, DENT 5401, DENT 5401, DENT 5401, DENT 5401, DENT 5401; 3 cr; A-F only; prereq DH student
Instructor: Bryan, Patricia A
Description: Epidemiological methods of investigation and patterns of oral diseases, scope and content of the specialty of dental public health; public health process as related to community setting. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, discussion, and community outreach experiences. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 80% lecture, 20% community outreach
Exam format: multiple choice

DH 4132W Ethics, Jurisprudence, and Principles of Practice (Sec 001); 2 cr; A-F only; prereq DH student; meets CLE req of Writing Intensive
Instructor: Newell, Kathleen Jane
Description: Career planning, team building, employment seeking, jurisprudence, and ethical decision making. Includes content necessary for the practice of dental hygiene. Textbook: None. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 80% lecture, 20% Discussion
Exam format: essay

DH 4137 Patient Management IV (Sec 001); Credit will not be granted if credit has been received for: DENT 6434, DENT 6434; 1 cr; A-F only; prereq DH student
Instructor: STAFF
Description: Small-group, cooperative learning setting integrates dental and dental hygiene students. Apply patient care skills taught in other courses. Focus is on communication skills, patient management, teamwork, collegiality, and practice philosophy. Includes content necessary for the practice of dental hygiene. Teaching methods include small group discussion. Textbook: None. Course only open to
DesI 5100 Design Institute Directed Study
(Sec 001-004); 1-3 cr; max crs 6, 6 repeats allowed; A-F only
Instructor: STAFF
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.

DHA 1201 Clothing Design, Merchandising, and the Consumer
(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme
Instructor: Johnson PhD, Kim Kp
Description: In this course I provide students with an orientation to the apparel business, emphasizing ethical dimensions of decision-making regarding the delivery of textile and apparel products to the ultimate consumer. Topics covered include development of the fashion system and the ready-to-wear industry; early ethical positions on the use of labor; how consumer demand fuels fashion; apparel manufacturing and sweat-shop labor; business and legal framework for the industry; types of retailers and retailing; retail functions; retailer as citizen of the community. To address these topics I use a variety of learning approaches including videos, guest speakers, in-class exercises, case studies, and readings. The course is web enhanced thru WebCT.
Class time: 50% lecture, 20% Discussion, 30% Guest speakers, videos
Work load: 30 pages of reading per week, 4 exams, In class activities, quizzes are required.
Grade: 25% final exam, 25% quizzes, 10% class participation, 40% 3 exams given during the semester
Exam format: Multiple choice, true/false, fill in the blank

DHA 1201 Clothing Assembly Fundamentals
(Sec 001, 002); 3 cr; A-F only; prerequisite Pre-clothing design major or instr consent
Instructor: STAFF
Description: Introduction to the study of basic clothing structure through analysis of existing garments and application of basic sewing principles for creating new garments. The objectives of the course are: 1) To learn basic clothing assembly skills by studying existing garments and 2) To apply basic sewing fundamentals by creating several basic garments. This class is designed for pre-Clothing Design majors or those students interested in Clothing Design (instructor permission requested). The class is designed for studio learning opportunities with supporting lecture and demonstration. Project work requires an average of 10 hours outside of class.
Class time: 25% lecture, 75% Laboratory
Work load: 40% Exercises; 60% major projects
Grade: 50% final exam, 30% special projects, 20% quizzes
Exam format: Multiple choice, true/false, fill in the blank

DHA 1311 Foundations: Drawing and Design in Two and Three Dimensions
(Sec 001-005); 4 cr; A-F only; prerequisite DHA major or pre-major
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.
Class time: 20% lecture, 20% Discussion
Work load: 12 hours work outside class per week on various drawing assignments
Grade: 10% class participation, 90% visual assignments
Exam format: Final presentation

DHA 1312 Foundations: Color and Design in Two and Three Dimensions
(Sec 001-004); 4 cr; A-F only; prerequisite DHA major or pre-major
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.
Class time: 20% lecture, 20% critique; 60% studio work
Work load: 10 pages of reading per week, 15 pages of writing per semester, 7 major designs and 16 in-studio exercises
Grade: 20% written reports/papers, 80% studio designs and exercises

DHA 1315 Foundations: The Graphic Studio
(Sec 001, 002); 4 cr; A-F only; prerequisite [DHA major or pre-major] or instr consent
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.
Class time: 50% lecture, 10% Discussion, 40% Laboratory
Grade: 25% class participation, 50% problem solving, 25% in-class exercises

DHA 1601 Interior Design Studio I
(Sec 001); 4 cr; A-F only; prerequisite DHA pre-major
Instructor: STAFF
Description: Introduction to theories used to solve interior design problems related to human behavior. Course based upon the design process and communication skills required of the interior design
DHA 2221 Clothing Design Studio I
(Sec 001); 4 cr; A-F only; prereq 1201, [1221 or pass sewing proficiency exam], 1311, 1312, DHA [major or pre-major]  
Instructor: STAFF  
Description: This course emphasizes drawing skills and introduces illustration concepts and techniques. Students will build on their drawing skills from DHA 1311, continuing to develop observational drawing skills, and applying these to specific illustration projects. The emphasis will be on the integration of design principles with illustration technique.  
Class time: 20% lecture, 20% Discussion, 60% studio work in class  
Work load: 4 pages of writing per semester, 10 in-class and homework assignments  
Grade: 10% class participation, 90% in-class and homework visual assignments

DHA 2311 Drawing and Illustration
(Sec 001-003); 3 cr; A-F only; prereq 1311, 1312, [DHA major or premajor]  
Instructor: STAFF  
Description: This course emphasizes drawing skills and introduces illustration concepts and techniques. Students will build on their drawing skills from DHA 1311, continuing to develop observational drawing skills, and applying these to specific illustration projects. The emphasis will be on the integration of design principles with illustration technique.  
Class time: 20% lecture, 20% Discussion, 60% studio work in class  
Work load: 4 pages of writing per semester, 10 in-class and homework assignments  
Grade: 10% class participation, 90% in-class and homework visual assignments

DHA 2334 Computer Applications I: Digital Composition for Design  
(Sec 003); 9 cr; A-F only; DHA major, pre-major, 1311, 1312  
Instructor: STAFF  
Description: This course focuses on developing solutions to visual communication objectives using computers. Using microcomputers, peripherals and industry standard software, students gain essential skills in the composition of visual elements in the electronic realm. Students will use the computer as a tool for creating designs for traditional media as well as for the digital environment. Included will be aspects of desktop publishing, illustration, image scanning and manipulation, design and production of desktop presentation, and electronic publishing via the Internet.  
Class time: 25% lecture, 25% Discussion, 50% Studio time  
Work load: Five design projects  
Grade: 10% in-class presentations, 10% class participation, 80% Design projects

DHA 2345 Typographic Design
(Sec 001); 3 cr; A-F only; prereq DHA major, pass portfolio review  
Instructor: STAFF  
Description: Typographic Design is an introduction to the art of visual communication: the visual realization of a most basic element of communication—type. 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.  
Class time: 10% lecture, 60% studio; 30% critique  
Work load: 8 pages of writing per semester, 2 papers, 8 studio projects  
Grade: 100% studio design projects including process participation

DHA 2401 Introduction to Housing
(Sec 001); 3 cr; A-F only; prereq 1101 or instr consent  
Instructor: Ziebarth, Ann  
Description: Housing is more than "protection from the elements." House and home have social, economic and psychological implications. This course is designed to develop an understanding of and appreciation for the complexity of housing. The goal is to familiarize you with housing as a process and a product in the context of the individual, family, and the community. Topics addressed include an introduction to housing studies, architectural styles and preferences, residential construction methods and components, housing finance (buying a home), housing markets, social and psychological aspects of home, and government laws, policies, and regulations. This course is designed for undergraduate students, but is open to anyone. Students who are Housing Studies majors and those seeking a minor in Housing Studies are required to complete this course as part of the program core.  
Class time: 75% lecture, 20% Discussion, 5% in class exercises  
Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 exams  
Grade: 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 5% class participation, 5% problem solving  
Exam format: Essay, short answer, some multiple choice

DHA 2463 Housing and Community Development  
(Sec 001); 3 cr; A-F only; prereq 1101 or concurrent enrollment in 1101; meets CLE req of Citizenship/Publi Ethics Theme  
Instructor: Crump, Jeffrey R  
Description: This course is an examination of the linkages between housing and community development. The process of residential neighborhood change and the impact of housing on neighborhood conditions will also be explored. The course considers theories of neighborhood change, trends in residential development, and ideas of community building. Private sector, community-based, and governmental efforts at neighborhood revitalization and their effectiveness will be studied. Related issues such as racial discrimination in housing, gentrification and the displacement of low-income residents will be surveyed. This course also incorporates a community-based learning component. Specific course goals include: 1. Develop an understanding of linkages between housing and the broader community. 2. Develop an appreciation of the linkages between housing and quality of life. 3. Develop an awareness of the connections between housing and social justice.  
Class time: 40% lecture, 20% Discussion, 40% Community based learning  
Work load: 60 pages of reading per week, 30 pages of writing per semester, 4 exams, 1 papers  
Grade: 20% final exam, 30% quizzes, 10% class participation, 40%
Community based learning

Exam format: Essay

DHA 2603 Interior Design Studio III
(Sec 001, 002); 4 cr; A-F only; prereq 1602 with grade of at least C-, pass portfolio review, DHA major
Instructor: STAFF
Description: Focus of the course is on presentation skills design of interior environment as influenced by neighborhood, adjacent structures, regional context and diverse cultures.
Class time: 5% lecture, 10% Discussion, 85% studio
Work load: 10 pages of reading per week, 10 pages of writing per semester, 80 studio projects
Grade: 95% studio projects

DHA 2621 Computer Aided Design: Interior Design
(Sec 001, 002); 4 cr; A-F only; prereq [DHA major, pass portfolio review] or instr consent
Instructor: STAFF
Description: Application of two- and three-dimensional computer drawing in design/visualization of interior space. AutoCAD software used on a window-based system.
Class time: 5% lecture, 5% Discussion, 60% Laboratory, 30% design problem solving
Work load: 10 pages of reading per week, 3 exams, CAD drafting/2 and 3D
Grade: 10% quizzes, 5% class participation, 85% problem solving
Exam format: CAD exercises and short answer

DHA 3223 Clothing Design Studio III
(Sec 001); 4 cr; A-F only; prereq DHA major, 2222, pass portfolio review
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.
Class time: 15% lecture, 85% studio work
Work load: projects require an average of 15 hours per week out of class
Grade: 80% special projects, 10% in-class presentations, 10% lab work

DHA 3242 Retail Buying
(Sec 001); 3 cr; A-F only; prereq Credit will not be granted if credit has been received for :DHA 4242; 1201, Math 1031, [jr or sr]
Instructor: Johnson PhD, Kim Kp
Description: Principles and mathematics of merchandise inventory control and the merchandise selection process. The objective of this course is to provide opportunities for students: 1. To compute profit, open-to-buy, markups, markdowns, seasonal sales plans, turnover, and evaluate sales results. 2. To analyze the store's responsibilities in executing sales and profitability goals. Required text: Kincade, Doris H (2004), "Merchandising Math: A Managerial Approach." Prentice Hall. Class attendance and participation is expected. Although students are graded on academic achievement and performance rather than on attendance, repeated absences will lower a student's grade. If a student misses more than three times during the semester, the instructor may request the registrar to drop the student from the course. Cell phones must be turned off during the class. Students violating this policy will be asked to leave the classroom. To be successful in this class, students must be prepared to ask and answer questions on the material. Students will also be expected to participate in class. Students must review assignments prior to class and bring to each session a calculator, pencil, and text.
Class time: 35% lecture, 35% Discussion, 30% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers
Grade: 20% special projects, 30% quizzes, 10% class participation, 40% problem solving
Exam format: multiple choice, essay

DHA 3312 Color and Form in Surface Design
(Sec 001); 3 cr; A-F only; prereq DHA major, pass portfolio review
Instructor: Boyd-Brent, James W
Description: Building on DHA 1312, this course will explore color theory and practice in surface design using a variety of hands-on materials, including watercolor, monoprints, and relief prints.
Class time: 10% lecture, 20% Discussion, 70% visual assignments and in-class work
Work load: 4 pages of reading per week, 4 pages of writing per semester
Grade: 5% mid-semester exam(s), 10% class participation, 85% visual assignments and in-class work

DHA 3352 Graphic Design II: Identity and Symbols
(Sec 001); 3 cr; A-F only; prereq 2351, DHA major
Instructor: STAFF
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.
Class time: 10% lecture, 10% Discussion, 80% studio time
Work load: 5 projects
Grade: 60% special projects, 10% class participation, 30% problem solving

DHA 3605 Interior Design Studio V
(Sec 001, 002); 4 cr; A-F only; prereq [2402, 2604, 2613] with grade of at least C-, DHA major
Instructor: STAFF
Description: Advanced interior design projects dealing with small to medium scale spaces. Emphasizes special-needs populations.
Class time: 5% lecture, 10% Discussion, 85% design problem solving
Work load: 10 pages of reading per week, 10 pages of writing per semester, 80 design projects
Grade: 5% in-class presentations, 5% class participation, 90% studio projects

DHA 3614 Interior Design Ethics and Professional Practice
(Sec 001); 4 cr; A-F only; prereq 2604, pass portfolio review; meets CLE req of Citizenship/Publ Ethics Theme
Instructor: STAFF
Description: The business of interior design, professional ethics and responsible design are emphasized. Students investigate their responsibility to their business clients, colleagues and the community at large. Professional portfolios and credentials will be discussed. This course will be web enhanced.
Class time: 35% lecture, 30% Discussion, 35% portions of the course on the web
Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers
Grade: 20% special projects, 30% quizzes, 10% class participation, 40% problem solving
Exam format: essay

DHA 4131W History of Visual Communication
(Sec 001); 4 cr; A-F only; prereq Intro history or art history course; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive
Instructor: Martinson, Barbara Elizabeth
Description: This course will provide an historical analysis of visual communication with emphasis on the technological, cultural, and aesthetic influences on graphic design. Course format will include
lecture, video, class session activities, and course readings. There will be nine quizzes, four tests, and several projects. Upon completion of this course students will: 1) Have gained an understanding of the role that graphic communications play as part of material culture-part of the designed human environment. 2) Have an awareness of how graphic design is influenced by and also affects the cultural context. 3) Have investigated the technological, cultural, and aesthetic influences on graphic design. 4) Have an awareness of the dominant concepts and individuals within the field of visual communication.

**Class time:** 50% lecture, 25% Discussion, 25% Video

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers, Design projects

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% quizzes, 15% problem solving

**Exam format:** Identification, compare/contrast, short answer, brief essay

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**DHA 4161 History of Interiors and Furnishings: Ancient to 1750**

*Sec 001*: 4 cr; A-F only; prereq Arch history course or instr consent; meets CLE req of International Perspectives Theme

**Instructor:** Watson, Stephanie A !!!Outstanding Service Award!!

**Description:** Study of European and American interiors and furnishings including furniture, textiles and decorative objects.

**Class time:** 70% lecture, 20% Discussion, 10% small groups

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, special projects

**Grade:** 40% final exam, 10% written reports/papers, 10% special projects, 35% quizzes, 5% class participation

**Exam format:** multiple choice, essay

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**DHA 4196 Internship in DHA**

*Sec 001-024*: 1-4 cr; max hrs 4, 1 repeat allowed; S-N only; prereq 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, instr consent

**Instructor:** STAFF

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**DHA 4340 Woven, Knit, and Non-Woven Fiber Design Workshop**

*Sec 001*: 4 cr; max hrs 8; A-F only

**Instructor:** STAFF

**Description:** Studio experience in development and production of woven, knit, and non-woven fiber projects with application to apparel and interior design. Students will explore several design methods and complete several projects. This course will be web enhanced with a goal of showing this year's work on web site.

**Class time:** 20% lecture, 80% studio

**Work load:** 3-5 major projects

**Grade:** 20% class participation, 80% projects

**Exam format:** critique of semester's work

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**DHA 4345 Advanced Typographic Design**

*Sec 001*: 4 cr; A-F only; prereq 3352; [DHA major or grad student or instr consent]

**Instructor:** Waldron, Carol Clare

**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.

**Class time:** 10% Discussion, 90% studio design projects and critique

**Work load:** 4 major projects

**Grade:** 100% studio design project and performance

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**DHA 4352 Design Process: Bookmaking**

*Sec 001*: 3 cr; A-F only; prereq [DHA major or grad student or instr consent], pass portfolio review

**Instructor:** Waldron, Carol Clare

**Description:** This course focuses on the relationship between the material of production and the design problem and its most effective solution. Students develop production skills in the specified medium, while gaining sensitivity to the material's expressive potential. This is a design studio course in which the production of one-of-a-kind of handmade books, portfolios, and presentation cases will be explored. The focus will be on predominantly paper-based materials and low-tech constructions that don't require a lot of specialty equipment. Upon successful completion of this class, you will be able to: 1) construct non-traditional book forms with finely crafted manipulation of paper, board, and related materials; 2) conceptualize, design, produce, and construct one-of-a-kind visual books with effectively unified content and structure; 3) design and construct presentation structures; 4) invent your own structures to meet structural, conceptual, and expressive objectives. When you complete this class, you will possess an impressive array of quality material design. This class is intended primarily for DHA majors who have completed design foundations coursework, but others are welcome as space allows.

**Class time:** 100% Studio demonstration and presentation.

**Work load:** 3 pages of writing per semester, 4 major projects and (approx) 12 in-studio projects.

**Grade:** 0% 65% projects; 35% in-studio projects

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**DHA 4354 Graphic Design IV: Integrative Campaign**

*Sec 001, 002*: 4 cr; A-F only; prereq 3353; DHA major

**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.

**Class time:** 30% lecture, 30% Discussion, 40% studio time

**Work load:** 5 projects

**Grade:** 25% class participation, 75% design project

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**DHA 4384 Interactive Media**

*Sec 001*: 3 cr; A-F only; prereq [4334 or instr consent]; [DHA major or grad student or instr consent], pass portfolio review

**Instructor:** STAFF

**Description:** Design of interactive multimedia projects. Experience developing interactive presentations and electronic publishing. Software includes hypermedia, scripting, video and sound editing, animation, digital output.

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**DHA 4607 Interior Design Studio VII**

*Sec 001, 002*: 4 cr; A-F only; prereq 3606 with grade of at least C-, 3614; DHA major

**Instructor:** STAFF

**Description:** Interior Design Studio for majors. The course addresses sense of place and the contribution of artifacts to interior environments. The projects include using historic precedent for adaptive use or renovation of spaces. Life safety issues and universal design are part of the design parameters.

**Class time:** 5% lecture, 10% Discussion, 85% design studio, critique and the design process

**Work load:** 20 pages of writing per semester, written, verbal, and visual presentations of designs

**Grade:** 15% in-class presentations, 5% class participation, 80% design projects

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DHA 5193 Directed Study in Design, Housing, and Apparel
(Sec 001-024); 1-4 cr; max crs 4, 1 repeat allowed; A-F only;
prereq instr consent
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.
Class time: 100% Working with supervising faculty
Work load: Depends upon numbers of credit
Grade: 100% written reports/papers, 0% Or may be related to a project

DHA 5196 Field Study: National/International
(Sec 001-024); 1-10 cr; max crs 10, 1 repeat allowed; A-F only
Instructor: STAFF
Description: Faculty directed field study in a national or international
setting. Appropriate for graduates and undergraduates. See supervising faculty.
Class time: 100% Related to travel experienceand instruction.
Depends upon faculty supervising the course.
Work load: Depends upon criteria for that particular experience
Grade: 100% Depends upon criteria for that particular experience

DHA 5383 Animation Design
(Sec 001); 3 cr; A-F only; prereq [4334, [DHA major or grad
student]] or instr consent
Instructor: Chu, Sauman
Description: This is an advanced computer design class which focuses on the integration of design knowledge with Macintosh computer applications. With the support of their understanding of design principles and strategies, students obtain experience using software to create animations. Two programs are emphasized: After Effects and Macromedia Flash. Course goals include broadening students' experience of the applications of interactive software, enhancing the integration of design knowledge with the use of the computer as a medium, and producing sophisticated and professional animation designs. A co-operative learning environment is encouraged.
Class time: 100% Demonstration, studio work, and critique
Work load: 4 studio projects
Grade: 10% class participation, 80% Studio projects, participation

DHA 5467W Housing and the Social Environment
(Sec 001); 4 cr; A-F only; prereq 2401 or instr consent; meets CLE req of Writing Intensive
Instructor: Yust, Becky L
Description: The purposes of the course are to (1) present a social science theory of how families and households deal with the problem of providing housing for themselves, (2) apply the theory to the needs of particular groups within the population, and (3) use the theory and information about the group to explore housing alternatives that would meet the needs of the group. The course deals with the housing choices of households in the context of the community norms in the social environment with an emphasis on the special needs of the elderly, disabled, minorities, large families, female-headed households, and low-income households. The focus will be on studying the various housing and living arrangements available to households of different types. The course is intended to challenge students to develop their own ideas about the housing of a type of household and requires independent library work, data interpretation, and independent thinking. The assignments are flexible enough to permit students to use the strength of their individual backgrounds to good advantage in the class. For example, if you have experience in some specific aspect of housing or with a particular group included in the course you will be able to focus on those aspects about which you are knowledgeable. The writing assignments build throughout the semester, so that the final paper (about 15 pages) utilizes information from prior assignments. The final paper is also presented orally utilizing PowerPoint.
Class time: 70% lecture, 30% Discussion
Work load: 40 pages of reading per week, 40 pages of writing per
semester, 3 exams, 4 papers
Grade: 25% mid-semester exam(s), 13% final exam, 44% written
reports/papers, 6% in-class presentations, 12% class participation
Exam format: multiple choice

Dutch
205 Folwell Hall: 612/625-2080

Dtch 1001 Beginning Dutch
(Sec 001); Credit will not be granted if credit has been received for:
DTCH 4001, DTCH 4001; 5 cr
Instructor: Oosterhoff, Jennke A !Outstanding Service Award!!
Description: This is the first course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main books are the text book and exercise book of "Code," volume 1. The book is accompanied by audio and visual material which will be used by the instructor in class as well as 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, 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 topics to be introduced includes: shopping, going out, giving directions, looking for housing, comparing school systems, etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4001 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.
Class time: 20% lecture, 80% interactive exercises (including lab)
Grade: 40% quizzes, 40% class participation, 20% written homework

Dtch 1003 Intermediate Dutch
(Sec 001); Credit will not be granted if credit has been received for:
DTCH 4003, DTCH 4003; 5 cr; prereq 1002
Instructor: Oosterhoff, Jennke A !Outstanding Service Award!!
Description: This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dutch 1001-2, with special focus on the extension of speaking and writing skills. The main books are the text book and exercise book of "Code Nederlands" 2. This book is accompanied by an audio tape which will be used in class by the instructor as well as by the students at home. Class time will be devoted mostly to speaking and pre-writing activities. Students will write 5 formal essays, each of which will be followed by a rewrite. In addition, the students will read a Dutch novel and a number of short newspaper articles. 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. Students should expect an average of three hours of outside preparation per class session. See the description for Dtch 4003 for an option for qualified students to register for this course for 2 credits instead of 4 credits.
Class time: 20% lecture, 80% pre-writing and interactive exercises
Grade: 30% quizzes, 40% class participation, 30% written assignments

Dtch 2011 Conversation and Composition
(Sec 001); 3 cr; prereq 1004 or 4004 or instr consent
Instructor: Oosterhoff, Jennke A !Outstanding Service Award!!
Description: This course is communicatively oriented and designed to refine advanced students' oral and written expression in Dutch and aid in the development of critical analysis skills. We will focus on Dutch literary representations of the Second World War with special interest in memories and experiences of the Holocaust. Literature, as well as art and film, will be presented and analyzed. Students will learn about a particularly important period in the history of The Netherlands with lasting impact on today's culture. Students entering this class should know enough Dutch to read the texts in the original, to participate in
Dtch 3310 Studies in Dutch Literature: The Netherlands in World War II
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Reading knowledge of Dutch
Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
Description: This course is communicatively oriented and designed to refine advanced students' oral and written expression in Dutch and aid in the development of critical analysis skills. We will focus on Dutch literary representations of the Second World War with special interest in memories and experiences of the Holocaust. Literature as well as art and film will be presented and analyzed. Students will learn about a particularly important period in the history of The Netherlands with lasting impact on today's culture. Students entering this class should know enough Dutch to read the texts in the original, to participate in class discussions, and to complete written assignments in form of study questions, take home exams, short essays, and journals. To increase their vocabulary, students will be exposed to a multitude of texts: literary texts, film, and lectures. To further their composition and conversation skills, selected grammatical topics and structures will be reviewed and practiced.
Class time: 20% lecture, 80% Discussion
Work load: ~50 pages of reading per week, ~15 pages of writing per semester, 4 exams, 5 papers
Grade: 30% written reports/papers, 20% quizzes, 20% in-class presentations, 30% class participation
Exam format: essays, grammar review exercises

Dtch 3993 Directed Studies
(Sec 001); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent
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, an agreement will be made. 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.
Class time: 20% lecture, 80% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, 4 exams, 5 papers
Grade: 30% written reports/papers, 20% quizzes, 20% in-class presentations, 30% class participation
Exam format: essays, grammar review exercises

Dtch 4001 Beginning Dutch
(Sec 001); Credit will not be granted if credit has been received for: DTCH 1001, DTCH 1001, DTCH 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student
Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
Description: See the course description for Dutch 1001. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Dtch 1003 under the number Dtch 4003 for 2 credits. Contact the department office, (612) 625-2080, for a permission number.

Dtch 4003 Intermediate Dutch
(Sec 001); Credit will not be granted if credit has been received for: DTCH 1003, DTCH 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student
Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
Description: See the course description for Dtch 1003. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Dtch 1003 under the number Dtch 4003 for 2 credits. Contact the department office, (612) 625-2080, for a permission number.

Ecology, Evolution, and Behavior
100 Ecology Building: 612/625-5700

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Economics
1035 Heller Hall: 612/625-6353

Econ 1101 Principles of Microeconomics
(Sec 001, 017, 036, 038, 040, 042, 044, 046, 048, 050, 052, 054, 056, 058; 3 cr; A-F only; prerequisite: Econ 101 or 102 or 103 or 105; CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme and Social/Global Analysis Theme; meets CLE req of Environment Theme
Instructor: Shipley, Robert P.
Description: This course covers the economic analysis of the behavior of individuals and resources in the marketplace. It introduces the fundamental economic concepts of supply and demand, elasticity, consumer behavior, production and cost, the pricing system, competition, monopolistic behavior, and the markets for labor and for financial assets. It considers economic growth, income distribution, and the role of government in the economy. This course satisfies the lower-division economics requirement for the major.
Class time: 30% lecture, 70% discussion
Exam format: short essay, multiple choice
Grade: 25% midterm exam(s), 25% final exam, 50% problem sets, 10% discussion
Work load: 20 pages of reading per week, 30 pages of writing per week

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Econ 1101H Honors Course: Principles of Microeconomics
(Sec 001, 003, 005); 4 cr; prereq [1101 or equiv], knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1104, 1111, ApEc 1101; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core
Instructor: STAFF
Description: 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.
Class time: 75% lecture, 25% in discussion section
Work load: 3 exams

Econ 3102 Intermediate Macroeconomics
(Sec 001-003); Credit will not be granted if credit has been received for: APEC 3006, APEC 3006, ECON 3112, ECON 3102H; 4 cr; prereq 3101 or equiv
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.
Class time: 100% lecture
Work load: 40-50 pages of reading per week, 3 exams
Exam format: Problems and short essays

Econ 3701 Money and Banking
(Sec 001); Credit will not be granted if credit has been received for: ECON 4721, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq 1101, 1102, or equiv; not open to Econ majors; meets CLE req of Environment Theme
Instructor: STAFF
Description: The economy and the environment; sustainability; economic incentives for environmental protection; economic aspects of environmental policies. This course is not for Economics majors.
Class time: 90% lecture, 10% Discussion
Work load: 30-40 pages of reading per week, 2 exams
Exam format: Some problems and short essays

Econ 3951 Major Project Seminar
(Sec 001); 2 cr; prereq 3101, 3102 or equiv, EngC 3027
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.
Class time:
Work load: 1 papers
Grade: 100% written reports/papers

Econ 3960 Topics in Economics
(Sec 001); 3 cr; max crs 6; prereq 1101, 1102 or equiv
Instructor: STAFF
Description: China and Taiwan: An Economic Study. The course includes the historical and economic development of China and Taiwan, with emphasis on economic indicators. Role of China and Taiwan in the world economy today, and their relationship with each other.
Class time: 90% lecture, 10% Discussion
Work load: 40-50 pages of reading per week, 2 exams, 1 papers
Exam format: Essay and short problems

Econ 4100W Undergraduate Writing in Economics
(Sec 001); 1 cr; max crs 2; A-F only; prereq 3101, [concurrent enrollment in 4831 or concurrent enrollment in economics honors course], instr consent; meets CLE req of Writing Intensive
Econ 4109H Honors Course: Game Theory and Applications
(Sec 001); 4 cr; prereq 3101, 3102 or equiv, Math 1271-1272 or equiv; meets HON req of Honors
Instructor: STAFF
Description: This is recommended for Economics majors with a good mathematical background. Normal and extensive forms of Games and applications of games.
Class time: 90% lecture, 10% Discussion
Work load: 30-40 pages of reading per week, 2 exams

Econ 4161 Microeconomic Analysis
(Sec 001); 2 cr; prereq [3101 or 5151 or equiv], Math 2243, Math 2263, instr consent
Instructor: STAFF
Description: This is offered concurrently with Econ 8001 (a Ph.D micro theory course for graduate students from other departments). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.
Class time: 75% lecture, 25% in recitation section
Work load: 2 exams

Econ 4162 Microeconomic Analysis
(Sec 001); 4 cr; A-F only; prereq 4161, instr consent
Instructor: STAFF
Description: This is offered concurrently with Econ 8002 (a Ph.D micro theory course for graduate students from other departments). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.
Class time: 75% lecture, 25% in recitation section
Work load: 2 exams

Econ 4165 Macroeconomic Theory
(Sec 001); 2 cr; prereq [3102, [Math 2243, Math 2263] or equiv], instr consent
Instructor: STAFF
Description: This is offered concurrently with Econ 8105 (a Ph.D macro theory course for economics graduate students). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.
Class time: 75% lecture, 25% in recitation section
Work load: 2 exams

Econ 4166 Macroeconomic Theory
(Sec 001); 2 cr; prereq 4165, instr consent
Instructor: STAFF
Description: This is offered concurrently with Econ 8106 (a Ph.D macro theory course for economics graduate students). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.
Class time: 75% lecture, 25% in recitation section
Work load: 2 exams

Econ 4211 Principles of Econometrics
(Sec 001); 4 cr; prereq [[1101, 1102] or equiv], Math 2243 [or equiv], [[Stat 3021, Stat 3022] or equiv], familiarity with computers
Instructor: STAFF
Description: This is a required course for Economics B.A.-Quant majors. Students must have successfully completed all prerequisites PRIOR to taking this course. The course includes regression analysis, estimation procedures, and computer applications.
Class time: 75% lecture, 25% Recitation discussion
Work load: 30-40 pages of reading per week, 2 exams
Exam format: problems

Econ 4261 Introduction to Econometrics
(Sec 001); 4 cr; A-F only; prereq [3101 or equiv], [[Math 1271, Math 1272] or equiv], Math 2243, Math 2263, [[Stat 4101, Stat 4102] or [Stat 5101, Stat 5102]]; Math 4242 strongly recommended
Instructor: STAFF
Description: This is a required course for Economics B.S. majors offered only in the fall semester. Students must have completed all prerequisites successfully PRIOR to taking this course. The course includes the basic linear regression model, time series analysis, panel data, discrete choice models. Computer applications (normally GAUSS is used).
Class time: 75% lecture, 25% Recitation discussion
Work load: 40-50 pages of reading per week, 2 exams
Exam format: problems

Econ 4313 The Russian Economy
(Sec 001); 3 cr; prereq 1101, 1102 or equiv
Instructor: STAFF
Class time: 90% lecture, 10% Discussion
Work load: 25-35 pages of reading per week, 7-10 pages of writing per semester, 2 exams
Exam format: essay and problems

Econ 4331W Economic Development
(Sec 001, 002); Credit will not be granted if credit has been received for: ECON 4301, ECON 4301W, ECON 4301; 3 cr; prereq 3101, 3102 or equiv; 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.
Class time: 90% lecture, 10% Discussion
Work load: 2 exams, 1 papers

Econ 4337 Comparative Economic Systems
(Sec 001); Credit will not be granted if credit has been received for: ECON 4307; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of International Perspect Theme
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.
Class time: 90% lecture, 10% Discussion
Work load: 35-50 pages of reading per week, 2 exams, May require a short paper
Exam format: essay, short problems

Econ 4401 International Economics
(Sec 001); 3 cr; prereq [[1101, 1102] or equiv], not open to econ majors; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme
Instructor: STAFF
Description: Not for Economics majors. Includes material on
Econ 4531 Labor Economics
(Sec 001): Credit will not be granted if credit has been received for: ECON 3501; 3 cr; prereq 3101, 3102 or equiv
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.
Class time: 90% lecture, 10% Discussion
Work load: 30-40 pages of reading per week, 2 exams, may require a short paper or presentation
Exam format: problems, short essays

Econ 4631 Industrial Organization and Antitrust Policy
(Sec 001): Credit will not be granted if credit has been received for: ECON 4639, ECON 4631V, ECON 4631H, ECON 3601; 3 cr; prereq 3101 or equiv
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.
Class time: 90% lecture, 10% Discussion
Work load: 35-50 pages of reading per week, 2 exams
Exam format: problems and short essays

Econ 4721 Money and Banking
(Sec 001); Credit will not be granted if credit has been received for: ECON 3701, ECON 3701, ECON 3701, ECON 3701, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq 3101 or equiv
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.
Class time: 95% lecture, 5% Discussion
Work load: 30-40 pages of reading per week, 2 exams

Econ 4731 Macroeconomic Policy
(Sec 001): 3 cr; prereq 3101, 3102 or equiv
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. We study the in the augmented model.
Class time: 95% lecture, 5% Discussion
Work load: 30-40 pages of reading per week, 2 exams
Exam format: problems, short essay

Econ 4731H Honors Course: Macroeconomic Policy
(Sec 001): 4 cr; prereq [(3101, 3102) or equiv], Math 1271, honors; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: De Nardi, Mariacristina
Description: The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. Review of the household consumption and leisure choice, and the market-clearing model; inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy. This honors section will analyze the topics more intensively than the corresponding regular section and will require some extra readings.
Class time: 85% lecture, 5% Discussion
Work load: 2 exams, some presentations
Exam format: problems, essays

Econ 4741H Honors: Quantitative Analysis of the Macroeconomy
(Sec 001): 4 cr; prereq [(3101, 3102) or equiv], [Stat 3011 or equiv]; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: STAFF
Class time: 95% lecture, 5% Discussion
Work load: 35-50 pages of reading per week, 2 exams
Exam format: problems, short essays

Econ 4751 Financial Economics
(Sec 001); Credit will not be granted if credit has been received for: ECON 4759, ECON 4751H; 3 cr; prereq 3101 or equiv, Math 1271 or equiv, 1 sem statistics
Instructor: STAFF
Class time: 95% lecture, 5% Discussion
Work load: 30-40 pages of reading per week, 2 exams
Exam format: problems

Econ 4751H Honors Course: Financial Economics
(Sec 001); Credit will not be granted if credit has been received for: ECON 4751; 4 cr; prereq 3101, [3102 or equiv], [Math 1271 or equiv], [Stat 3011 or equiv]; meets HON req of Honors
Instructor: STAFF
Description: Efficiency of financial markets. Theoretical concepts, empirical evidence.
Class time: 95% lecture, 5% Discussion
Work load: 40-55 pages of reading per week, 2 exams
Exam format: Problem solving, essay

Econ 4821 Public Economics
(Sec 001); Credit will not be granted if credit has been received for: ECON 3801, ECON 3801; 3 cr; prereq Credit will not be granted if credit has been received for: ECON 3801; prereq 3101, 3102 or equiv
Instructor: STAFF
Class time: 95% lecture, 5% Discussion
Work load: 35-45 pages of reading per week, 2 exams
Exam format: Short essays, problem solving

Econ 4831 Cost-Benefit Analysis
(Sec 001); Credit will not be granted if credit has been received for: ECON 4619, ECON 4611V, ECON 4611H; 3 cr; prereq 3101 or equiv; meets CLE req of Writing Intensive
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.
Class time: 95% lecture, 5% Discussion
Work load: 40-55 pages of reading per week, ~5-10 pages of writing per semester, 2 exams, may include student presentations
Exam format: Essay; problem solving

Econ 4993 Directed Study
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq For honors thesis.
Instructor: STAFF
Description: This is for economics honors theses only.
EdHD 5001 Learning, Cognition, and Assessment
(Sec 001); Credit will not be granted if credit has been received for: EPSY 3119, EPSY 3119; 3 cr; prereq MEd/initial licensure student or CLA music ed or preteaching major or instr consent; psyh course recommended
Instructor: Samuels, S Jay !!Educ Distinguished Tchg Awd!!
Description: The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week
Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects
Exam format: Multiple choice

EdHD 5003 Developmental and Individual Differences in Educational Contexts
(Sec 001-003); 3 cr; A-F only; prereq post-bac or MEd/initial licensure or CLA music ed or preteaching major or FOE or agriculture or kinesiology or instr consent
Instructor: Rodgeron, 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.
Grade: 100% written reports/papers

EdHD 5009 Human Relations: Applied Skills for School and Society
(Sec 001); 1 cr; A-F only; prereq MEd/initial lic or CLA music ed or preteaching or instr consent
Instructor: Puncochar PhD, Judith Marie !!UC Outstanding Teaching Award!!
Description: EdHD 5009 is an engaging workshop in human relations for students who are not previously licensed teachers. The course provides a “cognitive” psychological framework for looking at issues of racism, sexism, classism, ageism, language acquisition, homophobia, religious differences, cultural differences, and disability and ability differences. The course views prejudice as resulting from everyday cognitive processing of information and how and why prejudices and biases develop. EdHD 5009 uses an experiential learning approach to explore the ubiquitous nature of bias and provides strategies and tools for anti-bias teaching in a diverse society. All course topics and assignments focus on issues related to human interactions and cultural diversity. EdHD 5009 does NOT meet the State of Minnesota's Human Relations licensure requirement for PREVIOUSLY LICENSED professional educators.
Class time: 50% lecture, 50% structured activities & video/discussion
Work load: 30 pages of reading per week, 18 pages of writing per semester, 1 exams, 13 papers, In this class there are several written assignments including: 10 one-page papers, a community service paper (3 pages), a leader profile (5 pages), and a portfolio assignment which requires writing.
Grade: 15% final exam, 45% written reports/papers, 20% special projects, 5% in-class presentations, 15% class participation
Exam format: take home final

EdPA 1301W Personal Leadership in the University
(Sec 002); Credit will not be granted if credit has been received for: PA 1961, PA 1961W, PA 1961W, PA 1961W; 3 cr; meets CLE req of Writing Intensive
Instructor: Zentner Bacig, Karen
Description: This 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, 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.

EdPA 1301W Personal Leadership in the University
(Sec 003); Credit will not be granted if credit has been received for: PA 1961, PA 1961W, PA 1961W, PA 1961W; 3 cr; meets CLE req of Writing Intensive
Instructor: Melin, LeeAnn Jessen
Description: This 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, 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. The class is geared primarily towards first and second year students. The instructors will try to strike a balance among various teaching styles, including lecture, small group discussion and guest speakers.
Class time: 40% lecture, 60% Discussion
Work load: 30 pages of reading per week, 18 pages of writing per semester, 1 exams, 13 papers, In this class there are several written assignments including: 10 one-page papers, a community service paper (3 pages), a leader profile (5 pages), and a portfolio assignment which requires writing.
Grade: 15% final exam, 45% written reports/papers, 20% special projects, 5% in-class presentations, 15% class participation
Exam format: take home final

EdPA 1301W Personal Leadership in the University
(Sec 001); Credit will not be granted if credit has been received for: PA 1961, PA 1961W, PA 1961W, PA 1961W; 3 cr; meets CLE req of Writing Intensive
Instructor: Fry, Gerald Walton
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, 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.

EdPA 3101 Understanding Southeast Asia: an Intercultural/Interdisciplinary Policy Per
(Sec 001); 3 cr; max crs 30, 1 repeat allowed; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core
Instructor: Fry, Gerald Walton
Description: The focus of this course is a cultural and policy-oriented approach to developing an in-depth understanding of contemporary Southeast Asia. Case studies and critical incidents are used to provide
EdPA 3302W Leadership in the Community
(Sec 002); Credit will not be granted if credit has been received for: PA 3961, PA 3961W, PA 3961W, PA 3961W; 3 cr; A-F only; prereq [1301W, PA 1961W], [jr or sr], undergraduate leadership minor; meets CLE req of Writing Intensive
Instructor: Werner, Linnette Robin
Description: This course will examine leadership and leadership capacities, incorporating multicultural and multidimensional perspectives. Students taking this course will have the opportunity to examine their own views on leadership and social change, learn about leadership theory and practices, and apply knowledge to practice.

EdPA 3302W Leadership in the Community
(Sec 001); Credit will not be granted if credit has been received for: PA 3961, PA 3961W, PA 3961W, PA 3961W; 3 cr; A-F only; prereq [1301W, PA 1961W], [jr or sr], undergraduate leadership minor; meets CLE req of Writing Intensive
Instructor: Winfrey, Steve E
Description: This course will examine leadership and leadership capacities, incorporating multicultural and multidimensional perspectives. Students taking this course will have the opportunity to examine their own views on leadership and social change, learn about leadership theory and practices, and apply knowledge to practice.

EdPA 5001 Formal Organizations in Education
(Sec 001); 3 cr
Instructor: Anderson, Melissa S.
Description: This course presents four frameworks that can be used for understanding organizations, how they work, and how people in them behave. It then branches out to other organizational topics such as conflict, communication and leadership. The class sessions combine lectures and interactive exercises. Most people complete the course with greatly enhanced insight as to how organizations—especially schools, colleges, and universities—work. The course is geared toward graduate students.
Class time: 25% lecture, 50% Discussion, 25% in-class projects
Work load: 100+ pages of reading per week, 40 pages of writing per semester, 1 exams, 2 papers
Grade: 20% final exam, 65% written reports/papers, 15% class participation
Exam format: essay

EdPA 5061 Ethnographic Research Methods
(Sec 001); 3 cr
Instructor: Fry, Gerald Walton
Description: This seminar provides an overview of the various approaches to doing ethnographic research. Among techniques and methods to be examined are accessing communities; formulation of questions; various types of interviewing; participant-observation; selecting and working with informants; life history research and understanding cultural identities; case studies; and writing up field data. The uses and abuses of ethnography as a tool for studying other cultures is critically assessed. Also considered are ethical issues in the use of ethnography. In the course there is a special emphasis on experiential education and learning. Students will conduct a mini-ethnography, directly relevant to their professional interests. There are no examinations, but instead a set of experiential activities to enhance students' competence in doing ethnographic research. Each student will develop a portfolio of writings related to various activities. A major goal is to have students develop professional competency in using various ethnographic research methods. There is a special focus on the non-Western critique of conventional cross-cultural research and the emergence of indigenous approaches to research. A key text for the course is a volume by Linda Tuhiwai Smith titled "Decolonizing Methodologies." The course is intended for graduate students or seniors who anticipate doing intercultural and/or international research.
Class time: 30% lecture, 70% Discussion
Work load: 50 pages of reading per week, Students do a number of short papers related to various activities.
Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: None
Course URL: http://webct.umn.edu/SCRIPT/EDPA5061_f00/scripts/scripthome

EdPA 5101 International Education and Development
(Sec 001); 3 cr
Instructor: Paige, R Michael
Description: EdPA 5101 (3 credits) examines contemporary theories regarding the relationship between education in its various manifestations (formal, non-formal, and informal) and different dimensions of national development (economic, sociocultural, political). These relationships are examined from a multidisciplinary social science perspective. Alternative conceptualizations of development and competing theoretical perspectives on education and development will be reviewed. Critical issues in this field of study will be examined. The course format includes lectures, classroom discussions, small group discussions, and so on. This course is open to graduate and undergraduate students with an interest in International Education and Development.
Class time: 60% lecture, 40% Discussion
Work load: 75-100 pages of reading per week, 25 pages of writing per semester, 2 papers
Grade: 35% mid-semester exam(s), 65% final exam
Exam format: Essay
Course URL: http://webct.umn.edu/webct/public/show_course

EdPA 5103 Comparative Education
(Sec 001); 3 cr
Instructor: Cogan, John J !Educ Distinguished Tchg Awd!!
Description: Examination of systems and philosophies of education globally with emphasis upon African, Asian, European, and North American nations. Foundations of comparative study with selected case studies as illustrations. Upper division students welcome.
Class time: 25% lecture, 50% Discussion, 25% Activities, simulations, critique of readings
Work load: 50 pages of reading per week, 15 pages of writing per semester, 3 papers
Grade: 85% written reports/papers, 15% class participation

EdPA 5341 The American Middle School
(Sec 001); 3 cr
Instructor: Searcy, Lynn R
Description: This course presents four frameworks that can be used for understanding organizations, how they work, and how people in them behave. It then branches out to other organizational topics such as conflict, communication and leadership. The class sessions combine lectures and interactive exercises. Most people complete the course with greatly enhanced insight as to how organizations—especially schools, colleges, and universities—work. The course is geared toward graduate students.
Class time: 25% lecture, 50% Discussion, 25% in-class projects
Work load: 100+ pages of reading per week, 40 pages of writing per semester, 1 exams, 2 papers
Grade: 20% final exam, 65% written reports/papers, 15% class participation
Exam format: essay

This information is accurate as of: 5/26/2004 at 3:43 PM
Description: This course provides an overview of the American Middle School. Philosophies, skills, and applications pertinent to teaching/working in middle schools are studied. Students research purposes, functions and limitations of middle schools and implications for teachers, support staff and administrators. Seminal literature and websites are discussed. Readings chronicle the history, essential components, research base, criteria for evaluation, and the current status of middle schools in America. Characteristics of middle school students are learned. Successful integration accommodating student characteristics in best practices is noted and discussed. Field research; shadowing and inquiry techniques, are practiced. Teaching methods include guided discussion, lecture, panel presentations and discovery. Texts: Knowles, Trudy, and Dave F. Brown. "What Every Middle School Teacher Should Know." ISBN 0-325-00266-5. Jackson, Anthony and Gayle A. Davis. "Turning Points 2000." ISBN 0-8077-3996-0. "This We Believe." ISBN 1-56090-142-X. "Research & Resources in Support of This We Believe." ISBN 1-56090-143-8. Open to graduate and undergraduate students with an interest in middle school philosophy and applications.

Class time: 35% lecture, 35% Discussion, 30% Panels, student presentations, speakers, ITV to Crookston Campus
Work load: 60 pages of reading per week, 25-30 pages of writing per semester, 1 exams, 5 papers, 2 major projects, 3 minor projects
Grade: 10% mid-semester exam(s), 20% written reports/papers, 50% special projects, 20% class participation
Exam format: Short answer
Course URL: http://webct.umn.edu

EdPA 5501 Principles and Methods of Evaluation
(Sec 001, 003); Credit will not be granted if credit has been received for: EPSY 5243; 3 cr
Instructor: King, Jean A.
Description: This is an introductory course in designing program evaluations. Topics include how to frame an evaluation study; how to examine a program's context; how to select appropriate methodology, and how to remain attentive to issues of diversity and multiple audiences. The course will also teach student survey and observation skills.
Class time: 30% lecture, 70% Discussion
Work load: 60 pages of reading per week, 30 pages of writing per semester; 2 exams, 4 papers
Grade: 15% mid-semester exam(s), 20% final exam, 55% written reports/papers, 10% class participation
Exam format: Midterm: short answer and essay..... Final: take home (essay)
Course URL: http://webct.umn.edu/SCRIPT/EDPA5501_S01

Educational Psychology
206 Burton Hall: 612/624-6083

EPsy 3111W Introduction to Critical Thinking
(Sec 001); 3 cr; meets CLE req of Writing Intensive
Instructor: Bart, William M !!Educ Distinguished Tchg Awd!!
Description: This course is intended to serve undergraduates interested in critical thinking. Critical thinking is often associated with rational thinking and objective thinking by psychologists and philosophers. This course will feature an examination of basic elements of critical thinking along with applications to the analysis of prominent controversies. Students will canvass a contemporary text on critical thinking selected by the instructor, like "Asking the Right Questions" by Browne and Keeley (2004) and several newspaper editorials and well-composed essays on important contemporary issues from journals such as "Harper's" and "The Atlantic Monthly.
This course will emphasize writing and class presentations in the evaluation of student performance. Each student will prepare a portfolio of brief critical reviews of several editorials and one 5-page review of an essay, with the editorials and essay being selected by the student. Students will be evaluated on the basis of their class presentations, class participation, and writing assignments. Each student will receive corrective feedback on a draft of at least one editorial review prior to the completion of that writing assignment. Each student will also write a concise final reflection paper and a peer assessment of a draft of an essay review of a fellow student. It is anticipated that students completing this course will improve their critical thinking skills and writing skills and enhance their understanding of critical thinking.
Class time: 20% lecture, 40% Discussion, 40% presentations; web enhanced course
Work load: 10 pages of reading per week, 15 pages of writing per semester; 1 exams, 1 papers
Grade: 10% final exam, 60% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: A final essay of course reflection will take the place of a final examination.

EPsy 3119 Learning, Cognition, and Assessment
(Sec 001); Credit will not be granted if credit has been received for: EDHD 5001, EDHD 5001; 3 cr; A-F only; meets CLE req of Social Science Core
Instructor: Samuels, S Jay !!EdUC Distinguished Tchg Awd!!
Description: The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week
Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects
Exam format: Multiple choice

EPsy 3132 Psychology of Multiculturalism in Education
(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme
Instructor: Puncocar PhD, Judith Marie !!UC Outstanding Teaching Award!!
Description: PSYCHOLOGY OF MULTICULTURALISM IN EDUCATION meets the cultural diversity requirement in the College of Liberal Arts. Processes of oppression, repression, stereotyping, prejudice, and social perception biases are the primary topics of the course. The course focuses on active learning and class activities, which help provide knowledge about issues of race, age, social class, religion, ethnicity and gender in the United States. The course develops an engaging context in which participants develop insights in the personal nature of prejudice. Learning about how and why prejudices develop helps participants to understand their interactions with “diverse” others and helps participants form competencies and sensitivities related to multicultural issues of diversity. The course presents models for personal and educational change that confront issues of racism, sexism, ageism, homophobia, and disability insensitivity. And multicultural perspectives, communication, conflict management, group dynamics, the human nature of prejudice and bias, and strategies for prejudice reduction.
Class time: 25% lecture, 25% Discussion, 50% videos and class activities
Work load: 60 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 6 papers, Interesting readings and paper topics
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% special projects
Exam format: multiple choice and short answer

EPsy 3133 Practicum: Service Learning, Psychology of Multiculturalism in Education
(Sec 001, 003); max credit: 3 repeats allowed; prereq [3132 or concurrent enrollment in 3132], instr consent
Instructor: Puncocar PhD, Judith Marie !!UC Outstanding Teaching Award!!
Description: EPsy 3133 is an optional one- or two-credit service-learning course for EPsy 3132: Psychology of Multiculturalism in Education. Students work with children, youth, or adults in ESL tutoring or after-school youth programs for 30 hours of service learning in multicultural communities. Develop sensitivities and competencies...
related to multicultural issues in U.S. society. Concurrent enrollment in EPsy 3132 recommended. Requirements include a log of service hours and a 5-page guided reflection paper. Interesting! Rewarding experience! This class is highly recommended for the application of EPsy 3132 course concepts to diverse settings.

**Class time:** 100% 30 hours of service learning work (2 hours per week per credit)

**Work load:** 5 page service-learning reflection paper and log

**Grade:** 100% service learning work and reflection paper

**EPsy 3264 Basic and Applied Statistics**

(*Sec 005*); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5261, EPSY 5261, EPSY 5261; 3 cr; meets CLE req of Mathematical Thinking Core

**Instructor:** Everson, Michelle G

**Description:** This course, designed for undergraduate students interested in a basic introduction to statistical methods, covers a variety of topics in descriptive and inferential statistics. Students will learn how to collect, organize, graph and analyze data, and they will learn about topics such as sampling, normal distributions, probability, correlation, regression, and tests of significance. Computer lab sessions are a part of the course, and students will become familiar with statistical software that can be used to analyze data. A variety of teaching methods, including lecture, small and large group discussions, in-class activities, and computer lab work will be used to explain introductory statistical topics.

**Class time:** 10% lecture, 20% Discussion, 50% Laboratory, 20% In-class activities

**Work load:** 15 pages of reading per week, 20 pages of writing per semester, 4 exams, 2 papers, One hour per week of work using statistical software.

**Grade:** 5% written reports/papers, 20% special projects, 50% quizzes, 5% class participation, 20% problem solving

**EPsy 5101 Intelligence and Creativity**

(*Sec 001, 002*); 3 cr; A-F only; meets DELM req of internet delivered

**Instructor:** Bart, William M !!Educ Distinguished Tchg Awd!!

**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 the following excellent paperback texts: (a) “IQ and Human Intelligence,” by N. J. Mackintosh (1999) and (b) “Handbook of Creativity,” edited by R. J. Sternberg (1999). This course will emphasize writing in the evaluation of student performance. The midsemester and final examinations will consist of short answer essay questions. Students will learn prior to the examinations the essay questions to be used in them. Each student will complete a term paper consisting of brief reviews of eight text chapters and critical reviews of two scholarly articles, with both text chapters and articles to be selected by the student. Each student will receive corrective feedback on a draft of a portion of the term paper prior to the completion of the term paper assignment. Each student will also make a class presentation on one of the scholarly articles.

**Class time:** 40% lecture, 30% Discussion, 30% presentations; web enhanced course (URL not yet available)

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 10% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% in-class presentations, 10% class participation

**Exam format:** short essay

**EPsy 5114 Psychology of Student Learning**

(*Sec 001*); 3 cr; A-F only

**Instructor:** van den Broek, Paul Willem !!Educ Distinguished Tchg Awd!!

**Description:** This is a survey course, describing principles of educational psychology: how learning occurs, why it may fail, and implications for instruction. In the course, we will cover a broad array of topics relevant to learning and teaching, including models of learning, cognitive development, creativity, problem-solving, intelligence, character education, motivation, diversity, special populations, and testing. In addition to lectures, there will be class discussions, group activities, films, etc. The students in the class usually come from diverse backgrounds: advanced undergraduate students, graduate students in education but also in other areas, extension. Activities are aimed at taking advantage of this diversity. Currently, we are using the textbook “Educational Psychology,” by Woolfolk. Course grade is based on two quizzes, a final examination, and a paper critique.

**Class time:** 60% lecture, 20% Discussion, 20% film

**Work load:** 30-40 pages of reading per week, 5 pages of writing per semester, 1 exams, 1 papers, 2 quizzes

**Grade:** 40% final exam, 20% written reports/papers, 40% quizzes

**Exam format:** Combination multiple choice & essay

**Course URL:** http://WebCT

**EPsy 5135 Human Relations Workshop**

(*Sec 001*); 4 cr

**Instructor:** Puncochar PhD, Judith Marie !!UC Outstanding Teaching Award!!

**Description:** EPsy 5135 is an engaging course that addresses social issues of prejudice and discrimination in educational settings. This course frames classicism, racism, sexism, ageism, homophobia, handicappism, etc., in terms of history, power, and social perception across society, groups, and individuals. The course uses a “cognitive” perspective, which views prejudice as resulting from ordinary cognitive processes of information. The cognitive perspective explores how and why prejudices develop and how people think about bias. The course has a non-traditional, multicultural framework that focuses on cooperative groupwork, small group theory, group skills. A series of videos and structured exercises complement the lecture concepts and provide an opportunity for application of material from lectures, discussions, and readings. Participants include teachers, school nurses, graduate students, advanced undergraduates, police officers, managers, and others who desire more knowledge about the nature of bias. This course meets the Minnesota State Department of Education licensure requirement for Human Relations training.

**This information is accurate as of: 5/26/2004 at 3:43 PM**
### EPsy 5152 Psychology of Conflict Resolution
**Sec 001**: 3 cr
**Instructor**: Johnson, David W
**Description**: Overview of field of conflict resolution. Major theories, research, major figures in the field, factors influencing quality of conflict resolution are covered. The nature of conflict, the history of field, and intrapersonal, interpersonal, intergroup conflict, negotiation, mediation are discussed.
**Class time**: 50% lecture, 50% Discussion
**Work load**: 100 pages of reading per week, 40 pages of writing per semester, 1 exams, 2 papers, weekly journal
**Grade**: 30% final exam, 70% written reports/papers

### EPsy 5157 Social Psychology of Education
**Sec 001**: 3 cr; A-F only
**Instructor**: Johnson, David W
**Description**: This is an introductory class that will provide an overview of social psychology with specific emphasis in education. Participants will become acquainted with the major theories, research, and major figures in social psychology. Topics include such topics as social cognition, social perception, self-knowledge, self-esteem, attitude change, influence and power, interpersonal attraction and close relationships, aggression, prejudice, and prosocial behavior. Class sessions are a combination of lectures, discussions, role-plays, simulations, and experiential exercises.
**Class time**: 33% lecture, 33% Discussion, 34% Laboratory
**Work load**: 100 pages of reading per week, 2 exams, 2 papers
**Grade**: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
**Exam format**: Multiple choice, matching

### EPsy 5216 Introduction to Research in Educational Psychology
**Sec 001**: 3 cr; prerequisite 5261 or other intro statistics course
**Instructor**: Pellegrini, Anthony D
**Class time**: 100% lecture
**Work load**: 50 pages of reading per week
**Grade**: 15% mid-semester exam(s), 15% final exam, 70% written reports/papers
**Exam format**: multiple choice

### EPsy 5221 Principles of Educational and Psychological Measurement
**Sec 001**: 4 cr; prerequisite 5261 or equiv
**Instructor**: Rodriguez, Michael C.
**Description**: Fundamental concepts, principles and methods in educational and psychological measurement. Specifically, the course will cover reliability, validity, item analysis, and score interpretation. Special attention will be given to the construction, interpretation, use, and evaluation of assessments regarding achievement, aptitude, interests, attitudes, personality, and exceptionality.
**Class time**: 75% lecture, 25% Discussion, 5% Laboratory
**Work load**: 35 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, 3 memos
**Grade**: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
**Exam format**: Multiple choice, essay.
**Course URL**: [http://www.measurement.class.umn.edu/courses.html](http://www.measurement.class.umn.edu/courses.html)

### EPsy 5281 Introduction to Computer Operations and Data Analysis in Education and Rela
**Sec 001**: 3 cr; S-N only
**Instructor**: Davenport, Ernest C
**Description**: EPsy 5281 is an introduction to statistical computing. Students learn to download data from the World Wide Web and to analyze that data with both EXCEL and SPSS. The course is taught in a computer laboratory and most of the time is given to hands-on activities. Lectures, consisting of 45% of the class, are a mixture of instruction, demonstrations, and explanations. The bulk of the class time, 55%, consists of hands-on activity. During this time students complete project assignments with the assistance of the course instructor. There is approximately one computer assignment due each week. These assignments are typically completed during the hands-on activity time built into the class. Students are evaluated based on their performance on these assignments. For this evaluation students meet individually with the instructor on a regular basis to present and interpret their results.
**Class time**: 45% lecture, 55% Laboratory
**Work load**: 30 pages of reading per week, one small computer project per week
**Grade**: 100% special projects

### EPsy 5300 Special Topics in Educational Psychology
**Sec 001**: 3 cr; max crs 9, 9 repeats allowed
**Instructor**: Erickson, Vera Lois
**Description**: Consideration of current premises of the nature of self, such that mind, body, and spirit are together recognized; foundational assumptions of our new sciences, related teaching/learning processes, and implications for promoting optimal growth within education. Our resources will include historical and current perspectives of science, psychological perspectives on self, and also current journal and text sources on education that includes spirit.

### EPsy 5400 Special Topics in Counseling Psychology
**Sec 001**: 1 cr; max crs 8, 8 repeats allowed
**Instructor**: Barner, Pearl
**Description**: EPsy 5400 Special Topics: Competent Multicultural Student Personnel Services is purposed to enhance the student’s knowledge and understanding of some of the issues of adaptation that are sometimes characteristic of the experience of multicultural college students. The course also seeks to enhance the development of skills associated with the “best practices models” that colleges and universities employ to aid the successful matriculation of under-represented multicultural students. More specifically, the course seeks to satisfy the following objectives: 1. Discuss sociopolitical factors and historical and cultural underpinnings that may impact the multicultural student experience. 2. Explore ethnic/racial and bi-racial identity. 3. Discuss stereotype threat, self-efficacy and other social-psychological theories and formulations that help to illuminate the educational experience of some students of color. 4. Examine “best practices models” of successful multicultural student service programs. 5. Understanding the role of the “multiculturally competent” higher education professional as he/she provides advocacy, advising, counseling, referral, and other services. 6. Understanding the significance of multicultural awareness for building effective relationships with multicultural students.
**Class time**: 20% lecture, 50% Discussion, 20% Laboratory, 10% vcr
**Work load**: 20-30 pages of reading per week, 1-2, AVG pages of writing per semester, 1 papers
**Grade**: 20% written reports/papers, 10% special projects, 20% in-class presentations, 50% class participation

This information is accurate as of: 5/26/2004 at 3:43 PM
EPsy 5401 Counseling Procedures (Sec 001); 3 cr; prereq Upper div student
Instructor: Goh, Michael Pik-Bien
Description: This course is designed as an introduction to the theory and practice of counseling. It is intended for students who have little or no training in counseling or psychology but who may need to use counseling skills in a professional capacity. The course also serves as a general overview for those who may be considering the counseling profession as a career. This course progresses from a general understanding of the helping profession and theories of counseling to a more personal aspect of counseling skill development, and practice. Instructional methods will include lecture, small group interaction, discussion, videos, and role-plays. The course and assignments provide opportunities for the student to practice his/her skills, to self-evaluate, receive initial feedback, and to reflect on a personalized approach to counseling.
Class time: 30% lecture, 40% Discussion, 30% role play
Work load: 20 pages of reading per week, 2 papers, 1 groupwork
Grade: 80% written reports/papers, 20% class participation

EPsy 5434 Counseling Adults in Transition (Sec 001); 3 cr; prereq Advanced undergrad or grad student in the helping professions
Instructor: STAFF
Description: During this course, students will have the opportunity to gain theoretical and practical knowledge about the types of transitions that occur in adult life. We will explore theories of adult development and models of transition to help us understand these changes. We will also explore counseling approaches/techniques that are helpful when working with adults experiencing life transitions. This course will incorporate a number of teaching/learning strategies. In addition to presentations by the instructor and guest speakers, we will be engaging in a variety of class and small group discussions and exercises to assist in the integration and application of the course material.
Class time: 30% lecture, 40% Discussion, 30% IN CLASS EXERCISES and GUEST SPEAKERS
Work load: 10-50 pages of reading per week, 20-25 pages of writing per semester, 1 exams, 3 papers
Grade: 20% final exam, 60% written reports/papers, 20% class participation
Exam format: TAKE HOME ESSAY

EPsy 5461 Cross-Cultural Counseling (Sec 001); 3 cr; A-F only
Instructor: Thomas PhD, Kay A
Description: This course is designed as an introduction to the theory and practice of cross-cultural counseling. It is intended for those planning a career in counseling, and for those who utilize counseling skills in a professional capacity (e.g. teaching, nursing, human services, etc.). The course will integrate didactic instruction with the practice of fundamental counseling skills. The focus will be on issues of culture and, how culture must be considered in the practice of counseling. Instructional methods will include lecture, discussions, case studies, presentations, role plays, small group activities, and the practice of basic counseling skills in a multicultural context. Purpose of this course 1) to examine your personal culture and what you bring to the counseling relationship 2) to examine issues in counseling clients culturally different from yourself 3) to recognize the Eurocentric nature of traditional counseling practice in the U.S. and to learn to appreciate other counseling styles 4) to examine the variables of race, ethnicity, gender, and class in counseling in a culturally pluralistic society 5) to assist you in acquiring knowledge and skills in counseling clients who are culturally different from yourself.

EPsy 5613 Foundations of Special Education I (Sec 002); 3 cr; A-F only; prereq Child development course, 5601 or equiv
Instructor: Craig-Unkefer, Lesley
Description: The purpose of this course it to provide pre-service teachers with the knowledge and skills needed to promote learning and success for all students, including those at-risk and those with special needs.
Class time: 50% lecture, 30% Discussion, 20% practicum requirement
Work load: 25 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers
Grade: 20% final exam, 10% written reports/papers, 10% special projects, 20% quizzes, 10% class participation, 30% problem solving
Exam format: multiple choice, short essay, true and false

EPsy 5616 Behavior Analysis and Classroom Management (Sec 002); 3 cr
Instructor: Craig-Unkefer, Lesley
Description: This course is an introduction to the assumptions, principles, and procedures of the behavioral approach to teaching. It will also emphasize the role of behaviorists in the classroom. This course will be taught by discussion of medical tests and procedures, pediatric pharmacology, role of nurses and therapists in the educational setting. The social/emotional issues and family issues surrounding a disability will be discussed.
Class time: 80% lecture, 10% Discussion, 10% student reports
Work load: 40-50 pages of reading per week, 15 pages of writing per semester, 2 papers
Grade: 25% written reports/papers, 25% in-class presentations, 25% class participation, 25% visit to community site

EPsy 5624 Biomedical and Physical Aspects of Developmental Disabilities (Sec 001); 2 cr; max crs 3, 1 repeat allowed; A-F only
Instructor: Azar, Judith Larson
Description: Through use of videos, lectures, student reports and guest speakers, this course will provide a general overview of various physical and health impairments affecting the school-aged population. What happens to cause different conditions or syndromes will be explored by reviewing genetics, gestational development, and nervous system. Intervention and management of disabilities will be explored by discussion of medical tests and procedures, pediatric pharmacology, role of nurses and therapists in the educational setting. The social/emotional issues and family issues surrounding a disability will be discussed.
Class time: 80% lecture, 20% Discussion, 10% student reports
Work load: 40-50 pages of reading per week, 15 pages of writing per semester, 2 papers
Grade: 25% written reports/papers, 25% in-class presentations, 25% class participation, 25% visit to community site

EPsy 5656 Social and Interpersonal Characteristics of Students with Disabilities (Sec 001); 3 cr; A-F only
Instructor: STAFF
Description: The focus of this course is on the critical analysis of conceptual and practical issues regarding special education and students with emotional and behavioral disorders.
Class time: 30% lecture, 20% Discussion, 50% Small group activites
Work load: 50 -60 pages of reading per week, 30 - 40 pages of writing per semester, 2 papers
Grade: 50% written reports/papers, 30% quizzes, 5% in-class presentations, 15% class participation

EPsy 5754 Student Teaching: Social and Emotional Disabilities (Sec 001); 1-6 cr; max crs 8, 8 repeats allowed; A-F only; prereq Completion of licensure courses for social and emotional disorders, instr consent
Instructor: McComas, Jennifer
Description: This course is designed to give students experience in teaching students with social and emotional disorders. Students will participate in student teaching at public schools and other appropriate sites, and attend a weekly seminar on student teaching competencies.
Course URL: http://education.umn.edu/tel

EPsy 5851 Collaborative Family-School Relationships (Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; prereq Honors

This information is accurate as of: 5/26/2004 at 3:43 PM
Course URL: http://www.ece.umn.edu/class/ee2361

EE 4970 Directed Study
(Sec 001); 3 cr; prerequisite: 3161, 3601 or instructor consent
Instructor: STAFF
Description: Studies of approved projects, either theoretical or experimental.

EE 5163 Semiconductor Properties and Devices I
(Sec 001); 3 cr; prerequisite: 3161, 3601 or instructor consent
Instructor: STAFF
Description: Principles and properties of semiconductor devices. Selected topics in semiconductor materials, statistics, and transport. Aspects of transport in p-n junctions, heterojunctions.

This information is accurate as of: 5/26/2004 at 3:43 PM
ESL 231 High Beginning Oral Skills
(Sec 001): 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: This course stresses the ability to communicate in English in everyday situations. Emphasis is on listening and speaking and increasing vocabulary and fluency in spoken English.
Class time: 10% lecture, 75% Discussion, 15% Laboratory
Work load: 2 pages of reading per week, 3 pages of writing per semester, 2 exams, Homework
Grade: 25% special projects, 15% quizzes, 25% in-class presentations, 25% class participation, 10% lab work
Exam format: Variety

ESL 311 Low Intermediate Grammar
(Sec 001): 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: Students review and add to their skills with basic structures. The course focuses on increasingly complex structures with attention to form, meaning and use, especially with regard to verb phrases. Students practice structures in controlled speaking and writing activities.
Class time: 20% lecture, 70% Discussion, 10% Laboratory
Work load: 8 pages of reading per week, 1 exams, Six quizzes; homework exercises
Grade: 30% quizzes, 15% class participation, 10% lab work, 45% Homework, classwork
Exam format: Short answer

ESL 321 Low Intermediate Reading/Composition
(Sec 001): 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: This course focuses on developing fluency and accuracy, language for specific functions, communication strategies, standard forms of organization for academic lectures, and understanding natural conversational speech.
Class time: 20% lecture, 65% Discussion, 15% Laboratory
Work load: 4 pages of reading per week, 4 pages of writing per semester, 2 exams, Homework
Grade: 25% special projects, 15% quizzes, 25% in-class presentations, 25% class participation, 10% lab work
Exam format: Short answers

ESL 411 Intermediate Grammar
(Sec 001): 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.
Instructor: STAFF
Description: Students review and add to their skills with basic structures. The course focuses on increasingly complex structures with attention to form, meaning and use, especially with regard to verb phrases. Students practice structures in controlled speaking and writing activities.
Class time: 20% lecture, 70% Discussion, 10% Laboratory
Work load: 8 pages of reading per week, 1 exams, Six quizzes; homework exercises
Grade: 30% quizzes, 15% class participation, 10% lab work, 45% Homework, classwork
Exam format: Short answer

This information is accurate as of: 5/26/2004 at 3:43 PM
ESL 531 High Intermediate Oral Skills
(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: Students focus on developing fluency and accuracy in everyday situations and in academic situations; special attention is given to communication strategies. This course prepares students for academic lectures by introducing standard forms of organization and note-taking skills. Students also work on understanding natural conversational speech using a variety of authentic materials.
Class time: 25% lecture, 70% Discussion, 5% Laboratory
Work load: 5 pages of reading per week, 4 pages of writing per semester, 2 exams
Grade: 25% special projects, 15% quizzes, 25% in-class presentations, 30% class participation, 5% lab work
Exam format: Various formats

ESL 600 International Business Communication
(Sec 001); 0 cr; max crs 4; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override
Instructor: STAFF
Description: An advanced course for students who want to improve their communication in a business setting. The class focuses on English as it is used in international trade, finance, and marketing. Students practice listening and speaking skills (including voicemail), read and discuss business materials, and practice writing e-mail and business letters.

ESL 611 Advanced Grammar
(Sec 001, 004); 0 cr; max crs 4; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: This course focuses on difficult areas of grammar and on providing the resources to work with them. Meaning, use, and form are emphasized with increased emphasis on complex sentence patterns.
Class time: 20% lecture, 70% Discussion, 10% Laboratory
Work load: 5 pages of reading per week, 2 exams, Six quizzes, homework exercises
Grade: 20% final exam, 25% quizzes, 5% lab work, 50% Homework
Exam format: Variety of formats

ESL 621 Advanced Reading Composition: The Written Word
(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: Students focus on reading efficiency, including strategy development, as well as vocabulary skill building. Some focus is on using reading to support academic writing.
Class time: 25% lecture, 50% Discussion, 25% In class work time, conferencing with instructor.
Work load: 35 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 50% written reports/papers, 10% special projects, 15% quizzes, 25% class participation
Exam format: Multiple choice & essay

ESL 641 Advanced Listening Comprehension
(Sec 001, 005); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: This course focuses on lecture comprehension with attention to note taking, recognizing main ideas and support, and determining the attitude of the speaker toward the subject. Comprehension of complex information presented in nonlecture format, as in television documentaries, is included.
Class time: 40% lecture, 40% Discussion, 20% Laboratory
Work load: 8 pages of reading per week, 3 exams
Grade: 25% special projects, 25% quizzes, 25% lab work, 25% problem solving
Exam format: Multiple choice, some fill in the blank, some short answer essay

ESL 651 Advanced Speaking/Pronunciation
(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: This course emphasizes the use of spoken English in academic settings as well as in conversation. Pronunciation focuses on individual needs.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 8 pages of reading per week, 3 exams
Grade: 25% special projects, 25% quizzes, 25% in-class presentations, 25% class participation
Exam format: Various formats

ESL 671 Advanced Composition
(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: Students develop skills needed at every stage of the writing process, including finding a topic, determining the approach to the topic, planning and drafting a composition, revising, and editing. Students also learn to suit their writing to the audience and topic and to look at their own writing critically.
Class time: 25% lecture, 50% Discussion, 25% In class writing, conferencing with the instructor.
Work load: 10 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 65% written reports/papers, 10% quizzes, 20% class participation, 5% lab work
Exam format: The exams are the essay - some quizzes

ESL 700 Topics in the Media
(Sec 001, 003); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override
Instructor: STAFF
Description: Current Issues: This course focuses on skills necessary to understand news media as a means of English improvement and as a source of information and entertainment. Course content is based on major international news events of the day, using radio broadcasts, the daily newspaper, and other news sources. Film: Through viewing and discussion of American movies and television, students improve their listening and speaking skills and deepen their understanding of American culture.
Class time: 15% lecture, 40% Discussion, 15% Laboratory, 30% Small-group work
Work load: 15 pages of reading per week, 15 pages of writing per semester, 2 exams
Grade: 10% mid-semester exam(s), 10% final exam, 25% special projects, 10% quizzes, 15% in-class presentations, 25% class participation, 5% lab work
Exam format: Variety

This information is accurate as of: 5/26/2004 at 3:43 PM
Esl 711 Grammar Through Writing
(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.
Instructor: STAFF
Description: This course focuses on production of grammatically sophisticated structures in writing. Students edit their assignments.
Class time: 25% lecture, 65% Discussion, 10% Laboratory
Work load: 2 exams, 3 papers, homework exercises
Grade: 15% final exam, 25% written reports/papers, 25% quizzes, 35% Homework
Exam format: Variety

Esl 712 Grammar Through Writing
(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.
Instructor: STAFF
Description: This course focuses on production of grammatically sophisticated structures in writing. Students edit their assignments.
Class time: 25% lecture, 65% Discussion, 10% Laboratory
Work load: 2 exams, 3 papers, homework exercises, quizzes
Grade: 15% final exam, 25% written reports/papers, 25% quizzes, 35% homework

Esl 721 High Advanced Reading/Composition
(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.
Instructor: STAFF
Description: Students work on reading for academic purposes. In reading, the course focuses on comprehension of scholarly reading selections and on increasing reading efficiency. In writing, this course focuses on the writing process and academic-style assignments.
Class time: 25% lecture, 50% Discussion, 25% In-class writings, conferencing with the instructor
Work load: 40 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 60% written reports/papers, 20% quizzes, 20% class participation
Exam format: Variety

Esl 741 High Advanced Listening Comprehension
(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.
Instructor: STAFF
Description: This course focuses on lecture comprehension with special attention to note-taking, recognizing main ideas and support, understanding relationship of ideas, implied information, and structure of speech. A wide variety of authentic materials are used to practice comprehension of information.
Class time: 40% lecture, 40% Discussion, 20% Laboratory
Work load: 8 pages of reading per week, 3 exams
Grade: 25% special projects, 25% quizzes, 25% class participation, 25% lab work
Exam format: Variety

Esl 751 High Advanced Speaking/Pronunciation
(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native English speaker; see Minnesota English Center for override.
Instructor: STAFF
Description: This course emphasizes use of spoken English in academic settings, including presentation skills and discussion skills; pronunciation focuses on individual needs of students.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 8 pages of reading per week, 3 papers
Grade: 25% special projects, 25% quizzes, 25% in-class presentations, 25% class participation
Exam format: Variety

Esl 771 High Advanced Composition
(Sec 002); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.
Instructor: STAFF
Description: Students learn to refine skills needed in the writing process and their use of complex grammatical structures. Students conduct research to support their writing.
Class time: 25% lecture, 50% Discussion, 25%
Work load: 8 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 75% written reports/papers, 5% quizzes, 20% class participation
Exam format: Variety

English: Literature
207 Lind Hall: 612/625-3363

EngL 1001W Introduction to Literature: Poetry, Drama, Narrative
(Sec 016); Credit will not be granted if credit has been received for: ENGL 1002, ENGL 1001V; 4 cr; prereq [EngC 1011 or equiv]; meets CLE req of Literature Core; meets CLE req of Writing Intensive
Instructor: STAFF

EngL 1001W Introduction to Literature: Poetry, Drama, Narrative
(Sec 001, 002); Credit will not be granted if credit has been received for: ENGL 1002, ENGL 1001V; 4 cr; prereq [EngC 1011 or equiv]; meets CLE req of Literature Core; meets CLE req of Writing Intensive
Instructor: Weinsheimer, Joel J!Morse Alumni Award!!
Description: This introductory, general education course covers the basic elements of poetry, fiction, and drama. One essay is required on each genre.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, Daily, short-answer reading quizzes
Grade: 70% written reports/papers, 30% quizzes

EngL 1181V Honors: Introduction to Shakespeare
(Sec 001); Credit will not be granted if credit has been received for: ENGL 1181, ENGL 1181W, ENGL 1181W; 4 cr; A-F only; prerequisite honors; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Krug, Rebecca L
Description: This course is an introduction to eight of Shakespeare's most important plays. We study these plays as performed texts. Much of our class time will be spent learning about Renaissance staging as we read the plays. Students will be required to participate in in-class performances and readings. Written assignments include two papers, two exams, quizzes, and homework.
Work load: 2 exams, 2 papers, eight plays to read, other readings, quizzes, and homework

EngL 1181W Introduction to Shakespeare
(Sec 001); Credit will not be granted if credit has been received for: ENGL 1182, ENGL 1181V; 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive
Instructor: Clayton, Tom !!Morse Alumni Award; Regents' Award!!
Description: The script of "Shakespeare in Love" was one of playwright Tom Stoppard's gifts to the ages' dialogue with Shakespeare, whose writer's bloc is a pleasant invention in the film. Hamlet is able to speculate perennially on "Whether 'tis nobler in the mind to suffer / The slings and arrows of outrageous fortune, / Or to
take arms against a sea of troubles / And by opposing end them"

because Shakespeare was born an imaginative genius in an age when
a versatile and expressive modern English was aborning. This enabled
the making of a literature and drama of extraordinary richness, social
complexity, depth of perspective, and even global vision; Shakespeare
plays everywhere—and has been especially powerful in Japanese, both
in film and on stage. His gift for creating dramatic actions extravagant,
disturbing, funny, and searching by turns was complemented by a
verbal gift of astonishing range and wit, whether Hamlet or a
gravedigger speaks. The language may seem remote on first
acquaintance, but it readily comes into focus and color for most who
are willing to make the effort—and be rewarded evermore. 8-10
representative plays, with attention to contemporary contexts and
antecedents, continuing social relevance, and some recent productions,
and with emphasis on understanding Shakespeare’s text. Caveat
lector: a heads-on course not designed for casual attendance or
passive absorption. More discussion if seating is freer than that of the
all-too-common serried seating.

Class time: 80% lecture, 20% Discussion
Work load: 60 pages of reading per week, 10-15 pages of writing per
semester, 3 exams, 3 papers, in-class written exercises
Grade: 20% mid-semester exam(s), 40% final exam, 25% written
reports/papers, 15% quizzes

Exam format: Essay, with some objective questions

EngL 1181W Introduction to Shakespeare
(Sec 008); Credit will not be granted if credit has been received for:
ENGL 1182, ENGL 1181V; 4 cr; meets CLE req of Literature
Core; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Using both depth and breadth, students will gain the
skills to read, analyze, and enjoy Shakespeare’s works, from the plays
to the sonnets. Plays frequently covered include "A Midsummer Night's
Dream," "Romeo and Juliet," "Hamlet," "The Merchant of Venice," and
"The Tempest." Students learn to read the plays closely, focusing on the
importance of the author’s language and word choices. While the plays
are covered primarily as written texts, they are also analyzed as
scripts created for production, and attention is frequently paid to works
in production and on film. Upon completing the course, students will
have a solid knowledge of eight to ten plays; an appreciation for the
impact that Shakespeare has had on much of the body of literature;
and the tools to read and understand further of Shakespeare’s works
on their own.

EngL 1201W Introduction to American Literature
(Sec 001); Credit will not be granted if credit has been received for:
ENGL 1202, ENGL 1201, ENGL 1201V; 4 cr; meets CLE req of
Cultural Diversity Theme; meets CLE req of Literature Core;
meets CLE req of Writing Intensive
Instructor: Bales, Kent
Description: This course introduces several kinds of critical reading, 
exploring American experiences and values in several times and by
different kinds of people, and defines several different kinds of writing.
It is not a quick survey of American literature—that can be obtained in
the two-semester survey of American literature. You will read several
poems by Walt Whitman, Emily Dickinson, and others; novels by
Harriet Beecher Stowe, Thomas Pynchon, and others; books of stories
by Ernest Hemingway and Leslie Marmon Silko, plus individual stories
by other writers; a play by Arthur Miller; and autobiographical works by
Frederick Douglass, Michael Herr, and Maya Angelou. We will read for
the personal and historical uniqueness of each—and also to see what,
if anything, underlies the diversity of their subjects and writers. The
readings are divided roughly into two parts. At first you will be
introduced to different kinds of writing and different ways of reading;
then you will trace several themes or major concerns through
American history: slavery and racist ideas and the problems that they
have created for the nation; "the woman question" in some of its many
forms down to the present; a centuries-long tension between pride
taken by Americans in the diversity of cultures that have flourished
here and the apparent need felt by many to enforce a single
"Americanism"; and a tendency to imagine the world in a melodramatic
manner.
Class time: 80% lecture, 20% Discussion
Work load: 2-3 exams, 3 papers, 10 quizzes
Grade: 15% mid-semester exam(s), 20% final exam, 50% written
reports/papers, 15% quizzes
Exam format: essay
Course URL: http://classweb.cla.umn.edu

EngL 1301W Introduction to Multicultural American Literature
(Sec 001-003); Credit will not be granted if credit has been received for:
ENGL 1302, ENGL 1301V; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core;
meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is an introduction to some of the questions and
concerns raised by what has come to be known as "post-colonial
studies," a term that has displaced the term "third world," at least in
some parts of the academy. Its primary focus will be on the impact of
colonialism, and problems encountered during and after the movement
for, and moment of, decolonization on our present, post 9/11 world.
Gender—particularly the relation of women to colonialism and
nationalism—will be one of the primary concerns throughout the course. We
will bring these concerns to a variety of texts, literary and non-literary,
taken from both what used to be called the "third" and the "first" worlds.
There will be an emphasis on classroom discussion - which will,
invariably, given the nature of the texts and topics under consideration,
center around contemporary political and social questions as much as
strictly literary ones. The relationship between the United States and
the rest of the world today will be another central concern.

EngL 1401W Honors: Introduction to "Third World" Literatures in English
(Sec 001); Credit will not be granted if credit has been received for:
ENGL 1401, ENGL 1401V, ENGL 1401W, ENGL 1401W; 4 cr; A-F only; prereq honors; meets CLE req of
International Perspect Theme; meets CLE req of Literature Core;
meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Ismail, Qadri M
Description: This course introduces several kinds of critical reading, 
exploring American experiences and values in several times and by
different kinds of people, and defines several different kinds of writing.
It is not a quick survey of American literature—that can be obtained in
the two-semester survey of American literature. You will read several
poems by Walt Whitman, Emily Dickinson, and others; novels by
Harriet Beecher Stowe, Thomas Pynchon, and others; books of stories
by Ernest Hemingway and Leslie Marmon Silko, plus individual stories
by other writers; a play by Arthur Miller; and autobiographical works by
Frederick Douglass, Michael Herr, and Maya Angelou. We will read for
the personal and historical uniqueness of each—and also to see what,
if anything, underlies the diversity of their subjects and writers. The
readings are divided roughly into two parts. At first you will be
introduced to different kinds of writing and different ways of reading;
then you will trace several themes or major concerns through
American history: slavery and racist ideas and the problems that they
have created for the nation; "the woman question" in some of its many
forms down to the present; a centuries-long tension between pride
taken by Americans in the diversity of cultures that have flourished
here and the apparent need felt by many to enforce a single
"Americanism"; and a tendency to imagine the world in a melodramatic
manner.
Class time: 80% lecture, 20% Discussion
Work load: 2-3 exams, 3 papers, 10 quizzes
Grade: 15% mid-semester exam(s), 20% final exam, 50% written
reports/papers, 15% quizzes
Exam format: essay
Course URL: http://classweb.cla.umn.edu

EngL 1501 Literature of Public Life
(Sec 001-003); 4 cr; A-F only; meets CLE req of Citizenship/Publ
Ethics Theme; meets CLE req of Literature Core
Instructor: STAFF

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EngL 1701 Modern Fiction
(Sec 001-004); 4 cr; meets CLE req of Literature Core; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive
Instructor: STAFF
Description: English 1701 provides an introduction to short stories and novels written after 1900, both in English originally, and in translation. During this time period, fascinating writers have graced the literary scene, including John Cheever, Ernest Hemingway, Franz Kafka, William Faulkner, Zora Neale Hurston, and James Baldwin. These are among the authors students are likely to study in Modern Fiction. Generally, the course is based around four to five novels and several short stories. This allows for slightly more time to be spent within each work than is often granted in broad survey courses. Because of the in-depth nature of this study, students learn to identify and analyze such elements of fiction as theme, genre, structure, form, language, and context.

EngL 3001V Honors: Textual Interpretation, Analysis, and Investigation
(Sec 001); Credit will not be granted if credit has been received for: ENGL 3001, ENGL 3001W, ENGL 3001W, ENGL 3001W, ENGL 3001W, 4 cr; A-F only; prereq soph 1st term or higher or honors; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Goldberg, Brian B
Description: This course provides an introduction to some of the tools of literary analysis. It is organized according to genre. The first section is devoted to poetry, the second and third sections to the novel, and the fourth section to drama.

EngL 3001W Textual Interpretation, Analysis, and Investigation
(Sec 002); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001W, ENGL 3001W, ENGL 3001W, ENGL 3001W; 4 cr; A-F only; meets CLE req of Writing Intensive
Instructor: Elfenbein, Andrew
Description: This course will be an intensive analysis of approaches to textual criticism. We will concentrate closely on methods of detailed interpretation in a variety of literary genres.
Class time: 20% lecture, 80% Discussion
Work load: 50-100 pages of reading per week, 15 pages of writing per semester, 3 papers
Grade: 70% written reports/papers, 15% special projects, 15% class participation

EngL 3001W Textual Interpretation, Analysis, and Investigation
(Sec 004); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001W, ENGL 3001W, ENGL 3001W, ENGL 3001V; 4 cr; A-F only; meets CLE req of Writing Intensive
Instructor: Firchow, Peter E
Description: Mixed lecture and class discussion, with emphasis on close reading of nineteenth and twentieth century texts belonging to various genres, e.g. Ibsen, Shaw, Yeats, Joyce, Kafka, Murdoch. There will also be assigned readings in Terry Eagleton's Literary Theory. Course grades will be based on class participation, including one presentation, as well as two examinations and two papers, one short (about three pages) and one long (about 10-12 pages).
Class time: 40% lecture, 60% Discussion
Work load: 100 pages of reading per week

EngL 3001W Textual Interpretation, Analysis, and Investigation
(Sec 001); Credit will not be granted if credit has been received for: ENGL 3001, ENGL 3001W, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; meets CLE req of Writing Intensive
Instructor: Lee, Josephine D
Description: This course is designed to introduce English majors to the discipline of literary interpretation. We will be reading in all three of the principal genres—fiction, poetry, and drama—with a view to learning how to read closely and base plausible interpretations on the details of the works.
Class time: 100% Discussion
Work load: 20-40 pages of reading per week, 12-15 pages of writing per semester, 4 papers
Grade: 80% written reports/papers, 20% quizzes
Course URL: http://www.webct.umn.edu

EngL 3002 Modern Literary Criticism and Theory
(Sec 002); Credit will not be granted if credit has been received for: ENGL 3802, ENGL 3002H; 3 cr; prereq [3001, 12 cr in other literature courses] or instr consent
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, difference - 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 3002H Honors: Modern Literary Criticism and Theory  
(Sec 001); Credit will not be granted if credit has been received for: ENGL 3002, ENGL 3002, ENGL 3002, ENGL 3002; 3 cr; prereq CLA honors; meets HON req of Honors  
Instructor: Farber, Lona  
Description: This course examines some of the major developments of modern literary theory. Emphasis is given to questions about language (how words mean), audience (to whom they mean), authorship (the relationship between intention and meaning), and the literary (how literary writing differs from other forms of writing). Some attention is given to the way these arguments have developed over time. We will also read representative writings of other major theoretical models of literary inquiry (such as those based upon psychoanalysis, post-colonial studies and cultural studies). Students will regularly practice applying the theory they read to other writings (animal fables, newspaper clippings, the course guide) in light-hearted but serious exercises.

EngL 3003W Historical Survey of British Literatures I  
(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive  
Instructor: Krug, Rebecca L  
Description: An introduction to the study of British literature from the Middle Ages through the 18th century. Emphasis on lyric and narrative poetry; several plays are also included.  
Class time: 80% lecture, 20% Discussion  
Work load: 10-100 pages of reading per week, 2 exams, 2 papers, bi-weekly quizzes  
Grade: 33.33% mid-semester exam(s), 33.33% written reports/papers, 33.33% quizzes

EngL 3003W Historical Survey of British Literatures I  
(Sec 008); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Long before Woolf or Wordsworth or Shakespeare, the British Isles had produced literary works of great diversity and cultural significance, and it is from this body of writing that the texts of English 3003 are chosen. The course covers literature from the Middle Ages to the 16th century, a broad sweep through a time period in which life was often unstable, prompting works with varied and fascinating philosophies on the tenuousness of the human condition. From lyric and narrative poetry to personal testimony to drama, authors such as Milton, Chaucer, Spenser, and Marlowe spun tales rich with humor, adventure, foreboding, religious allegory, and human insight. These works broaden students’ understanding of the English language and culture, illuminating a time period in which the language is recognizable but far from identical to what we are now accustomed.

EngL 3004W Historical Survey of British Literatures II  
(Sec 001-003); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: The second in the Survey of British Literature series, English 3004 takes students from the 18th century to the present. The course covers the period in which the novel arose and became the topic of literary theory and criticism, which are often included alongside some of the primary texts in the course. Much of Great Britain's most beloved literature was written during this period, with authors such as Wordsworth, Coleridge, Austen, Shelley, Dickens, Tennyson, Woolf, Greene, and others gracing the literary scene. These works engage the imagination with their often new and experimental forms, while reflecting social and political conditions that defined some of Britain's most turbulent and intellectually innovative times.

EngL 3005W Survey of American Literatures and Cultures I  
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive  
Instructor: Ross Jr, Donald  
Description: The general objective of English 3005 is to increase students' familiarity with literary art and expression through extensive readings in various forms (fiction, poetry, drama, non-fiction prose) and close, critical analysis of important passages. Readings are selected as a sample of the range of American literature, chiefly from the 16th to 19th centuries. Another important objective is to foster students' interest and excitement about literature and to give them tools for understanding the imaginative literature they will read for the rest of their lives. Lectures and discussion introduce students to topics such as how writers create and publish their works, literary techniques, and historical and social contexts of writers and readers (including the students). Questions of literary form and content inevitably touch on other related fields of knowledge _history, art, music, philosophy, and psychology_. The course also discusses literary conventions and taste, how these change over time, and how traditions are built upon and undermined through innovation and experiment. Students will see how the works pose challenging questions about gender and sexuality, social and economic class, cultural coherence and diversity, and the nature of private and public morality. The course also introduces relevant theoretical, scholarly, and critical approaches that can help students understand the richness of the readings.

Class time: 50% lecture, 50% Discussion  
Work load: 75+ pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Frequent in-class writing  
Grade: 20% mid-semester exam(s), 25% final exam, 50% written reports/papers, 5% quizzes  
Exam format: Short answer

EngL 3005W Survey of American Literatures and Cultures I  
(Sec 010, 011); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: English 3005 surveys American literature from first European contact to 1860. In a fascinating intersection between literature and history, the course examines a wide variety of texts on a range of issues, from nation-building to anti-colonial resistance, and from human rights to restrictions. The readings are astonishingly diverse, including autobiography, biography, essays, letters, speeches, sermons, histories, poems, oral transcriptions, and novels. From how, from such variety, can we claim a national literature? English 3005 begins to answer this question for you in new and fascinating ways.

EngL 3007 Shakespeare  
(Sec 001); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core  
Instructor: Hirsch, Gordon D !!Morse Alumni Award!!  
Description: What makes the plays of William Shakespeare popular and interesting nearly 400 years after his death? We will read and discuss about nine Shakespeare plays in an effort to answer this question. The readings will represent a variety of genres and the chronological range of Shakespeare's career as a playwright. Likely readings might include "Romeo and Juliet," "A Midsummer Night's Dream," "Richard II," "Twelfth Night," "The Merchant of Venice," "Hamlet," "King Lear," "The Winter's Tale," and "Antony and Cleopatra." Students will be asked to attend two live performances and write reviews. The course is required for English majors, but non-majors are welcome too.  
Class time: 25% lecture, 75% Discussion  
Work load: 30 pages of reading per week, 15 pages of writing per semester, 5 papers, class participation  
Grade: 75% written reports/papers, 25% class participation

EngL 3007 Shakespeare  
(Sec 002); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core  
Instructor: Luke, David B  
Description: A survey of Shakespeare's plays encompassing his major periods and genres. The course will study his plays from historical, philosophical, and psychological perspectives with further consideration of issues of language and theater. The plays will be ROMEO AND JULIET, A MIDSUMMER NIGHT'S DREAM, RICHARD
II, HENRY IV, PART ONE, MACBETH, KING LEAR, and ANTONY AND CLEOPATRA.

**Class time:** 75% lecture, 15% Discussion, 10%

**Work load:** 75 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation, 10% attendance

**Exam format:** analysis of passages and/or essays

EngL 3007 Shakespeare
(Sec 005, 006); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core

**Instructor:** STAFF

**Description:** Sonneteer, playwright, historian, symbol, hero, and source of passionate debate: "erhaps William Shakespeare's cultural importance is actually the least controversial of his qualities. Commonly called the first "psychological" writer because of his keen analysis of human motive and emotion, Shakespeare's writings provide material for endless study. His works are alluded to, borrowed from, and imitated by countless others, much in the same way that Shakespeare played with and recast the myths, fables, and histories of antiquity. Immerse yourself in Shakespeare's mind and world through the reading of seven to nine plays, as well as multiple sonnets. Students typically write two to three papers and view one or more film versions of the author's works.

**Class time:** 20% lecture, 60% Discussion, 20%

**Work load:** 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% class participation

**Exam format:** Mostly essay questions

EngL 3007 Shakespeare
(Sec 003, 004); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core

**Instructor:** Sugnet, Charles J !Morse Alumni Award!!

**Description:** The class will read a selection of Shakespeare's mature plays including Othello, King Lear, Antony & Cleopatra, and the Tempest, and will pay some attention to contemporary revisions or rewritings of those plays. Class sessions will be conducted largely by focused discussion of reading questions distributed in advance; more class time will be given to some plays than to others. A course packet of historical and critical essays will also be provided. Some class time will be spent on watching portions of various filmed versions of the plays.

**Class time:** 20% lecture, 60% Discussion, 20%

**Work load:** 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% class participation

**Exam format:** Mostly essay questions

EngL 3007H Honors: Shakespeare
(Sec 001); 3 cr; A-F only; prereq CLA honors; meets CLE req of Literature Core; meets HON req of Honors

**Instructor:** Garner, Shirley Nelson !Morse Alumni Award; Outstanding Service Award!!


**Class time:** 15% lecture, 85% Discussion

**Work load:** 25 pages of reading per week, 12-15 pages of writing per semester, 4 papers

**Grade:** 85% written reports/papers, 15% class participation

EngL 3020H Honors: Studies in Narrative: Emptying the Nest: Dandies, Deviants and New Women
(Sec 001); 3 cr; A-F only; prereq honors; meets HON req of Honors

**Instructor:** Cucullu, Lois B

**Description:** "Emptying the Nest: Domesticity, Dandies, Deviants, and New Women": The trials of Oscar Wilde, the struggle for female suffrage and trade unions, the precipitous decline in the birth rate in England, the emergence of "sex" as a science, the contests over British imperial rule, all point to cultural, economic, and political volatility as the nineteenth century ended and a new century, marked by the death of Queen Victoria, began. This course aims at putting in perspective the narrative assaults, both fictional and non-fictional, on dominant culture that take place with the breakup of the domestic world's domain and with the emergence of such recognizable figures as the decadent aesthete, the New Woman, and the avant-garde artist. Among the likely texts are Wilde's "The Picture of Dorian Gray," George Gissing's "The Odd Women," Bram Stoker's "Dracula," Harley Granville Barker's abortion drama "Waste," Bernard Shaw's "Mrs. Warren's Profession," James Joyce's "Portrait of the Artist as a Young Man," Gertrude Stein's "Tender Buttons," Dorothy Richardson's "The Tunnel," and E.M. Forster's "Maurice."

**Class time:** 30% lecture, 70% Discussion

**Work load:** 150 pages of reading per week, 20 pages of writing per semester, 1 exams, short reflection papers, interpretive essays, and an oral presentation

**Exam format:** essay

EngL 3060 Studies in Literature and the Other Arts: Popular Music and Protest
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed

**Instructor:** Brennan, Timothy Andrews

**Description:** This will be a course on popular musical forms (especially rap and salsa with detours into bebop and calypso). We will read music theory (Jacques Attali, Argeliers Leon, Greg Tate, Amiri Baraka, Frances Aparacio, Marta Savigliano, and others). We will explore the formal elements and structures of Latin and African-based popular musical forms, discuss why music plays the same role in certain non-Western countries that literature does in Europe, discuss so-called "world music," and trace the ability of certain popular forms to transform the English language by expanding its vocabulary and stretching its rhythmic structures. Many of the assignments for this course will involve intensive listening. Our writing and discussion will deal as much with sonority and musical structure as with music criticism itself. Reading: approx. 50-60 pages per week. Requirements: one essay 5-7 pages, midterm, final.

**Work load:** 50-60 pages of reading per week, 2 exams, one essay (5-7) pages

EngL 3070 Studies in Literary and Cultural Modes: Classics of Literary Criticism/Studies in Literary Criticism
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed

**Instructor:** Clayton, Tom !Morse Alumni Award; Regents' Award!!

**Description:** Critical reading and discussion of selected major works and writers from classical antiquity to the twentieth century, including Plato, Aristotle, Horace, and Longinus; and English critics from Sir Philip Sidney to T. S. Eliot, including Alexander Pope, Samuel Johnson, William Wordsworth, S. T. Coleridge, and others. Some of the works are themselves in recognized literary forms, as in dialogues (Plato, Wilde) or in verse (Horace, Pope). Some writers address primary principles and issues (Plato, Aristotle, Sidney, others), and Aristotle laid the foundation for much that has been written since, asking of any work, in effect, "What is it(s) form?" Others address literary works themselves, especially (Longinus, Dryden, Johnson, Coleridge, Eliot). Coleridge wrote half-seriously that everyone is born an Aristotelian or a Platonist, a position taken up in Minnesota writer Robert Pirsig's philosophical autobiographical novel, "Zen and the Art of Motorcycle Maintenance," itself now something of a classic. A basic aim of this course is to cultivate a clear sense of the principles, criteria, and practices involved in the criticism of works we identify as literary (and of much else); and of the thinking by which we arrive at them. Attention will be paid also to such central terms and concepts as literature, and to the curious contention that there is no such thing except by arbitrary privileging, which is refuted daily both on reflection and in practical experience.

**Class time:** 40% lecture, 45% Discussion, 15% Quizzes and presentations

**Work load:** 60 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 40% final exam, 15% written reports/papers, 15% quizzes, 10% overall performance including
Engl 3090 General Topics: Grant Writing and Development  
(Sec 004); 3 cr; max crs 9, 3 repeats allowed  
Instructor: Ferguson, Jeanine  
Description: Grant writing and development is designed for students in various disciplines. Its aim is to help you secure funding from public and private funding agencies. Special attention will be paid to identifying and locating funding sources, recognizing and addressing the interests of various audiences, as well as preparing effective, well-designed proposals. To that end, the course will familiarize you with everything from search engines to evaluation designs. It is intended for students at all levels as well as individual grant seekers and fundraisers. No prerequisite.  
Class time: 25% lecture, 45% Discussion, 30% lab  
Work load: 8 pages of reading per week, 20 pages of writing per semester  
Grade: 60% written reports/papers, 5% quizzes, 5% in-class presentations, 15% class participation, 15% problem solving

Engl 3134 Milton and the Revolution of Century  
(Sec 001); 3 cr; A-F only  
Instructor: Watkins, John  
Description: Nothing captured the spirit of the European Renaissance more dramatically than the effort of writers from Ferrara to Munster to write vernacular epics in the tradition of Virgil's Aeneid. Yet no effort more effectively exposed the futility of fashioning modern societies on recollections of antiquity. As early modern writers turned to the classical past, they discovered alien attitudes toward sovereignty, religion, gender, and sexuality that resisted assimilation to contemporary beliefs. This was particularly true for the two writers we will examine in this course, Torquato Tasso, the supreme Italian exemplar of the Counter-Reformation in all its baroque splendor, and John Milton, the perfect embodiment of the English Puritan Revolution in all its austerity. As we examine their appropriations of Virgilian models from opposite sides of the Protestant and Catholic divide, we will address topics ranging from sexual and spiritual discipline to the emergence of the early modern state. Readings will center on Virgil's Aeneid, Tasso's La Gerusalemme Liberata ("The Liberation of Jerusalem"), and Milton's Paradise Lost." Those taking the course for credit will read La Gerusalemme Liberata and selections from "Discorsi dell'arte poetica e del poema eroico" in the original and submit one 15-page paper written in Italian. All course meetings will be conducted in English.  
Class time: 40% lecture, 60% Discussion  
Work load: 100 pages of reading per week, 15 pages of writing per semester, 3 papers, Students enrolled for 3-level English credit may write either three short exegetical papers or one extended research paper. A reading knowledge of Italian is recommended but not required.  
Grade: 90% written reports/papers, 10% class participation

Engl 3141 The Restoration and the Eighteenth Century  
(Sec 001); Credit will not be granted if credit has been received for: ENGL 5140; 3 cr; A-F only  
Instructor: Goldberg, Brian B  
Description: The period from 1660-1789 saw a number of crucial developments in British literary history: the rise of the novel, the invention of the Gothic as a literary mode, the production of some of (if not the) best satire written in English, the introduction of the sublime, the beautiful, and the picturesque as major aesthetic categories, and the writing and performance of some of Great Britain's most intriguing drama, to name some examples. Further, given the rise to prominence of commercial publication and of professional authorship and criticism during this period, it is not going too far to say that the machinery of modern literary culture was established at this time. English 3141 will explore the key literary developments of the period.

Engl 3151 Romantic Literatures and Cultures  
(Sec 001); 3 cr  
Instructor: Luke, David B  
Description: English Romantic Poetry - British Romantic poetry written between 1780 and 1830. Examine the concept of Romanticism, the effects of the French Revolution on literary production, and the role of the romantic artist. The course will study the major poems of the six major English Romantic Poets: William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, and Lord Byron; and will include some consideration of the assorted essays and letters of the poets.  
Class time: 75% lecture, 25% Discussion  
Work load: 25 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers  
Grade: 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation  
Exam format: Essay and shorter answers

Engl 3180 Contemporary Literatures and Cultures: British  
Literature 1960-90  
(Sec 001); 3 cr; max crs 9, 3 repeats allowed  
Instructor: Fitchow, Peter E  
Description: This course represents the third of three semester-long surveys of 20th century British Literature offered over the last two years. There is no requirement to take either of the two preceding courses. The first semester dealt with the period from about 1900 to 1930; the second with the following thirty years; and the final semester will deal with the remaining years of the twentieth century. Readings will include works by Murdoch, Drabble, Byatt, Fowles, Acchebe, Seth, Shaffer, Stopppard, Hughes, Plath, and Heaney. Students are expected to bring questions/comments to the first class meeting of the week and to give one in-class report on their reading. There will be two papers (one short and one long) and two in-class examinations. Classes will consist of approximately equal amounts of focused discussion  
Class time: 40% lecture, 60% Discussion  
Work load: 100 pages of reading per week, 2 exams, 2 papers, One in-class presentation

Engl 3221 American Novel to 1900  
(Sec 001); 3 cr  
Instructor: Ross Jr, Donald  
Description: Novels from the early Republic through Poe, Hawthorne, Melville, and Stowe, to the writers of the end of the 19th century (e.g., Howells, Twain, James, Chopin, and Crane). The development of a national literature, tension between realism and romance, and changing roles of women as writers and as fictional characters. Likely readings - Susanna Rowson, "Charlotte Temple"; Nathaniel Hawthorne, "Blithedale Romance"; Herman Melville, "Typee"; Harriet Beecher Stowe, "Uncle Tom's Cabin"; William Dean Howells, "Rise of Silas Lapham"; Mark Twain, "Tom Sawyer"; Henry James, "Portrait of a Lady"; Frances E.W. Harper, "Iola Leroy"; Kate Chopin, "The Awakening". Tentative writing - one-page weekly response papers, longer paper involving another novel by one of the writers on the syllabus, take-home final and (perhaps) a mid-term.  
Class time: 25% lecture, 75% Discussion  
Work load: 125+ pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, One page weekly response papers  
Grade: 20% final exam, 50% written reports/papers, 20% quizzes  
Exam format: Essay

Engl 3222 American Novel From 1900  
(Sec 001); 3 cr  
Instructor: Bales, Kent  
Description: Among other things, the novel has been the bringer of 'news' about the present and recent past and even, on occasion, the future. It reports on the conflicts arising from social and cultural contradictions and invents in the process new ways of reporting these vital differences, hence new ways of seeing them. To read 'through' novels, however, and to see in the process what was going on, we must concern ourselves with at least three different histories: the events invented or being represented in the novels, the history of the time in which the novel was written and first read, and the literary history of the form itself (mostly within the United States during the
twenty-first century, although modern fiction frequently has transcended national borders in its subjects, themes, and practices). It helps as well to gain a fuller perspective on what is happening (and being imagined) today, as we read. While some of you may already know a lot about one or more of these histories, few if any of you will be able to do all of this simultaneously. The writing assignments take that difficulty into account. As a further complication, even 'form,' the study and theorizing of which once seemed a way out of the mess of historicizing our readings, cannot be usefully generalized, for form (as in the 'form of the novel itself') has both its own characteristics and different uses for these at different times. You would do well to keep this in mind as you read and write this semester.

Class time: 50% lecture, 50% discussion and panel presentations

Work load: 200 pages of reading per week, 3 formal essays, perhaps several short response papers, one oral presentation, final exam

Exam format: essay

EngL 3350 Women Writers: Voices from the Gaps (Sec 001); 3 cr; max crs 9, 3 repeats allowed
Instructor: STAFF
Description: Women Writers/VG (Voices from the Gaps) - This course reads and researches literature by American women writers of color. In recent years, readings have included works by Toni Morrison, Wang Ping, Judith Ortiz Cofer, Anna Deavere Smith, Michelle Cliff, bell hooks, Audre Lorde, and Gloria Anzaldua, among others. Course work involves web publication, resulting in production of an online text for VG ("Voices from the Gaps"), a literary web site of biographical, critical, and bibliographical material about American minority women writers. In small groups, students will research, write, revise, and submit a publishable author entry which will include visual materials, biographical and bibliographical information, critical analysis, and online links to related web sites about selected authors. In addition, students will compose a book review for the "Voices from the Gaps" online literary journal "ReSound." No web experience required.

EngL 3400 Post-Colonial Literatures: African Cinema (Sec 001); 3 cr; max crs 9, 3 repeats allowed
Instructor: Sugnet, Charles J !Morse Alumni Award!!
Description: This course will survey the major figures in African cinema from its beginnings to the present (Sembene, Mambety Diop, Cisse, Sissako, and others), but with special attention to the meanings of locomotion in African cinema, a topic the instructor is researching. The films will be thoroughly contextualized, and discussion will include thematic issues of general interest to students from a variety of disciplines. Some attention will be given to African videofilms and to music videos produced in Africa.

Class time: 30% lecture, 50% Discussion, 20% viewing film clips
Work load: 2 short shot by shot analyses (15%) each; 1 take-home essay exam (30%); response notebook (50%)

Grade: 0% 2 short shot by shot analyses (15%) each; 1 take-home essay exam (30%); response notebook (50%)

Exam format: Essay

EngL 3591W Introduction to African American Literature (Sec 001); Credit will not be granted if credit has been received for: AFRO 3591, ENGL 3591, AFRO 3591W, ENGL 3591W, AFRO 3591W, AFRO 3591W, AFRO 3591W; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive
Instructor: Wright, John Samuel !Morse Alumni Award!!
Description: African Americans are "America's metaphor," Richard Wright conjectured, posing both a riddle and a riddle. He hinted that we might find in the shadows of American literary life our brightest mirrors, & thereby see ourselves, and the paradoxes/potentialities of our national experience, through the world of words and images conjured up over the past two centuries by African American writers. From its own vantage point in American cultural space & time, the African American literary imagination has tended to see life as a succession of trials/oppositions/bittersweet joys in a chaotic & capricious moral universe where, Frederick Douglass wrote, "reason is imprisoned and passions run wild." Logic, beauty, and justice have been inverted or overthrown here, and black heroes/heroines wear masks in order to reveal themselves, learn in order to defy their teachers, sin in order to be sanctified, act old when young, are treated as children when adults, are freed in order to be re-enslaved, become invisible in order to be seen, hate in order to love, kill in order to create, and die in order to live. This course takes us from the earliest African American literary works--18th & 19th century slave autobiographies, folklore, abolitionist essays and orations and poems--to 20th century literature marked by startling diversity and modernist innovation, by growing critical acclaim, and by politico-aesthetic movements such as the Jazz Age Harlem Renaissance and Black Arts Movement of the 1960s.

Class time: 65% lecture, 25% Discussion, 10% Film
Work load: 150 pages of reading per week, 3 short papers, 1 research paper, 4 or 5 short quizzes

Grade: 30% written reports/papers, 10% quizzes, 60% short essays (20% each essay)

EngL 3592 Introduction to Black Women Writers in the United States (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core
Instructor: Fletcher, Pamela Renea
Description: This course is entitled "Literature as Medicine: The Truth Serum Flowing in the Works of Black Women Writers." In this course we will read prose, poetry, and drama written by North American black women from diverse backgrounds, including Harriet Jacobs, Nella Larsen, Ann Petry, Alice Walker, Ntozake Shange, Toni Morrison, Jewell Gomez, bell hooks, and J. California Cooper, among others. In the Black cultural and literary traditions of truth-telling, they unabashedly express a variety of historical and contemporary perspectives about social oppressions relating to the complex intersection of socially constructed gender, socially constructed race, socioeconomic class, and sexuality in Black women's lives. In analyzing the works of these writers, we will also examine how they portray characters who challenge and resist their oppressions. In our literary discussions, we will use the basis concepts in literary studies, including genre, theme, plot, imagery, narrative, point of view, etc. This course is designed for undergraduates, both non-majors and majors in African American Studies.

Class time: 15% lecture, 85% discussion, audio and visual aids (films, writers’ interviews, etc.)

Work load: 100-120 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Five unannounced quizzes on the reading assignments and several informal, short in-class writing assignments based on films.

Grade: 85% written reports/papers, 10% quizzes, 85% class participation

Exam format: The quiz format is short essay.
EngL 3601W Analysis of the English Language (Sec 001); 4 cr; meets CLE req of Writing Intensive
Instructor: Knutson, Susan Elizabeth
Description: EngL 3601W provides an introduction to Language and Linguistics: 1) Structure of Language: phonology, morphology, syntax, semantics; 2) Language Use: pragmatics, conversational analysis, historical change, regional and social variation; 3) Language Acquisition: first and second language; 4) The connection of language to cultural and political issues. No prior knowledge is assumed other than basic, "traditional" terminology--noun, verb, adjective, sentence, clause, etc. Required textbook is "Language, Its Structure and Use" by Edward Finegan. It's a dense textbook, fairly difficult reading. Only 12-14 page final paper is required in which students research an issue related to language and culture, then analyze a current text that illustrates some aspect of this issue, using one or more of the analytical tools learned in the course. Students are assumed to have solid basic writing skills.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of writing per semester, 4 exams, 1 papers
Grade: 20% written reports/papers, 60% quizzes, 20% practice exercises, short writing assignments, peer review for paper, attendance
Exam format: multiple choice, problem solving, short answer and essay

EngL 3771 Literacy and American Cultural Diversity (Sec 001, 002); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme
Instructor: Crain, Patricia A.
Description: Through reading, writing, and community action, this course examines the function and variety of literacies in contemporary U.S. culture. Readings in literary, sociological and pedagogical theory, imaginative literature, autobiographies and memoirs, will engage students with the idea of literacy. By working in community organizations, students will enter into the complex practices of literacy among young school students or adult learners, with long-time citizens as well as newly arrived residents from Africa, Mexico, South Asia, and elsewhere. Reading across history and culture, but with a special emphasis on the vexed case of U.S. literacy, we will think about inscription and exclusion, the politics of power and knowledge, institutions and disciplines of literacy and literature, about race and schooling, about migration and diaspora, and about the possibilities for renewed and revolutionary literacies. Readings may include works by Paulo Freire, Michel Foucault, Pierre Bourdieu, Franz Kafka, Frederick Douglass, Zitkala Sa, Nuruddin Farah, Theresa Hak Kyung Cha, Myung Mi Kim, Anne Fadiman. As part of the course, students commit to 2 hours a week of literacy work (broadly defined) in a local community organization. A one-day literacy training session, usually scheduled for a Saturday early in the semester, along with a variety of on-site trainings, will help students prepare for their community work.
Class time: 80% lecture, 20% Discussion
Work load: Assignments will include a reading and reflection journal, a literacy autobiography, several short writing assignments, an in-class presentation, and a final project.

EngL 3751 Introduction to Academic Literacy (Sec 001); 4 cr; prereq instr consent; credit will not be granted if credit received for: 3607
Instructor: Jamsen, Kirsten
Description: Seminar in the theory and practice of teaching writing through one-on-one tutorials. Students investigate how writers learn to write, how writing is taught in the academy, and how rhetorical conventions and views of literacy vary across disciplines. Through mock conferences, reflective exercises, and collaborative problem-solving sessions, students will practice and consider how peer tutors can conduct successful one-on-one conferences with students from a variety of disciplines, backgrounds, and experiences. Students enroll in this course while tutoring in one of the University’s writing centers.
Class time: 15% lecture, 50% Discussion, 35% small group activities
Work load: 60 pages of reading per week, 30 pages of writing per semester, 4 papers
Grade: 60% written reports/papers, 10% in-class presentations, 30% class participation
Exam format: no exams

EngL 3870 Figures in English and North American Literature: Gertrude Stein, Allen Ginsberg, Lenny Bruce (Sec 001); 3 cr; max crs 9, 3 repeats allowed
Instructor: Damon, Maria
Description: This course examines the work of language-outlaws Gertrude Stein, Allen Ginsberg, and Lenny Bruce as paradigmatic “Jewish” or diasporic poets with an eye toward identifying and analyzing their linguistic survival strategies. We may in addition look at the work of some of their heirs, and at relevant texts and intellectual currents that surrounded, sustained, and troubled them.

EngL 3883V Honors Thesis (Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Honors candidacy in English, consent of English honors advisor; meets CLE req of Honors
Instructor: Atkinson, Beverly Minear
Description: This individually contracted course is required of English summa cum laude degree candidates. The resulting thesis (about 40 pages) may be analytical, theoretical, or creative. For complete information, students will read the relevant pages on http://english.cla.umn.edu/undergradprogram/contents.htm. Using a contract form available in the English Undergraduate Studies Office, 225 Lind, students make arrangements with a professor no later than the term preceding their last two terms. They can expect to spend two semesters to research, collect, discuss, create, write, revise and revise, and then to seek approval from the supervising professor and two additional readers. Students work somewhat independently, meet periodically with the professor, and attend the English honors thesis writers' workshop as noted in the Class Schedule. It is recommended that they attend a thesis preparation and writing workshop offered by the CLA Honors advisors, consult with the English Honors advisor, and work closely with the professor. Some students also find it helpful to have a peer English honors student serve as a discussant and reader during the process of developing ideas and writing. Class time: average 50 minutes every other week in workshop.
Class time: 100% Discussion
Work load: The work load varies with the project
Grade: 100% written reports/papers, 0% 100% Grade is based on the completed thesis, the process leading to the final paper and the discussions with the faculty advisor
Course URL: http://English.cla.umn.edu/

EngL 3960W Senior Seminar: Female Modernists (Sec 001); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive
Instructor: Cucullu, Lois B
Description: "Female Modernists" is intended for senior majors interested in designing substantive projects on 20th century Anglo-American art and culture. This course on female modernists will investigate the works of those who, for much of the century, were deemed either an anomaly or peripheral to modernist production. In examining the works of female artists and intellectuals, this course aims at rethinking modernism's project by producing essays that, individually and collectively, help reconsider metropolitan women's contributions to modernism and the received wisdom of their exclusion. Among those likely to be included are Dorothy Richardson, Virginia Woolf, Sylvia Beach, Nella Larsen, H.D., Zora Neale Hurston, Margaret Mead, Billie Holiday, Gertrude Stein, and Georgia O'Keeffe.
Class time: 30% lecture, 70% Discussion

EngL 3960W Senior Seminar: Lyric Poetry (Sec 002); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive
Instructor: Farber, Lianna
Description: This class will consider a wide range of lyric poetry from...
the Middle Ages to the present. Time will be spent taking a "poet's-eye view" of the works we consider. Attention will be given to a variety of critical, theoretical, and editorial approaches. Each course member will choose a poem or a number of poems by a single poet on which to concentrate for his or her senior paper. The course will also ground students in literary research and methodology.

EngL 3960W Senior Seminar: Poetry and Politics in Renaissance (Sec 003): 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive
Instructor: Haley, David B
Description: We'll examine major Renaissance figures like Spenser, Marlowe, Sidney, Shakespeare, Milton, and Marvell to see how these authors criticized political topics that we're still debating four centuries later: e.g., imperialism and war for a good cause, leaders who seek honor and reject demagoguery, religious toleration dwindling to religious indifference, women who participate in the public sphere, the growing democratization of courtly manners and privilege. Instead of exams, we'll assign written reports and a final paper.

EngL 3960W Senior Seminar: American Modernisms (Sec 004): 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive
Instructor: Scandura, Jani
Description: In the past few years, modernism has been made "new" again -- it's been rethought and retheorized, made interdisciplinary and international. While this course does not pretend to be exhaustive (it is not a survey), it will give students a working background in theories of modernity and North American modernisms, particularly those of the United States. We will read conceptually rather than canonically, thinking about American modernisms in terms of the various paradigms through which they are framed and are being reframed, including mass production and mass culture, psychoanalysis and behavioral psychology, Marxisms and historical materialisms, social science, linguistics and language theory, visual culture, jazz and the blues, and various identity-based social movements. Readings may include works by Freud, Marx, Dubois, Gertrude Stein, Mary McCarthy, John Dos Passos, Andre Breton, Josephine Baker, HD, Mina Loy, and others.

EngL 3980 Directed Instruction
(Sec 001): 1-6 cr; max hrs 6, 1 repeat allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Guided individual learning about teaching and undergraduate courses through research and assisting in instruction. Before receiving permission to register, students must submit to the English Undergraduate Studies Office a signed contract using the CLA "Student/Faculty Learning Contract" available in all CLA offices. This registration is intended primarily for English majors assisting in teaching it to others. One to six credits per semester may be earned through directed instruction; a maximum of eight credits may be applied toward a CLA degree. Students can expect to be engaged in teaching during the academic year, none in extension or summer session. Class time: 100% need permission, will assist that professor, work independently in consultation with professor.
Grade: 100% written reports/papers, 0% Grade: 100% based on writing assignment defined by students and the supervising professor in the written contract.

EngL 3993 Directed Reading/Study
(Sec 001, 002): 1-8 cr; max hrs 3, 1 repeat allowed; prereq instr consent, dept consent, college approval
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 4152 Nineteenth Century British Novel (Sec 001): 3 cr; A-F only
Instructor: Luke, David B
Description: The course will study the cultural developments of the 19th-C English Novel from Mary Shelley's "Frankenstein" through Bronte, Dickens, Eliot and Hardy, to Joseph Conrad's "Heart of Darkness" (1898) in terms of aesthetic, psychological, philosophical, and social issues.
Class time: 75% lecture, 25% Discussion
Work load: 200 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 paper
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation, 10% attendance
Exam format: short answers and/or short essays

EngL 5180 Readings in Contemporary Literature and Culture: British Literature 1960-90 (Sec 001): 3 cr; prereq Grad student or instr consent; credit will not be granted if credit received for: 5291
Instructor: Firchow, Peter E
Description: This course represents the third of three semester-long surveys of 20th century British Literature offered over the last two years. There is no requirement to take either of the two preceding courses. The first semester dealt with the period from about 1900 to 1930; the second with the following thirty years; and the final semester will deal with the remaining years of the twentieth century. Readings will include works by Murdoch, Drabble, Byatt, Fowles, Achebe, Seth, Shaffer, Stoppard, Hughes, Plath, and Heaney. Students are expected to bring questions/comments to the first class meeting of the week and to give one in-class report on their reading. There will be two papers (one short and one long) and two in-class examinations. Classes will consist of approximately equal amounts of focused discussion

EngL 5400 Readings in Post-Colonial Literature: African Cinema (Sec 001): 3 cr; max hrs 9, 3 repeats allowed; prereq Grad student or instr consent; credit will not be granted if credit received for: 5140
Instructor: Sugnet, Charles J !!Morse Alumni Award!!
Description: This course will survey the major figures in African cinema from its beginnings to the present (Sembene, Mamby Diop, Cisse, Sissako, and others). In addition to the major fiction films, some documentaries will be screened. Scheduled class time includes film screening time; thus, the longish duration of class time will be offset by a lower workload outside of class. The films will be thoroughly contextualized, and discussion will include thematic issues of general interest to students from a variety of disciplines. Some attention will be given to African videofilms and to music videos produced in Africa.
Work Load: 2 short shot-by-shot analyses (15%) each; 1 take-home essay exam (30%); response notebook (40%). Graduate students will read more history and theory than undergrads, will read a small amount of African fiction related to the films, and will view some extra films outside of class time. Exam format: Essay
Class time: 20% lecture, 40% Discussion, 40% film viewing and reviewing

EngL 5593 The Afro-American Novel (Sec 001): Credit will not be granted if credit has been received for: AFRO 5593, AFRO 5593, AFRO 5593; 3 cr
Instructor: Wright, John Samuel !!Morse Alumni Award!!
Description: Since the convergence of romanticism and literature...
abolitionism in the 1850s, African American writers have discovered strategic uses for the modern novel -- making it both an ethical instrument and the bearer of valued traditions. Inclined initially more to social realism than to fantasy, romance, or surrealism, black American novelists have created a "committed" literature rooted in the view that the images and ideas of the novel are potential weapons in the struggle for social justice and social transformation. Yet an ever presentcountercurrent of comedies, satires, historical fables, and speculative fictions developed by African American novelists express their indebtedness also to philosophical and folk traditions that view literature as a ritualistic and healing exploration of human possibility and the transmundane -- of alternate worlds and worldviews. The purpose of this course is to explore African American novelistic traditions -- plot patterns, character types, settings, symbols, themes, and mythologies. Because black fiction writers have been profoundly concerned with social and historical "truth," we will find that the materials and techniques of many African American novels, while dramatizing the conflicts and consciousness of the individual, attempt to "reconstruct" emblematically the experiences and historical consciousness of the group. The course is designed for advanced undergraduates and graduate students.

Class time: 60% lecture, 10% Closed Circuit TV, 20% Discussion, 10% quizzes; To complement lectures, during regular class meetings we will rely periodically on filmed interviews or documentaries, as well as on a variety of informal small groups to help focus your attention on the texts and concepts at hand.

Work load: 150 pages of reading per week, 15-25 pages of writing per semester, 2 papers, Written assignments: Option A - journal & term paper; Option B - short paper and term paper. Occasional quizzes; research paper replaces final exam.

Grade: 45% written reports/papers, 20% quizzes, 6% class participation

EngL 5711 Introduction to Editing
(See 001); 4 cr; credit will not be granted if credit received for: 5401
Instructor: Zuckerman, Jeffrey Jay
Description: This course is an introduction to the editing process--specifically, learning about the editor-author-publisher relationship, with an emphasis on building skills in basic copyediting, style, grammar, and mechanics. We focus primarily on nonfiction editing; assignments vary from newspaper and magazine articles to academic editing and, briefly, fiction editing. Professional editors from the community visit on several occasions. The course texts include "The Chicago Manual of Style" and several copyediting textbooks. Weekly practice homework assignments are given. There are two midcourse exams and one final. Each has two parts: a take-home portion, in which students have one week to edit an article and query the author, and an in-class portion, in which students show their knowledge of mechanics, grammar, and style in a deadline-driven (and open-book) publishing environment. Email access is required.

Class time: 25% lecture, 75% Discussion
Work load: 75 pages of reading per week, 3 exams
Grade: 45% mid-semester exam(s), 35% final exam, 20% class participation
Exam format: 2 midcourse exams worth approx. 45% total.
Participation grade includes attendance and homework.

English: Composition
225 Lind Hall: 612/625-2888

EngC 1011 University Writing and Critical Reading
(See 001, 007-025); 4 cr; prereq placement in category [2 or 3]; some sections limited to non-native speakers
Instructor: STAFF
Description: EngC 1011 fulfills the freshman writing requirement and helps students make the transition between high school and college by introducing them to academic writing. The freshman writing instructor guides students to communicate clearly, effectively, and creatively in a university setting and other communities. Emphasizing critical reading, writing, and thinking, the course teaches students how to discover and create knowledge by generating questions, investigating issues, and forming their own opinions. Although sections will differ according to the instructor's individual approach, students will receive a lot of feedback on their writing through writing workshops, instructor comments, and conferences. In all University Writing and Critical Reading courses (EngC 1011, 1012, 1013, 1014, 1015) students learn how to: (1) Use writing and reading to communicate, describe, analyze, and persuade. (2) Read critically to identify an author's audience, purpose, arguments, and assumptions. (3) Approach writing as a series of tasks that need collaboration with others and multiple drafts. (4) Make appropriate choices about content, rhetoric, structure, vocabulary, style, and format. (5) Develop strategies for generating and organizing ideas and arguments, revising, editing, and proofreading. (6) Locate and evaluate secondary sources; integrate sources with one's own ideas; document sources appropriately. (7) Write comfortably using the conventions of standard written American English.

Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1011H Honors: University Writing and Critical Reading
(See 001, 002); 4 cr; prereq honors, [placement in category 2 or 3]; meets HON req of Honors
Instructor: STAFF
Description: See description for EngC 1011
Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1012 University Writing and Critical Reading: Perspectives on Multiculturalism
(See 001, 004, 012-016); 4 cr; prereq placement in category [2 or 3]; meets HON req of Honors
Instructor: STAFF
Description: This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students explore race, nation, gender, and identity. Students might write "cultural diversity" autobiographies, research cultural resources on campus, view a film and write a review critiquing the ways it represents ethnic groups, or engage in persuasive writing for political action. In addition to the objectives for EngC 1011, a student in 1012 will learn how to: describe how various groups have contributed to the nation's culture; analyze the traditions of people from diverse backgrounds; create arguments about how differences in race, ethnicity, and gender structure experience and influence social interactions.

Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1012H University Writing and Critical Reading: Perspectives on Multiculturalism
(See 001); 4 cr; prereq honors, [placement in category 2 or 3]; meets HON req of Honors
Instructor: STAFF
Description: See description for EngC 1012
Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1013 University Writing and Critical Reading: Nature and the Environment
(See 001-006); 4 cr; prereq placement in category [2 or 3]; meets HON req of Honors
Instructor: STAFF
Description: This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students learn about arguments that shape our understanding of the natural world and our responsibility to it. Students might write nature journals, book reviews, and political action letters. Classes might take field trips, such as a walking tour of the Mississippi River, an exhibit of nature paintings at
EngC 1033H University Writing and Critical Reading: Nature and the Environment
(Sec 001); 4 cr; prereq honors; meets HON req of Honors
Instructor: STAFF
Description: See description for EngC 1013
Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1014 University Writing and Critical Reading: Contemporary Public Issues
(Sec 001, 010-015); 4 cr; Instructor: STAFF
Description: This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students think about writing in relation to the most challenging social and political issues facing the United States and the world today. Activities in this course might include debating the meaning of citizenship, evaluating candidates, and writing letters to newspapers and public officials. In addition to the objectives for EngC 1011, a student in 1014 will learn how to: describe the range of past and present meanings of contemporary public issues; analyze the rights and obligations of citizens in relation to public issues; create arguments about the civic and ethical responsibilities of students, teachers, scientists, businesspersons, elected officials, and others.
Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1014H University Writing and Critical Reading: Contemporary Public Issues
(Sec 001); 4 cr; prereq honors; meets HON req of Honors
Instructor: STAFF
Description: See description for EngC 1014
Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1015 University Writing and Critical Reading: Perspeciess on Globalization
(Sec 001-004); 4 cr; prereq placement in category [2 or 3]
Instructor: STAFF
Description: This course is a version of EngC 1011 with a thematic focus. Students explore how they relate to cultures and events globally to develop an inclusive understanding of the effects of globalization on contemporary life. Assignments will help students deal explicitly with important cultural, political, diplomatic and other interdependencies in today’s world. Students will explore historical patterns as they explore current literature, media reports and analysis, and “hot issues” in regions inside and outside the U.S. to help them understand how events, perspectives, and attitudes affect us as a global community. Students will read articles, view films, read international newspapers and media publications, and write papers from various cultural perspectives to help them with understanding events from beyond that of an American ethno-centric point of view, analyzing events around the world to understand how we are interconnected globally.
Work load: 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1016 University Writing and Critical Reading: Community Learning and Civic Engag
This information is accurate as of: 5/26/2004 at 3:43 PM
EngW 1102 Introduction to Fiction Writing  
(Sec 001-003); 3 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Introduction to writing poetry, fiction, and literary nonfiction. Students will improve their critical reading abilities and learn to write as writers.  
Class time: 50% lecture, 25% Discussion, 25% writing workshop  
Work load: 15-20 pages of writing per semester, 150 pages reading per semester

EngW 1103 Introduction to Poetry Writing  
(Sec 001, 002); 3 cr  
Instructor: STAFF  
Description: Do you have a story to tell? A truth to be spoken? This course is for beginning writers who are interested in navigating their own imaginative terrain through reading and writing poetry. Students will gain appreciation for different poetic forms by reading major American and world poets. Emphasis will be placed upon students' original work. Students will be encouraged to experiment with literary essays, memoir, and journalism.  
Class time: 50% lecture, 25% Discussion, 25% writing workshop

EngW 1104 Introduction to Literary Nonfiction Writing  
(Sec 001, 002); 3 cr  
Instructor: STAFF  
Description: Beginning instruction in the writing of prose fiction, taught in a workshop format. Revisions of your work as well as comments on fellow students’ work will be required. Texts are drawn from collections of contemporary fiction and essays on technique. Topics covered will include characterization, plot, dialogue, and style.  
Class time: 50% lecture, 25% Discussion, 25% writing workshop

EngW 3104 Intermediate Poetry Writing  
(Sec 001, 002); 3 cr; prereq 1101 or 1103 or dept consent  
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, critiquing other students’ work, and reading in front of an audience.

EngW 3106 Intermediate Literary Nonfiction Writing  
(Sec 001, 002); 3 cr; prereq 1104 or dept consent  
Instructor: STAFF  
Description: This intermediate level course is for writers who have some previous experience in writing literary nonfiction. The course will focus on craft and stylistic techniques using writing exercises, and readings from a range of authors writing essays, memoir and other forms of literary nonfiction prose. The workshop portion of the class will be devoted to developing individual student work, critiquing other students’ work, and reading in front of an audience.

EngW 3107 Advanced Literary Nonfiction  
(Sec 001); 4 cr; prereq 3106, dept consent  
Instructor: Tevis, Joni LeAnn  
Description: This advanced course in poetry is designed for students with a strong background in poetry writing and reading. One of our aims is to help students complete their final senior papers during the semester. We will be reading and critiquing work by students and work by published contemporary writers. Sessions will involve craft tutorials, literary discussions, and manuscript assessment.

EngW 3110 Topics in Creative Writing: Discovery of Poetry  
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq 1101 or 1102 or 1103 or 1104 or dept consent  
Instructor: Browne, M D ICLA Distinguished Tchg Awd!!

EngW 3960W Writing Workshop for Majors: Poetry  
(Sec 002); 4 cr; prereq Engl major, 6 cr of EngW [including 3xxx appropriate for workshop genre], [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive  
Instructor: Schumacher, Julie  
Description: This advanced fiction writing workshop is open to English majors, by application only. Class time will consist of discussion of student fiction as well as published work. Students should be familiar with character, setting, voice, point of view, plot development, etc. All students will complete and revise at least one short story to fulfill the requirements of the senior paper.

EngW 3960W Writing Workshop for Majors: Fiction  
(Sec 001); 4 cr; prereq Engl major, 6 cr of EngW [including 3xxx appropriate for workshop genre], [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive  
Instructor: Browne, M D ICLA Distinguished Tchg Awd!!

EngW 5102 Advanced Fiction Writing  
(Sec 001); 4 cr; max hrs 8; prereq dept consent  
Instructor: STAFF  
Description: We will be reading and critiquing student fiction, including short stories and chapters from novels. I will be handing out guidelines for doing so at the first meeting. Members of the workshop should expect to have two, possibly three, manuscripts critiqued, each one approximately 15 to 20 pages in length, and we will also be reading and discussing short stories from an anthology, considering their formal properties. I will expect active participation from everyone, including written comments to be turned in to the week’s contributors and to me.

EngW 5104 Advanced Poetry Writing  
(Sec 001); 4 cr; max hrs 8; prereq dept consent  
Instructor: Browne, M D ICLA Distinguished Tchg Awd!!  
Description: This is a workshop for experienced writers of poetry. We start the course by critiquing three poems by each member of the class and then go on to critiques of individual poems for the rest of the semester. We exchange written comments on each poem. Students are also encouraged to keep notebooks, to memorize, and to bring in favorite poems and statements on poetry and poetics to class for discussion and reading. Each session begins with a writing exercise. At the end of the semester, students turn in a portfolio of poems, including (typically) some revisions and a statement of self-assessment. Admission to the workshop requires instructor’s permission based on...
reading of a student manuscript (10-12 poems).

**Class time:** 10% lecture, 90% Discussion
**Work load:** 20 pages of reading per week
**Grade:** 50% written reports/papers, 50% class participation

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**EngW 5205 Screenwriting**

*(Sec 001, 002); 4 cr; prereq Jr or sr, one EngW 3xxx course, dept consent; permission number available in creative writing office*

**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 209 Lind Hall.

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**EngW 5310 Reading as Writers: The Memoir**

*(Sec 001); 4 cr; max crs 8; prereq grad student, dept consent*

**Instructor:** Hampl, Patricia !CLA Distinguished Tchg Awd!!

**Description:** This course is designed for graduate students in the MFA and PhD programs and to occasional advanced undergraduate students. It offers the opportunity to investigate the diverse literary habits of autobiographical prose, most of it quite recent. We will read book-length memoirs supplemented by some shorter autobiographical pieces. We will also consider--briefly--the presence of the autobiographical voice in contemporary American poetry.

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**EngW 5993 Directed Study in Writing**

*(Sec 001, 002); 1-4 cr; max crs 18, 18 repeats allowed; prereq instr consent, dept consent, college consent*

**Instructor:** STAFF

**Description:** By arrangement with individual faculty. For more information, contact the Creative Writing Program at (612) 625-6366.

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**Entology**

*219 Hodson Hall: 612/624-3636*

**Ent 3005 Insect Biology**

*(Sec 001); 3 cr*

**Instructor:** Weller, Susan J.

**Description:** This course is an introduction to the diversity, structure, and physiology of insects. The second half of the course examines insect behavior and their roles in the environment. Insect management and conservation issues related to agriculture, urban, and natural environments are emphasized. Laboratory activities include insect identification, insect physiology and behavior, and discussion of case studies. This course is appropriate for all undergraduates with one background biology course. A mandatory field trip to observe and collect insects is scheduled. Required text: "Insect Biology," (Doyen, Daly and Purcell). Optional text: "Insects," 2nd edition (Gullan and Cranston). Supplementary readings on library reserve.

**Class time:** 40% lecture, 10% Discussion, 50% Laboratory

**Grade:** 20% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% class participation, 20% Poster exhibit

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**Ent 4096 Professional Experience Program: Internship**

*(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq COAFES Jr or Sr, complete internship contract available in COAFES Career Services before enrolling, UC only, instr consent*

**Instructor:** STAFF

**Description:** Professional experience in entomology firms or government agencies through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

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**Ent 4281 Veterinary Entomology**

*(Sec 001); 3 cr; A-F only*

**Instructor:** Moon, Roger Dean

**Description:** Fleas on Fido? Flies in the barn? What are they, from where do they come, and what can we do to keep them from bothering our animals and ourselves? A great variety of insects, ticks and mites populate around cattle, swine, horses, sheep, poultry and companion animals. Some of those insects reduce animal comfort and productivity, whereas others cause no harm, or are even beneficial. Students will learn how to identify the important species, learn about their biology and ecology, and learn how to evaluate their effects on animals and people. Once understood, sustainable pest management programs can be designed. Emphasis is on problem identification and solution. Class meetings consist of instructor presentations, group activities, specimen identification, and demonstrations. Outside class, student teams identify and describe a real-world animal management facility, and then develop practical and economical pest management recommendations for their chosen facility. This course is designed for undergrads in biology, agriculture and pre-vet majors, and others who are interested in animal care and pest management.

**Class time:** 50% lecture, 30% Discussion, 20% Laboratory

**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 paper

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation

**Exam format:** Short essay, multiple choice

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**Ent 5900 Basic Entomology**

*(Sec 001, 005-019); 1-6 cr; max crs 6, 1 repeat allowed; prereq instr consent*

**Instructor:** STAFF

**Description:** Opportunity to make up certain deficiencies in biological background.

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**Ent 5910 Special Problems in Entomology**

*(Sec 001, 005-019); 1-6 cr; max crs 10, 10 repeats allowed; prereq instr consent*

**Instructor:** STAFF

**Description:** Individual field, lab, or library studies in various aspects of entomology.

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**Environment and Natural Resources**

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**ENR 3101 Conservation of Plant Biodiversity**

*(Sec 001); Credit will not be granted if credit has been received for: NRES 5101, NRES 5101, NRES 5101, ENR 5101; 3 cr; A-F only; prereq Biol 1001 or Biol 1009; meets CLE req of Environment Theme*

**Instructor:** David, Andrew J

**Description:** Introduction to the principles underlying the assessment and conservation of plant biodiversity at the individual, population, and community levels. Case studies in management of biodiversity to restore or maintain ecosystem function covering issues including genetics, timber harvesting, invasive species, plant reproduction, proprietary rights and others. Assumes a knowledge of basic botany. Offered every fall.

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**ENR 3251 Natural Resources in Sustainable International Development**

*(Sec 001); Credit will not be granted if credit has been received for: FR 5251, NRES 5251, ENR 5251, LAS 3251, LAS 3251; 3 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of International Perspectives Theme*
ENR 3261W Economics and Natural Resources Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 5261, NRES 5261W, ENR 5261; 4 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive
Instructor: Kilgore, Mike
Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externalities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).
Class time: 75% lecture, 20% Discussion, 5% Laboratory
Work load: 50 pages of reading per week, 14 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% quizzes, 15% problem solving
Exam format: Multiple choice, Short Answer, Problems
Course URL: http://www.cnr.umn.edu/FR/degprog/webclass/NRES3261/index.html

ENR 4200H Honors Seminar
(Sec 001); 1 cr; A-F only; prereq ENR upper div honors, instr consent; meets HON req of Honors
Instructor: STAFF
Description: Topics presented by faculty, students, guest speakers. Lecture/discussion. Offered every fall and spring.

ENR 4293 Directed Study
(Sec 001-038); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent
Instructor: STAFF
Description: Student selects and conducts a study of, or project on, a topic of personal interest in consultation with a faculty member. The course is documented by initial proposal and reports of accomplishment. Offered every semester.

ENR 4295W GIS in Environmental Science and Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 4295, NRES 4295W, NRES 4295, ENR 4295; 4 cr; A-F only; prereq FR 3131 or instr consent; meets CLE req of Writing Intensive
Instructor: Bolstad, Paul V
Description: The application of spatial data inventory/analysis in complex environmental planning problems. Activities include spatial data collection, database development methods, including GPS, DLG, TIGER, and NIWI data, and spatial analysis. Topics identified by non-university partners. Offered every fall.

ENR 4801H Honors Research
(Sec 001); 2 cr; A-F only; prereq ENR upper div honors, instr consent; meets HON req of Honors
Instructor: STAFF
Description: Independent research project supervised by faculty member.

ENR 4802H Honors Research
(Sec 001); 2 cr; A-F only; prereq ENR upper div honors, instr consent; meets HON req of Honors
Instructor: STAFF
Description: Completion of honors thesis. Oral report.

ENR 5101 Conservation of Plant Biodiversity
(Sec 001); Credit will not be granted if credit has been received for: NRES 4101, NRES 3101, NRES 3101, NRES 3101, ENR 3101; 3 cr; A-F only; prereq Grad student or instr consent
Instructor: Kilgore, Mike
Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externalities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).
Class time: 75% lecture, 20% Discussion, 5% Laboratory
Work load: 50 pages of reading per week, 14 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% quizzes, 15% problem solving
Course URL: http://www.cnr.umn.edu/FR/degprog/webclass/NRES5261/index.html

ENR 5261 Economics and Natural Resources Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 5261, NRES 5261W, NRES 5261W, ENR 5261W; 4 cr; A-F only; prereq Grad student or instr consent
Instructor: Kilgore, Mike
Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externalities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).
Class time: 75% lecture, 20% Discussion, 5% Laboratory
Work load: 50 pages of reading per week, 14 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% quizzes, 15% problem solving
Course URL: http://www.cnr.umn.edu/FR/degprog/webclass/NRES5261/index.html

ENR 5261 Economics and Natural Resources Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 5261, NRES 5261W, NRES 5261W, ENR 5261W; 4 cr; A-F only; prereq Grad student or instr consent
Instructor: Kilgore, Mike
Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externalities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).
Class time: 75% lecture, 20% Discussion, 5% Laboratory
Work load: 50 pages of reading per week, 14 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% quizzes, 15% problem solving
Course URL: http://www.cnr.umn.edu/FR/degprog/webclass/NRES5261/index.html

Environmental Science
120 Biodystem and Agricultural Engineering:
612/624-7254

ES 1051 Introduction to Environmental Science
(Sec 001); 3 cr; meets CLE req of Environment Theme
Instructor: King, Jennifer Y
Description: This course is intended for any student interested in learning more about current issues related to the environment. It is also a core course for students majoring in Environmental Science. In this course we will study physical, chemical, and biological principles...
that shape our environment. We will examine interactions between biological and physical components of the Earth system. From this course, you will gain an understanding of how the environment functions. We will use knowledge to track current issues related to air and water pollution, urbanization, biological diversity, energy use, climate change, and the influences of human activities on the environment.

Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semester exam(s), 25% final exam, 20% written reports/papers, 10% class participation, 15% problem solving
Exam format: multiple choice, short answer, problem solving

ES 1128 Seminar: Environmental Science Orientation
(Sec 001); 1 cr; S-N only
Instructor: Bell, Jay !!COAFES Distinguished Tchg Awd!!
Description: Seminar is designed for first year students in the Environmental Science Major. Focus of the course is on current topics and careers in environmental science and will include presentations / discussions led by several professionals working in environmental science. We will also focus on the environmental science curriculum, use of the campus library system for research, graduate school and learning abroad opportunities. Several field trips early in the semester will focus on environmental issues in the Twin Cities area including restoration of contaminated soils and groundwater and exploration of local lakes and wetlands. An overnight retreat will be part of the course to help students become acquainted with each other and environmental science faculty.
Class time: 30% lecture, 30% Discussion, 40% Field trips and new student retreat
Work load: 5-10 pages of reading per week, 20 pages of writing per semester, 1 papers, Participation in class activities
Grade: 20% written reports/papers, 60% class participation, 20% problem solving

ES 1425 The Atmosphere
(Sec 001); Credit will not be granted if credit has been received for: GEOG 1425, GEOG 1425; 4 cr; A-F only; both Soil 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core
Instructor: Klink, Katherine
Description: By taking this course I hope you will: 1) Learn about weather and climate, the physical laws that govern the atmosphere, the current tools and technologies used to study the atmosphere, and become able to interpret weather and climate data. 2) Experience and gain insight into the nature of science and scientific uncertainty. 3) Become better able to evaluate critically scientific questions and claims, especially those concerning the atmosphere. Questions we will try to answer include: What makes the wind blow? Why are there clouds, fog, rain, and snow? What causes thunderstorms and tornadoes? How do satellites work? Do clouds make the earth warmer or cooler? What is the greenhouse effect, and should we be concerned about it? Each lecture includes a daily weather discussion, and lecture notes are available on the web. The integrated lab component focuses on making and interpreting weather events, understanding climatological statistics, making outdoor weather observations, and conducting in-class experiments. This course is targeted to non-science majors. It fulfills the CLE "Physical Science with Lab" core and "Environment" theme.
Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers
Grade: 20% final exam, 10% written reports/papers, 35% lab work, 25% two in-class exams during the semester (12.5% each)
Exam format: Multiple choice, short answer
Course URL: http://www.geog.umn.edu/faculty/klink/geog1425

ES 4216 Contaminant Hydrology
(Sec 001); 2 cr; A-F only
This information is accurate as of: 5/26/2004 at 3:43 PM
Instructor: Gupta, Satish C
Description: The course covers the principles of contaminant transport both in percolate solution and in overland flow. Topic discussion is mostly descriptive (minimal use of equations) but includes several examples that involve computations. Specific topics include hydrologic cycle; Darcy's flux, pore water velocity, piston flow, diffusion-dispersion processes, and chemical degradation; contaminant travel time and distance to travel; methods of characterizing contaminant leaching; Henry's law and vapor phase transport; description of remediation technologies; methods to calculate and measure runoff; tillage impact on runoff; impact of combined sewers and river water quality; management practices to control runoff and associated contaminants (sediment and P) losses. I would also have one or two consultants come in the class and talk about specific case studies. We will also take a tour of a remediation site in town.
Class time: 100% lecture
Work load: 70 pages of reading per week
Grade: 40% mid-semester exam(s), 35% final exam, 25% problem solving
Exam format: multiple choice, essay

ES 4601 Soils and Pollution
(Sec 001); 3 cr; prereq [2125, [Chem 1021 or equiv], [Phys 1042 or equiv]] or instr consent; 3416 recommended
Instructor: Bloom, Paul Ronald
Description: The course was developed for upper division students in the environmental sciences. The major topics are the mitigation of pollution in agricultural and urban settings, as well as remediation of polluted sites. The course work applies the principles of microbiology, chemistry, and physics to evaluation of pollution in soils and to the remediation of polluted soils. All lectures are given using PowerPoint and the lecture notes are made available on the course web site. Guest speakers from state regulatory agencies will be utilized for some of the topics. There will be 2 field trips to sites in the Twin Cities. Textbook: "Pollution Science," by Pepper, Gerba and Brusseau (1996).
Class time: 80% lecture, 20% Discussion
Work load: 40 pages of reading per week, 20 pages of writing per semester, 3 exams
Course URL: http://www.soils.agri.umn.edu/academics/class/courses.html

ES 5402 Biometeorology
(Sec 001); 3 cr; prereq Math 1271, Phys 1201, Stat 3011
Instructor: Griffis, Timothy John
Description: ES 5402 examines energy and mass exchange in the biosphere with an emphasis on soil-plant-atmosphere interactions. Topics include: evaporation-conduction to boundary layer and turbulence exchange processes; measuring energy and trace gas exchange with eddy covariance, Bowen ratio and gradient techniques and, advanced methods combining stable isotope and micrometeorological measurements for studying the impacts of climate and land use change on carbon and water cycling. There is an emphasis on the use of boundary layer theory and techniques for studying ecophysiological processes, biosphere feedback mechanisms, and the interaction between the Earth's surface and the lower atmosphere. The course aims to achieve exemplary learning by examining recent field studies conducted in natural and managed ecosystems. Assignments/Projects will make use of field measurements and computer problem solving using Matlab. Lecture/Seminar/Lab (3 credits 2 hours class time/week). Student Workload: 6-8 hours/week.
Grade: 20% class participation, 40% assignments/project; 40% exam

ES 5555 Wetland Soils
(Sec 001); 2-3 cr; A-F only; prereq 1125 or 2125 or equiv or instr consent; concurrent enrollment in 4511 recommended
Instructor: Bell, Jay !!COAFES Distinguished Tchg Awd!!
Description: Course focuses on the morphology, chemistry, hydrology, and formation of mineral and organic soils in a wet environment. Students will study: 1) the biogeochemical processes involved in the genesis of hydromorphic soils, 2) soil hydrology for a variety of landscape settings, 3) soil morphological indicators of wet conditions,
Family Education
325 VoTech: 612/624-3010

FE 5001 Family Education Perspectives
(Sec 001); 3 cr; A-F only
Instructor: Thomas, Ruth G. !Distinguished Tchg Awd!!
Description: This course will consider various views of family education and examine their origins and their implications. A guiding framework for exploring alternative perspectives of family education will be introduced. Topics include an historical overview of family education, forces and ideas influencing the evolution of family education in the U.S., implications of alternative family education perspectives for the practice of family education and for families served, contexts within which family education takes place, and developing a personal perspective of family education. Class sessions will involve lecture, discussion, reflective dialogue, and large and small group activities. Assignments will include journal writing, reflective and critique papers, discussion leading, and development of a personal philosophy of family education. The course is required for family education majors and is also intended for upper division and graduate students in other programs for which an understanding of family education is relevant.
Class time: 20% lecture, 30% Discussion, 50% Large and small group activities
Work load: 30 pages of reading per week, 30 pages of writing per semester, 3 papers, Journal
Grade: 80% written reports/papers, 20% in-class presentations

Family Social Science
290 McNeal Hall: 612/625-1900

FSoS 1101 Intimate Relationships
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core
Instructor: Caron PhD, Wayne Allan !!CHE Buckman Award; Outstanding Service Award!!
Description: Focuses on couple dynamics and gives an overview of how to develop, maintain, and terminate an intimate relationship. Relationship skills and issues including communication, conflict resolution, power, and roles are discussed. The course objectives are to provide an overview of these topics as well as a deeper appreciation and awareness of their importance. General topics to be covered include dating, cohabitation, marriage, sexual orientation, gender roles and power, communication and conflict resolution, relationship problems (abuse, infidelity, divorce) and couple enrichment and couple therapy.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 30-40 pages of writing per semester, 5 exams, 1 papers
Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects
Exam format: multiple choice
Course URL: http://fsos.che.umn.edu/courses/sp2000-ug.html

Course URL: http://www.soils.agri.umn.edu.academics/classes/soil5555

FSoS 2101 Preparation for Working With Families
(Sec 001); 2 cr; A-F only
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 and synthesis are used in responding to the course text, "Becoming a Helper" by Marianne and Gerald Corey (2003) 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.
Class time: 20% lecture, 40% Discussion, 20% Laboratory
Work load: 25 pages of reading per week, 100 pages of writing per semester, 1 papers, Contract grading
Grade: 0% Contract grading
Course URL: http://fsos.che.umn.edu/goodman/fsos2101/default.html

FSoS 2191 Independent Study in Family Social Science
(Sec 001, 011-019); 1-4 cr; max crs 12, 12 repeats allowed; prereq Soph, instr consent; meets HON req of Honors
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
(Sec 001); 3 cr; prereq At least soph or instr consent
Instructor: Hogan, M Janice !!Outstanding Service Award!!
Description: Analysis of personal and family finances. Includes financial planning tools for savings, investments, credit, home buying, taxation, and insurance–life, health, auto, disability, and property insurance. Also, includes retirement and estate planning. Mini lectures, videos, small group work, investment club, and case studies are used. The text is a new edition with a CD rom and financial planner workbook. It links students to dozens of personal finance web sites. Majors and non-majors alike appreciate this course.
Class time: 30% lecture, 30% Discussion, 40% small group work, guest lectures & videos
Work load: 50 pages of reading per week, 10 pages of writing per semester, 1 papers, 3 papers, 40 pages of online financial workbook sheets
Grade: 30% final exam, 30% written reports/papers, 30% quizzes, 10% small group
Exam format: multiple choice quizzes and final exam
Course URL: http://www.mhhe.com/kdh7e
FSoS 3191 Independent Study in Family Social Science  
(Sec 001, 011-019); 1-5 cr; max crs 12, 12 repeats allowed; prereq Jr, instr consent; meets HON req of Honors  
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  
(Sec 001-018); 1-4 cr; max crs 4, 12 repeats allowed; prereq FSOS major, at least jr or instr consent  
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.  
Course URL: http://fsos.che.umn.edu/courses/sp2000-ug.html

FSoS 4153 Family Financial Counseling  
(Sec 001); 3 cr; A-F only; prereq [3101, 3102, 3429] or instr consent  
Instructor: Zuiker, Virginia Solis  
Description: Family financial issues are studied with an emphasis on the role of the financial counselor. The course emphasizes the development of professional skills for assisting individuals and families to cope with financial concerns in their day-to-day lives. This course is designed to increase awareness and knowledge of the characteristics of persons in serious financial difficulties, complexity of factors affecting such situations, desirable relationships between the helper and the helped, and community agencies and organizations with appropriate resources. A basic knowledge of family finance is expected. This course is for students who have successfully completed FSoS 3101 Personal and Family Finances.

Class time: 40% lecture, 20% Discussion, 10% Laboratory, 20% guest speakers; 20% small group work  
Work load: 50 pages of reading per week, 50 pages of writing per semester, 3 exams, 2 papers  
Grade: 30% final exam, 10% written reports/papers, 20% special projects, 30% quizzes, 10% problem solving  
Exam format: Essay, math problem solving, multiple choice  
Course URL: http://fsos.che.umn.edu/courses/sp2000-ug.html

FSoS 4155 Parent-Child Relationships  
(Sec 001); 3 cr; A-F only; prereq At least jr or instr consent  
Instructor: STAFF  
Description: History, theories, research, and contemporary practices of parent-child relationships in diverse families and cultures across the life span. The course also helps to prepare students for professional work in education, social work and other human service occupations.

Class time: 30% lecture, 30% Discussion, 40% films, speakers and small group work  
Work load: 100 pages of reading per week, 15 pages of writing per semester, 5 exams, 1 papers  
Grade: 40% final exam, 20% written reports/papers, 40% quizzes  
Exam format: Multiple choice and essay

FSoS 4191 Independent Study in Family Social Science  
(Sec 001, 011-019); 1-4 cr; max crs 12, 12 repeats allowed; prereq Sr, instr consent; meets HON req of Honors  
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 4296 Field Study: Working With Families  
(Sec 001); 4-12 cr; max crs 12, 1 repeat allowed; prereq [2101, at least jr] or instr consent  
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.

Class time: 100% Discussion  
Work load: 1 portfolio project  
Grade: 5% in-class presentations, 5% lab work, 90% community service  
Course URL: http://fsos.che.umn.edu/goodman/fsos4296/default.html

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success. In this course, we will use the monarch butterfly to study how science and conservation interact, and what kinds of science research are needed to inform wise conservation programs. This charismatic insect has involved a wide variety of people and institutions in conservation activities, focused public attention on the potential risks of genetically modified crops, brought nations together in cooperative conservation programs, and been the subject of hundreds of scientific papers and books. The course will include lectures by the instructor and guests, readings and discussions of recent studies, a monarch tagging field trip, and laboratory sessions in which students raise their own monarchs. Students will be asked to lead, or co-lead, class discussions in a friendly, non-judgmental atmosphere; and write summaries of papers and class discussions. This course will be interesting to students with an interest in monarch butterflies, insect ecology, biological aspects of conservation, or conservation policy in general.

**Class time:** 40% lecture, 40% Discussion, 20% Laboratory

**Work load:**
- 25 pages of reading per week, 15 pages of writing per semester, 2 papers
- 100% written reports/papers, 25% special projects, 10% in-class presentations, 40% class participation

**FW 4200H Honors Seminar**
(Sec 001); 1 cr; prereq FW upper div honors, instr consent; meets HON req of Honors

**Instructor:** STAFF

**Description:** Current topics presented by faculty/students. Lecture/discussion.

**FW 4291 Independent Study: Fisheries**
(Sec 001-010); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent

**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.

**Class time:**

**Work load:** varies with the number of credits which are arranged

**Grade:** 100% written reports/papers, 0% 100% written reports/papers; may have occasional exceptions

**FW 4391 Independent Study: Wildlife**
(Sec 001-008); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent

**Instructor:** STAFF

**Description:** Individual field, library, and laboratory research in wildlife. Primarily for majors. Students work on special projects. Individual field, library and lab research in fisheries biology.

**Class time:**

**Work load:** varies with number of credits which are arranged

**Grade:** 100% written reports/papers

**FW 4801H Honors Research**
(Sec 001); 2 cr; A-F only; prereq FW upper div honors, instr consent; meets HON req of Honors

**Instructor:** STAFF

**Description:** Independent research project supervised by faculty member.

**FW 4802H Honors Research**
(Sec 001); 2 cr; A-F only; prereq FW upper div honors, instr consent; meets HON req of Honors

**Instructor:** STAFF

**Description:** Completion of honors thesis. Oral report.

**Food Science and Nutrition**

225 Food Science & Nutrition: 612/624-1290

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projects, 10% quizzes, 20% lab work
Exam format: multiple choice and short answer

**FScN 1102 Food: Safety, Risks, and Technology**
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme
Instructor: Díez-Gonzalez, Francisco
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. The course will survey microbiological, chemical and environmental hazards, government and industry controls used to insure food safety including the new U.S. Food Safety Initiative, and public perception of those risks. The course will emphasize government regulations with respect to adulteration, food safety and misbranding. It will overview the biological, microbiological, physical and chemical deterioration of foods and will describe some of the technologies to control food spoilage. Thermal processing and irradiation as examples of the technologies used in food processing to reduce risk and ensure a safe food supply. This course will focus on current food safety issues and the magnitude of the overall food safety situation. The student will learn about timely issues such as genetically modified foods, food allergies, prion diseases and approaches to biosecurity. This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes public policy making, critical thinking skills and internet use.
Class time: 60% lecture, 20% Closed Circuit TV, 20% Discussion
Work load: 25 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 2 papers
Grade: 38% written reports/papers, 50% quizzes, 12% class participation
Exam format: Short answers and essays
Course URL: [http://courses.che.umn.edu/03fscn1102-1/](http://courses.che.umn.edu/03fscn1102-1/)

**FScN 1112 Principles of Nutrition**
(Sec 001); 3 cr; prereq High school [biology, chemistry]; meets CLE req of Environment Theme
Instructor: Hanson, Madge Nathé
Description: This course covers the fundamental principles of the science of nutrition. Course content includes major functions of essential nutrients in the body and nutritional requirements; digestion and absorption; metabolism and physical activity; relationship between nutrition and selected conditions, e.g. obesity, cancer, heart disease; food processing and food safety; and food, hunger and the environment. Students completing the course will be able to use knowledge acquired to critically examine nutrition issues and make informed decisions about food choices. The course, which meets the Environment Theme, is designed for undergraduate majors and nonmajors.
Class time: 90% lecture, 10% Discussion
Work load: 50 pages of reading per week, 4 exams, 1 papers, 1 diet analysis project
Grade: 40% mid-semester exam(s), 40% final exam, 20% special projects
Exam format: Multiple choice

**FScN 3102 Introduction to Food Science**
(Sec 001); 3 cr; prereq Chem 1022
Instructor: Vickers, Zala M !!Outstanding Achievement Award!!
Description: Introduction to the composition and the chemical and physical properties of foods, interaction, reaction, and evaluation of foods due to formulation, processing and preparation. Intended for students majoring in Food Science or Nutrition and others interested in the science of food preparation and processing. Students identify changes in food resulting from food preparation and processing and explain these changes based on knowledge of reactions and interactions of the chemical constituents of the food product. They also explain the functions of major food ingredients in food systems. Evaluations are made on the quality of food products using sensory quality standards and objective methods of analysis. Students obtain information relating to food science from both secondary (text book) and primary (journal research articles) sources. Students produce (in lab) and understand differences in food quality resulting from variations in preparation and/or ingredients.
Class time: 40% lecture, 10% Discussion, 50% Laboratory
Work load: 30 pages of reading per week, 3 exams, 1 papers, 2 quizzes
Grade: 40% mid-semester exam(s), 23% final exam, 10% special projects, 12% quizzes, 15% lab work
Exam format: Essay and short answer

**FScN 3612 Life Cycle Nutrition**
(Sec 001); 3 cr; prereq 1112, Chem 1022
Instructor: Slavin, Joanne Louise !!!Outstanding Achievement Award!!
Description: Course covers nutritional changes through the life cycle. Emphasis on nutritional needs, lactation, children, teens and the elderly. Text is "Developmental Nutrition." All students present a topic during the semester. Exams are objective. Course is designed for undergraduates in nutrition.
Class time: 75% lecture, 25% Discussion
Work load: 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers
Grade: 50% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% nutrition makeover
Exam format: Multiple choice

**FScN 3614 Nutrition Education and Counseling**
(Sec 001); 3 cr; prereq 1112
Instructor: Reicks, Maria M
Description: The nutrition education component of this course prepares students to plan and implement effective nutrition education for specific audiences using principles of teaching and learning, child and adult education, curriculum design and evaluation. Within the framework of selected nutrition education theories, students will develop an understanding of each aspect of the design of nutrition education sessions: needs assessment; development of performance objectives; selection of instructional strategies; development of lesson plans and materials; implementation and evaluation. Students will work in groups to develop a lesson and implement it in a community setting. The counseling component will develop competency in basic counseling skills. Topics include counselor needs/motivation, non-verbal communication, empathy (basic and advanced), identifying strengths, maintaining focus, challenging discrepancies, use of self. Emphasis is placed on building from client strengths and learning through role-playing. The target audience for this course is undergraduate majors.
Class time: 40% lecture, 20% Discussion, 40% Role playing, small group work, guest speakers
Work load: 25 pages of reading per week, 10-20 pages of writing per semester, 2 exams, Develop a lesson and teach in a community setting
Grade: 30% mid-semester exam(s), 30% final exam, 25% special projects, 5% in-class presentations, 10% class participation
Exam format: multiple choice, short answer, T/F
Course URL: [http://courses.che.umn.edu/02fscn3614-1f/default.html](http://courses.che.umn.edu/02fscn3614-1f/default.html)

**FScN 4111 Food Chemistry**
(Sec 001); 3 cr; prereq 3102, BioC 3021
Instructor: Fulcher, R Gary !!!Land Grant Chair!!
Description: This course is intended for senior undergraduate and graduate students in Food Science and Nutrition. It focuses on the structure and chemistry of food components, from raw to highly processed materials, and the chemical and physical changes they undergo during harvesting, processing, storage, and distribution. While biochemistry deals primarily with mechanisms in living organisms, food chemistry deals with the effects of altering harvested biological materials to provide food products. It is a unique combination of inorganic and organic chemistries, enzymology, physics, mathematics and kinetics, microbiology, and psychology. Students are expected to develop an integrative approach to food products, and to further explore the interactions among food components and their environment(s). Students will explore the composition and interactions of major and minor components, raw and processed animal and plant products, and learn to identify key alterations to these materials and
FR 1101 Dendrology: Identifying Forest Trees and Shrubs
(Sec 001): 3 cr
Instructor: Vogt, Carl Eugene
Description: Identification nomenclature, classification, and distribution of common and important forest trees and shrubs. Use of keys and field and lab methods of identification. Offered every fall.

FR 3114 Hydrology and Watershed Management
(Sec 001); Credit will not be granted if credit has been received for: FR 5114, FR 5114; 3 cr; prereq [Biol 1009, Chem 1011] or instr consent
Instructor: Brooks, Kenneth N
Description: Basic hydrologic concepts and methods are presented and are applied to solving watershed problems. National and international examples are presented to emphasize linkages between land use and water management. Problem solving exercises are used to reinforce concepts and provide hands-on experience in solving problems related to water supplies, floods, soil erosion and water quality of uplands, wetlands and riparian systems. Methods of measuring and evaluating precipitation, evapotranspiration, runoff, soil erosion, and stream channel - riparian conditions are presented. Cumulative effects of human disturbances on watersheds and measures to improve watershed conditions are discussed in the context of sustainable land and water use.

Exam format: combination of true-false, multiple choice and short essays
Grade: 70% quizzes, 30% problem solving

FR 4293 Directed Study
(Sec 001-030); 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent
Instructor: STAFF
Description: Student conducts a study or project on a topic of personal interest. Course is documented by initial proposal and reports of accomplishments. Offered every fall.

Class time: 10% lecture, 10% Discussion
Work load: 100 pages of reading per semester, 1 exam, Varies with individual.
Grade: 90% written reports/papers, 10% problem solving

Course URL: http://www.CNR.umn.edu/FR

Forest Resources
115 Green Hall: 612/624-3400

FR 4801H Honors Research
(Sec 001); 2 cr; A-F only; prereq FR upper division honors, instr consent; meets HON req of Honors
Instructor: STAFF
Description: First semester of an independent research project supervised by a faculty member.

Class time: 10% lecture, 10% Discussion, 80% Special project/study
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 1 exam, Other project findings/synthesis
Grade: 80% written reports/papers, 10% class participation, 10% problem solving

Exam format: n/a
Course URL: http://www.CNR.umn.edu/FR

FR 4802H Honors Research
(Sec 001); 2 cr; A-F only; prereq FR upper division honors, instr consent; meets HON req of Honors
Instructor: STAFF
Description: Students complete honors thesis and present an oral report

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FR 5114 Hydrology and Watershed Management
(Sec 001); Credit will not be granted if credit has been received for: FR 4114, FR 3114, FR 3114, FR 3114; 3 cr; prereq Grad student or instr consent
Instructor: Brooks, Kenneth N
Description: Basic hydrologic concepts and methods are presented and are applied to solving watershed problems. National and international examples are presented to emphasize linkages between land use and water management. Problem solving exercises are used to reinforce concepts and provide hands-on experience in solving problems related to water supplies, floods, soil erosion and water quality of uplands, wetlands and riparian systems. Methods of measuring and evaluating precipitation, evapotranspiration, runoff, soil erosion, and stream channel - riparian conditions are presented. Cumulative effects of human disturbances on watersheds and measures to improve watershed conditions are discussed in the context of sustainable land and water use.

FR 5131 Geographical Information Systems (GIS) for Natural Resources
(Sec 001); Credit will not be granted if credit has been received for: FR 4131, FR 3131, FR 3131, FR 3131; 4 cr; A-F only; prereq Grad student or instr consent
Instructor: Bolstad, Paul V
Description: Introduction to GIS focusing on natural resources. Data structures, sources, collection, and quality. Lab exercises introducing geodesy, map projections, spatial analyses, and cartographic modeling. Offered every fall (and an occasional spring evening class offering).

FR 5228 Advanced Assessment and Modeling
(Sec 001); 3 cr; A-F only; prereq 3218, Math 1272, Stat 5021
Instructor: Burk, Thomas Edward !!Alumni Service Award!!
Description: Application of recently developed mathematics, computer science, and statistics methodologies to natural resource functioning, management, and use problems. Specific topics, software, and methodologies vary.

FR 5264 Advanced Forest Management Planning
(Sec 001); 3 cr; prereq 3471 or instr consent
Instructor: Hoganson, Howard M
Description: Applied models for forest planning to integrate forest resource conditions and uses. Scales range from tactical stand-level management to strategic forest-wide and landscape-level planning and regional timber supply analysis. Understanding optimization models and heuristic techniques as tools for trade-off and sensitivity analyses of alternative management policies and goals. Integrating sustainable timber production with desirable future conditions and spatial structure or biodiversity objectives. Practical problems and case studies involving recent large-scale applications. Offered summer and fall.

FR 5412 Digital Remote Sensing
(Sec 001); 3 cr; prereq 3262 or grad student or instr consent
Instructor: Bauer, Marvin E
Description: Advanced Remote Sensing provides graduate and advanced undergraduate students with a fundamental and working knowledge of biophysical-quantitative remote sensing. The theoretical basis and practical aspects of this approach to remote sensing are addressed, including sections on energy-matter interactions, radiation measurements and sensors, and digital image processing and analysis. Lectures and reading assignments will be supplemented by problems and exercises providing hands-on experience in working with digital remote sensing data, models and image processing.

FR 1001 Beginning French
(Sec 001-011); 5 cr
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. If you have more than two years of high school French completed within the last year, 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 introduces students to the four language skills: speaking, writing, listening and reading. Topics include everyday issues (shopping, directions, family, housing, etc.). The text, "Deux Mondes," 4th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from "Premiere Etape" through Ch. 6. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to listening and speaking, class attendance is mandatory. Expect an average of 1.5 hours of outside preparation for each class session hour.

FR 1002 Beginning French
(Sec 001, 003-006); 5 cr; prereq 1001 or equiv
Instructor: STAFF
Description: Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the communicative speaking, listening, reading and writing skills acquired in first-semester French. Topics covered in this course include everyday issues (student life, travel, health, environment). The text, "Deux Mondes," 4th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from Ch. 7 through Ch. 13. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

FR 1003 Intermediate French
(Sec 001, 005-013); 5 cr; prereq 1002 or Entrance Proficiency Test
Fren 1004 Intermediate French

Instructor: STAFF
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 will review language structures acquired in beginning French. Students will expand their speaking, writing, reading, and listening skills while engaging in culture learning. Topics covered in this course will include commerce, telecommunications, the media, youth and social issues, the francophone world. The text, "Interaction," 6th ed., includes contemporary informational readings, historical information, and literary texts. The textbook is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from Ch. 1 through Ch. 5. Several class sessions will allow students to work with audio-visual resources to develop their listening and cultural competence, and with authentic web-based resources to develop their reading skills and expand their cultural knowledge. Intermediate language courses involve regular student interactions, partner activities and group work. Expect an average of 2 hours of outside preparation for each class session hour.

Class time: 100% Mostly discussion and student involvement in pair/group activities

Work load: Exams: 4 written, 3 oral and 1 final.
Grade: 15% final exam, 25% written reports/papers, 10% class participation, 30% Written Exams; 15% Oral Exams; 5% workbook exercises
Exams: 4 written, 3 oral and 1 final
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1004 Intermediate French
(Sec 001, 008-009); 5 cr; prereq 1003 or Entrance Proficiency Test
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 knowledge. Emphasis is placed on reading, writing and culture. Topics covered in this course include cinema, transportation and technology, education, leisure, and the francophone world. The text, "Interaction," 6th ed., includes contemporary informational readings, historical information, and literary texts. The text is accompanied by a workbook and CDs designed to be used by students outside of class. In this text students will cover material from Ch. 6 through Ch. 10. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources to develop their listening and culture skills, and to work with authentic web-based resources to develop their reading skills and cultural competence. Students will regularly participate in conversational activities, partner and small group work. Expect an average of 2 hours of outside preparation for each class session hour. Students enrolled in this course will have the opportunity to take the Graduation Proficiency Test (GPT) during the second half of the term.

Class time: 100% Mostly discussion and student involvement in pair/group activities

Work load: Exams: 6 written, 3 oral
Grade: 15% final exam, 25% written reports/papers, 7% quizzes, 10% class participation, 37% written exams; 15% oral exams; 6% workbook exercises
Exams: 6 written, 3 oral
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1022 Accelerated Beginning French
(Sec 001, 009-010); 5 cr; prereq 2 or more yrs high school French
Instructor: STAFF
Description: This course is intended for students who have previously studied French in high school or at a community college, or who are transfer students. The course begins with an accelerated review of Fren 1001 (Ch. preliminary through Ch. 6 of "Deux Mondes" 4th ed.) followed by material covered in Fren 1002 (Ch. 7 through Ch. 13 of this same text). In other words, the course allows you to learn first-year materials in one semester. Upon entering this course students should be familiar with basic vocabulary, present and past tenses. The course will appear intensive for about the first three weeks during the accelerated review of Fren 1001 materials but it will proceed to a regular pace after that. The text, "Deux Mondes," 4th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% Combination of whole-class and small-group activities

Work load: Exams: 7 written, 3 oral and 1 final.
Grade: 13% final exam, 12% written reports/papers, 12% quizzes, 35% written exams; 12% oral tests; 8% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 3015 Advanced French Grammar and Communication
(Sec 003-006); 4 cr; prereq 1004 or equiv or instr consent
Instructor: STAFF
Description: 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, such as the portrait, description, narration and explication de texte. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. There will be oral practice (pronunciations) and dictations. Course programs may also include translation, conjugation quizzes and specialized grammar exercises, as well as the textual analysis of short stories, recent news articles, and films.

Class time: 100% Language instruction

Work load: 10 pages of reading per week, 10 pages of writing per semester, 5 exams
Grade: 20% mid-semester exam(s), 50% final exam, 30% written reports/papers
Exam format: Grammar exercises, essays

Fren 3016 Advanced French Composition and Communication
(Sec 001, 002); 4 cr; prereq 3015 or equiv or instr consent
Instructor: STAFF
Description: Advanced study of grammar in context; emphasis on writing for varied communicative purposes, reading for style and content, translation. Sequel to Fren 3015. Five graded compositions (approx. 2 pages each) representing various written genres (e.g. conte, recit, explication de texte, essai). Two step composition process (instructor indicates changes needed for final version) Past tenses (passe compose and passe simple, imparfait, plus-que-parfait); future and conditional; subjunctive; reflexive verbs, passive voice; indirect discourse. Written exams on grammar and reading. Note: Students should have at least a B in 3015 before going on to 3016 in order to succeed in the course.

Class time: 100% Language instruction

Work load: 10 pages of reading per week, 10 pages of writing per semester, 4 exams
Grade: 20% mid-semester exam(s), 40% final exam, 20% written reports/papers, 20% quizzes
Exam format: Grammar exercises, essay

Fren 3018 French Oral Communication
(Sec 001); 3 cr; prereq 3014, 3015
Instructor: Mougel, Patricia M.
Description: In this course students will do intensive work in listening comprehension and oral expression by exploring current events in France and the francophone world. The main goal for the course is improvement of listening and speaking skills through the exploration of current events. Secondary goals include vocabulary expansion and a greater awareness of stylistic variation in French. Intensive practice in listening comprehension will be provided through the use of authentic
Fren 3350 Topics in Literature: Detecting Fictions in Francophone Literature
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3101
Instructor: Preckshot, J E
Description: The inspiration for this course, subtitled "Detecting Fictions in Francophone Literature," is the growing number of francophone writers who use the medium of detective fiction to reveal and to challenge political corruption, social decay, or cultural myths. Exploiting conventions of detective fiction, post-colonial francophone writers use aspects of the genre to critique French colonialism and neo-colonialism as well as political repression in independent francophone nations. Through texts and films, this course will consider traditional models of the detective fiction genre and the ways in which this form of popular culture serves as a vehicle for cultural expression and political dissent. The reading list will include works by writers such as Didier Daeninckx(Belgium), Driss Chraibi (Morocco), Yasmina Khadra (Algeria), and Patrick Chamoiseau (Martinique), along with relevant theoretical and historical readings.
Class time: 40% lecture, 40% Discussion, 20% films, presentations
Exam format: IDs, essay
Work load: 60 pages of reading per week, 8-12 pages of writing per semester

Fren 3380 Modern Times: Literature of the 19th and 20th Centuries
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3101
Instructor: Robinson, Peter H
Description: This course will examine the changing relations between the arts, politics and science in France from the early 19th century to mid 20th century. Questions will range from: How does the definition of the role of the artist change over the course of these two centuries? How do scientific advance and political climate influence, and in turn become influenced by, these changes? How does the representation by and of women change? What, for instance, do the trails of Baudelaire, Flaubert, and Manet tell us about French society at the time? What is the 20th century's response to 19th century attitudes? We will explore these and other questions through close readings of selected texts written between 1830 and the 1960s.

Fren 3501 Structure of French: Phonology
(Sec 001); Credit will not be granted if credit has been received for: FREN 5501, FREN 5501; 3 cr; prereq 3014, 3015, Ling 3001 or instr consent
Instructor: Kerr, Betsy Jean
Description: The first of a two-semester sequence on the linguistic description of the French language. Advanced study of French pronunciation/phonetics. Students must have already taken Fren 3014 or its equivalent, or have the instructor's permission. Course text: Trenel, "The Sounds of French." The text is a detailed treatment (in English) of all aspects of the sound system of French. Class lecture and discussion, assignments and tests in French. Material is often very detailed and requires memorization of complex rules, such as those governing deletion of schwa or 'mute e' liaison, or the realization of mid-vowels. This course is more theoretical than practical in its orientation; i.e., there are no practical exercises for the purpose of improving one's accent (see Fren 3014 for that). Regular homework assignments verifying mastery of readings, corrected in class. Comparison of English and French phonetics. Correspondence between orthography and pronunciation. Some attention to stylistic, regional, and free verse in French phonology. Some time will be spent examining oral texts for verification of the description presented in Trenel and other standard treatments. Especially recommended for students intending to teach French.
Class time: 25% lecture, 75% Discussion
Work load: 25 pages of reading per week, 4 exams, 10 to 15 assignments (application exercises)
Grade: 20% final exam, 20% problem solving, 60% 3 exams
Exam format: short answer, problems

Fren 3601 French Civilization and Culture I
(Sec 001); 3 cr; prereq 3015; meets CLE req of International Perspect Theme
Instructor: Smith, Alan Kim
Description: In this course, we will study major cultural, social and historical currents that shape the evolution of French society from the early Middle Ages to the Baroque. Rather than attempt a global treatment of this vast subject, our discussions will concentrate on close readings of exemplary texts, artwork and historical issues. We will frame these readings according to a number of cultural problems and tropes, such as feudalism, the emergence of a private sphere, allegorical representation, Romanesque and Gothic styles, Scholasticism, Humanism, absolute monarchy, Cartesian subjectivity, and the tension between neo-classical and baroque movements, to name just a few. Classes will combine independent projects with review and discussion of the major developments.

Fren 3710W Reading Libertinage: Dangerous Lessons in Translation
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Non [major or minor] in French or [French [major or minor], instr consent]; students [majoring or minor] in French arrange work in French [reading, writing] with instructor; meets CLE req of Citizenship/Pub Ethics Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive
Instructor: Cherbuliez, Vallette
Description: What does it mean to be libertin? From its Latin origins describing an individual freed from servitude, the term has come to apply to individuals of loose sexual morality who resist all moral and social constraints. Even - or especially - today, the relationship between the extremes of philosophy, practice, and morality is hard to pin down. Is libertinage an extension of Sceptical philosophy, or an excuse for pornography and an incitement to violent behavior? What comes first, a practicite (libertine), a philosophy or system (libertinism), or a character (the libertine)? More generally, what is the relationship between fiction and practice, between what we imagine and what we do? We will be reading texts about underground, liminal, subversive, or impossible philosophical countercultures that work to transform society by imagining the impossible and by pushing society to its limits. We will discover why society always has a philosophical underground and how it shapes our understanding of the individual's responsibilities in society. What is the role of the philosopher in civil society? Must we always have elements of society (cunts, terrorists, fashion designers) who push the limits of what is acceptable? As we discuss the shifting notions of acceptable or moral behavior through an examination of groups who thoughtfully push the limits on what is even imaginable, we will be considering the role of philosophizing and imagining in the creation of society. No French Necessary.
Class time: 25% lecture, 75% Discussion
Work load: If you would like to take this class for credit toward the French major or minor, you absolutely must make an appointment with the instructor. Satisfies WI requirement and Citizenship/Ethics LE requirement

Fren 4101W Seminar in French Studies
(Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive
Instructor: Preckshot, J E
This information is accurate as of: 5/26/2004 at 3:43 PM
FrIt 5999 Teaching of French and Italian: Theory and Practice
(Sec 001); 3 cr
Instructor: Mougel, Patricia M.
Description: This course is designed primarily for new graduate students who will be teaching language courses in the Department of French and Italian, but is open to advanced undergraduates as well. The course is taught primarily in English. Course goals are both theoretical and practical: 1) To understand language acquisition theory as applied to foreign language instruction and the current context of foreign language instruction at the college level. 2) To gain a better understanding of the Natural Approach, including both its theoretical foundations and its practical implementation. 3) To gain a better understanding of the processes involved in learning and teaching a foreign language and its culture(s) with respect to each of the four skills (reading, writing, listening, speaking). 4) To understand how current theory translates into practice through various practical activities. 5) To acquire a critical, reflective attitude about one's own teaching. Assignments include the following: course readings (80-100 pages/week), reports of several class observations, journals, preparation of teaching and testing activities (pedagogical materials portfolio), summaries of professional articles and a final oral presentation on a topic of interest to the student.

Class time: 40% lecture, 60% Discussion

Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers, oral presentation; peer review; bibliography; short assignment
Grade: 15% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 10% class participation, 15% peer review
Exam format: I.D.’s; essay

Fren 5301 Critical Issues in French Studies
(Sec 001); 3 cr; prereq Grad or instr consent
Instructor: Brewer, Daniel
Description: Part of the seminar will consist of an "Introduction to Literary Theory" in which we will read some of the most influential figures of twentieth-century French literary criticism and critical thought. The aim will be to articulate the major concepts defining critical study in French, as well as the tensions, transformations, and radical shifts in this conceptual field. These concepts include "author" and "writer" (the question of the agency), "work" and "text" (the question of form), "language" and "writing" (the question of symbolic system). Other such grounding concepts of the discipline include "history," "literature," "subject," "desire," "canon," "gender," "poetics," "ideology" and "culture," to name only these. Our discussion will be related to specific literary texts read in context by the class. The institution of French Studies will be placed in an historical and national perspective, through selections from the master teachers of 19th century France. A segment of the course will be devoted to research techniques, including print and electronic media.

Class time: 40% lecture, 60% Discussion
Work load: 75-100 pages of reading per week, 20-25 pages of writing per semester, 2-3 papers
Grade: 50% written reports/papers, 20% special projects, 20% in-class presentations, 10% class participation

French and Italian
260 Folwell Hall: 612/624-4308

Frit 5999 Teaching of French and Italian: Theory and Practice
(Sec 001); 3 cr
Instructor: Mougel, Patricia M.
Description: This course is designed primarily for new graduate students who will be teaching language courses in the Department of French and Italian, but is open to advanced undergraduates as well. The course is taught primarily in English. Course goals are both theoretical and practical: 1) To understand language acquisition theory as applied to foreign language instruction and the current context of foreign language instruction at the college level. 2) To gain a better understanding of the Natural Approach, including both its theoretical foundations and its practical implementation. 3) To gain a better understanding of the processes involved in learning and teaching a foreign language and its culture(s) with respect to each of the four skills (reading, writing, listening, speaking). 4) To understand how current theory translates into practice through various practical activities. 5) To acquire a critical, reflective attitude about one's own teaching. Assignments include the following: course readings (80-100 pages/week), reports of several class observations, journals, preparation of teaching and testing activities (pedagogical materials portfolio), summaries of professional articles and a final oral presentation on a topic of interest to the student.

Class time: 40% lecture, 60% Discussion

Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers, oral presentation; peer review; bibliography; short assignment
Grade: 15% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 10% class participation, 15% peer review
Exam format: I.D.’s; essay

Fren 4970 Directed Readings
(Sec 001-005); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent
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 4970 Directed Readings
(Sec 001-005); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent
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 4970 Directed Readings
(Sec 001-005); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent
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.

GC 712 Introductory Algebra, Part I
(Sec 002, 003); 0 cr; prereq [4 cr equiv]; GC math placement;
credit will not be granted if credit received for: 0616, 0621, 0716, 0721, 0722, 1435
Instructor: Duranczyk, Irene M Stehlik, Barry Jon
Description: The first part of a mastery based algebraic developmental mathematics course designed to prepare students to succeed in a college-level mathematics course. The course covers beginning algebraic concepts and skill development in a supportive but structured setting. This course will primarily use class discussion and group work to explore and review algebra concepts and skills. Information on math study skills, ways to reduce math anxiety, math as a social/cultural activity and problem solving are infused throughout the class. The course builds skills in Cartesian coordinate graphing of linear equalities and inequalities; evaluating linear equations; performing basic operations within the real number system. Properties, concepts, and procedures of arithmetic, fractions, percents, unit conversions, and simple geometric figures; signed numbers, algebraic expressions, equations, inequalities, and word problems will be reviewed. Graphing calculators will be used extensively for concept building. Purpose: For students who need a brief review of arithmetic before studying beginning algebra and who would like to study at a slower pace (30 weeks vs. 15 weeks) than that of GC 0721. Along with 0713, 0712 covers the concepts and procedures of a first course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a major research university. Also serves as a safety net for students who have difficulty in 0721 or 0731.

Class time: 10% lecture, 50% Discussion, 40% discovery-based, project-based activities
Work load: 40 pages of reading per week, 15 pages of writing per semester, 5 exams, 3 papers
Grade: 30% mid-semester exam(s), 20% final exam, 30% special projects, 10% quizzes, 10% lab work, 10% problem solving
Course URL: http://www.gen.umn.edu/faculty_staff/duranczyk/math/irene.htm

GC 721 Introductory Algebra
(Sec 001-005); 0 cr; prereq [4 cr equiv]; GC math placement; credit will not be granted if credit received for: 0616, 0617, 0621, 0712, 0713, 0716, 0717, 0722, 1435;
Instructor: STAFF
Description: Type: The primary source of new material will be lectures given by the instructor, who will explain concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 50% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0722 for a version of this
course done via interactive multimedia computer software. Purpose: Cover the concepts and procedures of a first course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Skill at working problems involving whole numbers, fractions, decimals, and percents. Content: Real number operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Time (hours per week) Class: 4, Reading: 1, Writing: 1, Studying: 2, Homework: 6 Homework: Read text, work 10-40 problems each day. Exams: Quiz each week. Six 50 minute closed-book exams; two hour comprehensive closed-book final. Exams are problem oriented (e.g., "Solve this equation") Next course in sequence: Intermediate Algebra, GC 0731 or GC 0732. Class time: 50% lecture, 50% Discussion Work load: 40 pages of reading per week, 6 exams, Some sections use computer mediated instruction. Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving. Exam format: Problems to solve.

GC 722 Introductory Algebra (Computer) (Sec 001-003); 0 cr; prereq [4 cr equiv]; GC math placement; credit will not be granted if credit received for: 0616, 0617, 0621, 0713, 0716, 0717, 0721, 1435 Instructor: STAFF Description: Type: Computer-mediated instruction where students learn new material using interactive multimedia computer software. You will be on the computer about 70% of each class period. The rest of the time you will be working on algebra problems and taking quizzes and exams. During the class period the instructor will provide individual help. This course is not self-paced; you must follow a set schedule for check points, homework, quizzes, and exams. For a traditional lecture/discussion version see GC 0721. Purpose: Covers the concepts and procedures of a first course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Skill at working problems involving whole numbers, fractions, decimals, and percents. Content: Real number operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Time (hours per week) Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6 Homework: Read text, work 10-40 problems each class day. Next course in sequence: Intermediate Algebra, GC 0731 or GC 0732. Exam format: Exams: Daily checkpoints (one question mini-quizzes). Six 50 minute closed-book exams. Two hour comprehensive closed-book final. Exams are problem oriented (e.g., "Solve this equation") Problems to solve.

GC 731 Intermediate Algebra (Sec 001-008); 0 cr; prereq [4 cr equiv]; grade of at least C in [0713 or 0717 or 0721 or 0722] or GC math placement; credit will not be granted if credit received for: 0618, 0625, 0631, 0732, 1443, 1444, 1445, 1446 Instructor: STAFF Description: GC 0731, Intermediate Algebra, is the second course of a two-semester sequence in developmental mathematics. Students work on mastering algebraic skills and concepts in a cooperative learning environment as preparation for future success in subsequent math and math-related courses. Students enrolling in this section will work on learning math concepts and developing skills through exploration and discovery, applying math to real-world situations, and exploring cultural contexts of math. The course covers topics including linear and nonlinear functions; graphing; rational, radical, exponential, and logarithmic expressions and equations; quadratic equations; systems of linear equations; probability and counting; and problem-solving techniques. This section emphasizes functional thinking and modeling throughout the semester. PREREQUISITES: Students enrolling in GC 0731 should have mastery of basic arithmetic and introductory algebraic skills. Students should be placed in GC 0731 after having taken the GC Math Placement Exam and/or advised to take this course, or after receiving a grade of at least C in Introductory Algebra (GC 0713, 0717, 0721, or 0722).

Class time: 25% lecture, 55% Discussion, 20% Laboratory Work load: 20 pages of reading per week, 5 pages of writing per semester, 4 exams, 2 projects, weekly journal writing Grade: 40% mid-semester exam(s), 20% final exam, 20% special projects, 10% lab work, 10% problem solving Exam format: problem-solving, short-essay, and multiple choice problems to solve. Course URL: http://webct.umn.edu

GC 732 Intermediate Algebra (Computer) (Sec 001-003); 0 cr; prereq [4 cr equiv]; grade of at least C in [0713 or 0717 or 0721 or 0722] or GC math placement; credit will not be granted if credit received for: 0618, 0625, 0631, 0731, 1443, 1444, 1445, 1446 Instructor: STAFF Description: Type: Computer-mediated instruction where students learn new material using interactive multimedia computer software. You will be on the computer about 70% of each class period. The rest of the time you will be working on algebra problems and taking quizzes and exams. During the class period the instructor will provide individual help. This course is not self-paced; you must follow a set schedule for checkpoints, homework, quizzes, and exams. For a traditional lecture/discussion version see GC 0731. Purpose: Covers the concepts and procedures of a second course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Skill at working with real numbers, expressions, equations, exponents, polynomials, rectangular (x-y) graphs, factoring, and word problems. Content: Rational expressions, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. Time (hours per week) Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6 Homework: Read text, work 10-40 problems each class day. Next course in sequence: This course prepares you for Math 1031 College Algebra, Math 1051/1151 Precalculus, and GC 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement). Exam format: Exams: Daily checkpoints (one question mini-quizzes). Six 50 minute closed-book exams. Two hour comprehensive closed-book final. Exams are problem oriented (e.g., "Solve this equation") Problems to solve.

GC 1041 Developing College Reading (Sec 001, 500, 502); 2 cr; max crs 6, 3 repeats allowed; prereq Non-native speaker of English, CE enrollment, instr consent Instructor: STAFF Description: Comprehension and study strategies for reading college-level textbooks. Previewing a textbook for content and organization, underlining and making margin notes, outlining, anticipating test questions, and interpreting academic vocabulary. For students in the Commanding English Program. Paired with a designated content course. Class time: 25% lecture, 75% Discussion Work load: 30-50 pages of reading per week, 30 pages of writing per semester, group presentations, small project Grade: 10% written reports/papers, 10% special projects, 10% quizzes, 20% in-class presentations, 10% class participation, 40% Reading notes, summaries, other homework Exam format: varies across sections

GC 1076 Career Planning Strategies (Sec 001-003); 2 cr; prereq Recommend 12 credits minimum Instructor: STAFF Description: How to become more effective in work and personal life though knowledge of and skills in career development. Course reflects major issues in career and major planning. Aspects of self-understanding and self-management, the importance of human relations in career success, and information to help career-minded students capitalize on their education, experiences, and talents in the job search. Class time: 40% lecture, 20% Discussion, 40% small group Work load: 10-15 pages of reading per week, 10 pages of writing per semester, 3 papers
GC 1082 Academic Development Seminar: Supplemental Instruction in the Sciences
(Sec 001-005); 1 cr; A-F only; prereq [1081 or 1085], concurrent enrollment [specific content course], adviser approval
Instructor: STAFF
Description: GC 1082 001 is designed as a companion class to GC 1135 Biological Sciences: The Human Body (also see: http://gen.edu/faculty_staff/jensen/1135/). GC 1082 002 is designed as a companion class to GC 1166 Principles of Chemistry. GC 1082 003 is designed as a companion class to GC 1163 Physical Systems: Principles and Practices. The purpose of these classes is to provide the students with additional time to process the materials presented in the companion class lectures. The course is developmental in nature and offers a variety of relevant exercises including: small group discussions, interactive in-class activities, worksheets, and practice tests and quizzes. An element imbedded into this course is study skills such as note taking, time management, previewing and reviewing materials, and test taking strategies, which can be applied to other University course work.
Class time: 10% lecture, 40% Discussion, 50% group activities
Work load: 2 hrs/wk on worksheets, flashcards, and activities
Grade: 10% quizzes, 25% class participation, 65% worksheets
Exam format: multiple choice

GC 1135 Human Anatomy and Physiology
(Sec 017); 4 cr; prereq BC; meets CLE req of Biological Sciences/Lab Core
Instructor: Jensen, Murray Stowe!!Morse Alumni Award!!
Description: GC 1135, Human Anatomy and Physiology, is a developmental education course intended for freshmen in General College. The course has both a traditional lecture and laboratory component. The lecture section of the course is organized around body systems, e.g., the digestive system. While in lecture, students will take notes, watch multi-media presentations, and do some group work. The lab sections of the course focus primarily on organ dissection, e.g., eye, heart, etc. In addition to lecture and lab, the course also meets for one hour per week in a computer lab where students work in groups to complete quizzes, work on review activities, and complete computer projects, such as authoring web pages. Assignments completed in the computer room involve extensive use of cooperative groups. Please look up the GC 1135 website for more details: http://www.gen.umn.edu/faculty_staff/jensen/1135/
Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 30 pages of reading per week, 4 exams, 1 papers, There are two projects in this course: a "read a book" project, and a "do something cool" project. See the course website for details.
Grade: 20% mid-semester exam(s), 20% final exam, 15% special projects, 15% quizzes, 30% lab work
Exam format: multiple choice
Course URL: http://www.gen.umn.edu/faculty_staff/jensen/1135/

GC 1251 World History: Since 1500
(Sec 003); 4 cr; prereq BC; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme
Instructor: Arendale PhD, David R
Description: While this course is targeted for first-year students who are non-majors in history, it has broad appeal and utility for students who wish to expand their knowledge and perspectives. It is designed to examine world history and the profound and enduring ideas that have influenced the development of global, political, social, and economic systems. It will explore civilizations of the world by placing historical events, customs, and cultures in a global context. The format will focus development of civilizations from a broad viewpoint. Objectives include: Identify and discuss intellectually the themes, concepts, and influences central to the development of the modern world; Read, critically discuss, and evaluate in both written and oral form the major themes in world history; Further develop intellectual skills of analysis, synthesis, critical evaluation, and application through completion of course; Encourage the development of a critical perspective toward the study of history by promoting the reevaluation of student assumptions, opinions, myths, and historical interpretations; Develop an aesthetic appreciation; Promote the understanding of the effects historical developments had on the lives of women and common people; and Develop an informed historical perspective and greater awareness of and respect for individual, cultural, ethnic, and religious differences.
Class time: 75% lecture, 20% Discussion, 5% Audio-visual presentations; The use of historical documents, computer resources, texts, films, small group discussions, and lecture presentations will be combined to create a comprehensive view of the major cultures of the world.
Work load: 40 pages of reading per week, 4 exams
Grade: 25% final exam, 15% quizzes, 60% Three unit exams during the term
Exam format: Combination of matching, multiple choice, and short answer essay
Course URL: http://arendale.org

GC 1311 Art: General Art
(Sec 004, 006); 3 cr; prereq BC; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core
Instructor: James, Patricia Stehlik, Barry Jon
Description: How do we make sense of art? What is metaphoric thinking? How and why do artists communicate ideas and feelings? How are the arts relevant to our lives? This is an introductory art course in which students learn about art by actively looking, listening, reading, talking, and writing about it. We will explore art forms made in diverse American and international cultures. By looking at the visual arts, listening to music, and watching videos of artists and performances, students will experience art in a number of different ways. As a class and individually, students will take several trips to art galleries and museums. Assignments include reflective, expressive, and critical writing; quizzes; reading responses; and small group and all-class discussions and exercises.
Class time: 33% lecture, 33% Discussion, 33% videos, music, and in-class activities
Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 papers, 26 reflective writing entries
Grade: 33% written reports/papers, 33% class participation, 33% reflective writing

GC 1421 Writing Laboratory: Basic Writing
(Sec 001, 054); 3 cr; prereq BC
Instructor: STAFF
Description: This course introduces students to basic writing strategies that are encountered in college-level courses. It operates under the assumption that students will practice their writing frequently and gain regular feedback from the instructor. The course is given in computer labs, and active learning is an emphasis in all sections. Authors in the course center around the topic of education. This course is for undergraduates.
Class time: 10% lecture, 15% Discussion, 75% various writing exercises. (Percentages vary by section)
Work load: 60-80 pages of reading per week, 35-40 pages of writing per semester, 1 exams, 11 papers

GC 1422 Writing Laboratory: Communicating in Society
(Sec 001-004); 3 cr; prereq grade of at least D in [1421 or equiv]; credit will not be granted if credit received for: 1423 or 1424 or Rhet 1101
Instructor: STAFF
Description: The content in this course, as in GC 1421, is writing for college. Topics around which student writing is assigned varies, but in all cases, the emphasis for the course is on developing such skills as argumentation, writing with the use of sources, and research documentation. Undergraduates take this course.
Class time: 10% lecture, 25% Discussion, 65% writing
Work load: 70 pages of reading per week, 40 pages of writing per
GC 1454 Statistics
(Sec 006); 4 cr; prereq grade of at least C in 0731 or equiv; credit will not be granted if credit received for: Stat 1001; meets CLE req of Mathematical Thinking Core
Instructor: delMas, Robert Claude Stehlik, Barry Jon
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, 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.
Class time: 25% lecture, 15% Discussion, 60% Laboratory
Work load: 50 pages of reading per week, 15 pages of writing per semester, 5 exams, 2 papers
Grade: 40% mid-semester exam(s), 10% final exam, 25% written reports/papers, 15% lab work, 10% problem solving
Exam format: Open-ended problems and short answer questions, some multiple choice
Course URL: http://www.gen.umn.edu/faculty_staff/delmas/gc_1454_course/syllabus .html

GC 1461 Oral Communication in the Public Sphere
(Sec 001, 005-007); Credit will not be granted if credit has been received for: RHET 1223, RHET 1223, RHET 1223, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; prereq BC; meets CLE req of Citizenship/Publ Ethics Theme
Instructor: Trites, Jill K
Description: This course provides an introduction to the fundamental practical skills necessary for effective oral communication and critical thinking through a combination of lecture and discussion, group work, readings, written work, and classroom delivery of speeches. The objectives of the course include: 1) To gain the knowledge and skills necessary for effective oral communication; 2) To examine the civic and ethical responsibilities of oral communicators; 3) To investigate the nature of the public sphere as a space for deliberation and debate; 4) To learn to research, prepare, and deliver a public speech on an issue of social significance to the community; 5) To learn to adapt oral messages to politically diverse audiences and contexts; 6) To develop critical thinking skills and become a more critical consumer of oral and written communication in everyday life; and 7) To examine the role of public oral communication in the democratic process. This class meets the CLE requirement for Citizenship/Ethics. Students who have completed the course describe it as "practical, interesting, and essential for building better communication skills." The course is open to undergraduate students who are interested in improving their oral communication skills. Students will present three individual speeches (speech of belief, informative, and persuasive speaking) and participate on a debate team working with topics of social significance.
Class time: 30% lecture, 35% Discussion, 35% classroom speeches
Work load: 40-50 pages of reading per week, 10 pages of writing per semester, 6 papers, 3 formal classroom speeches, ranging three to nine minutes in length
Grade: 20% written reports/papers, 20% quizzes, 45% in-class presentations, 15% class participation
Exam format: Students have the choice of taking either essay quizzes of multiple choice quizzes
Course URL: http://www.gen.umn.edu/faculty_staff/trites/1461.htm

GC 1513 Small Business Fundamentals With E-Business Applications
(Sec 001, 002); 3 cr; prereq TC
Instructor: STAFF
Description: This course is for current and future entrepreneurs who want to expand their knowledge about starting and/or expanding a small business. Topics include: researching business opportunities, determining target markets, analyzing potential business sites, marketing, financing the small business and writing the prospectus (the plan for starting the business). The course is set up as a "nuts and bolts" course for people serious about becoming entrepreneurs.
Class time: 30% lecture, 5% Closed Circuit TV, 30% Discussion, 35% In-class exercises on setting up and operating a small business
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 papers, 2 "field" exercises examining existing small businesses
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 15% special projects, 10% quizzes, 0% writing a business plan
Exam format: 50% multiple choice; 50% essay

GC 1571 Introduction to Microcomputer Applications
(Sec 001-006); 4 cr; prereq 0713 or 0717 or 0721 or 0722 or equiv; credit cannot be granted if credit has already been received for: 1573, or 1574
Instructor: STAFF
Description: Type: Hands-on lab course where class time is spent working on computers. Instructor helps students individually and does not lecture. Students may do much of the work on their own computer (Mac or Windows) outside of class if they have Word, Excel, and PowerPoint. Purpose: Designed for students who want an introduction to the concepts and skills of word processing, spreadsheet, and presentation software. Course assumes no prior computer experience and moves student to advanced beginner level. Prerequisite: Elementary algebra. Content: Basic concepts (5%); word processing (35%) where students learn about entering numeric and text data, formatting cells and worksheets, creating formulas, making decisions using IF/THEN/ELSE logic, lookup tables, conditional formatting, creating graphs, and integrating graphs in Word documents; presentation software (20%) where students create, edit, and display presentations that include text, graphics, sound, and animation. Time (hours/week) Class: 4; Reading: 2; Writing: 0; Studying: 1; Homework: 5. Students have to do a significant amount of work outside of class reading and working on their own computer or a computer in a University lab. Homework: 23 computer-based projects. Exams: One closed-book final exam done on the computers in the classroom.
Class time: 100% Work on computers
Work load: 50 pages of reading per week, 1 exams, Homework: 23 computer-based projects.
Grade: 40% final exam, 60% problem solving
Exam format: One closed-book final exam done on the computers in the classroom. Students demonstrate their mastery of Work, Excel, and PowerPoint.
Course URL: http://www.tc.umn.edu/%7Edroberts/

GC 1851 Multicultural Relations
(Sec 001-004); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme
Instructor: STAFF
Description: This course is designed for undergraduate students. the course examines the nature of historical and contemporary multicultural relationships within American society. It looks at inter-cultural, inter-ethnic, interracial and cross-gender relationships from both a historical and contemporary perspective. The examination of these issues will help develop methods to analyze and construct connections between systems that devalue, degrade, dehumanize and destroy individuals and groups. The goals and purposes of this course are to enhance effectiveness in analyzing how power, resources,
cultural standards and institutional practices and procedures are used to perpetuate the oppression of various groups in the past and the present. History impacts what we think and do today. The past is in our business with each other today. A result of this analysis is that student's knowledge and skills can be strengthened in helping heal or transform relationships with others who are different and have been negatively impacted by racism, sexism, classism and other oppressive elements in personal, institutional and public life. Consideration of these complicated issues will enhance student's ability to formulate ways of developing more healthy human and multicultural relationships.

**Course Information**

**Course Title:** Genetics, Cell Biology and Development  
**Course Code:** GC 2271W  
**Section:** 6-160 Jackson Hall: 612 6243110

**Instructor:** Jacob, Walt

**Description:** In this course we will learn how to question understandings about our social worlds. The ?stories? we use to comprehend society include both narratives (words used in sequential detail) and non-narratives (images, sounds, designed objects), and come from a variety of sources (?storytellers?), such as family and friends, ghosts, the media (TV, movies, music), politics, religion, architecture, fashion, and schools. We will explore multiple ideas about who we (as individuals and as members of social groups) were, are, and should be, learning that some ideas serve some individuals, groups, and social structures at the expense of others. Using the concepts and research methods of cultural studies, we will explore the configurations and practices of several social formations in contemporary American society (and in an increasingly global society).

In sum, we will learn to write our own stories and tell the tales that will connect seemingly isolated moments of discourse ? histories and effects ? into a narrative that helps us make sense of transformations as they emerge? (Anne Balsamo, Technologies of the Gendered Body).

**Class time:** 50% lecture, 50% discussion

**Work load:** 25-50 pages of reading per week, 20-25 pages of writing per semester, weekly short reflection papers, weekly online discussion, 2 essays, 1 final project

**Grade:** 30% essays; 30% final project; 20% reflection papers; 20% WebCT work

**Additional Information:**

- **Writing Intensive Guidelines (Directed Studies 4793W):**
  - Students will be required to write a 10 to 15 page paper in the format of a scientific review article. This paper will contain an introduction that presents an overview of the research topic and several subsections that describe aspects of the topic in detail. The conclusion section will summarize the information presented in the review article, comment on its significance, and propose future research directions. Articles from the literature, or other reference sources, that were cited in the paper will be listed in the Reference section. The faculty mentor will provide students with general guidelines on writing a scientific review article that outlines the sections to be included. A recently published review article in the student's research area may serve as a model. The mentor will help guide the student in selection of an appropriate topic to be reviewed and be available for discussions. Throughout preparation of the initial drafts of the paper, the mentor will advise the student with regard to organization and presentation of the information (graphs, diagrams, tables, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the review article based on the mentor's comments.

- **Directed Research: Writing Intensive (GC 4794W):**
  - Students will be required to write a 10 to 15 page paper in the format of a scientific article. This paper will contain an introduction that surveys the current literature in the student's area of research. The materials and methods section will outline the techniques and approaches used in the research project, and the results section will present the experimental findings. The discussion section will analyze the data, present interpretations of the data, and compare their results with the experimental findings reported by others. Students will receive general guidelines on writing a scientific paper that outlines the sections to be included. A recent published article in the student's research area will serve as a model. Throughout preparation of the initial drafts of the paper, the mentor will advise the student in data presentation (graphs, figures, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the paper based on the mentor's comments.

- **Directed Studies (GC 4993):**
  - Students will be required to write a 10 to 15 page paper in the format of a scientific review article. This paper will contain an introduction that presents an overview of the research topic and several subsections that describe aspects of the topic in detail. The conclusion section will summarize the information presented in the review article, comment on its significance, and propose future research directions. Articles from the literature, or other reference sources, that were cited in the paper will be listed in the Reference section. The faculty mentor will provide students with general guidelines on writing a scientific review article that outlines the sections to be included. A recently published review article in the student's research area may serve as a model. The mentor will help guide the student in selection of an appropriate topic to be reviewed and be available for discussions. Throughout preparation of the initial drafts of the paper, the mentor will advise the student with regard to organization and presentation of the information (graphs, diagrams, tables, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the paper based on the mentor's comments.

- **Directed Research (GC 4994):**
  - Students will be required to write a 10 to 15 page paper in the format of a scientific article. This paper will contain an introduction that surveys the current literature in the student's area of research. The materials and methods section will outline the techniques and approaches used in the research project, and the results section will present the experimental findings. The discussion section will analyze the data, present interpretations of the data, and compare their results with the experimental findings reported by others. Students will receive general guidelines on writing a scientific paper that outlines the sections to be included. A recent published article in the student's research area will serve as a model. Throughout preparation of the initial drafts of the paper, the mentor will advise the student in data presentation (graphs, figures, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the paper based on the mentor's comments.

- **Directed Studies (GC 4993):**
  - Students will be required to write a 10 to 15 page paper in the format of a scientific review article. This paper will contain an introduction that presents an overview of the research topic and several subsections that describe aspects of the topic in detail. The conclusion section will summarize the information presented in the review article, comment on its significance, and propose future research directions. Articles from the literature, or other reference sources, that were cited in the paper will be listed in the Reference section. The faculty mentor will provide students with general guidelines on writing a scientific review article that outlines the sections to be included. A recently published review article in the student's research area may serve as a model. The mentor will help guide the student in selection of an appropriate topic to be reviewed and be available for discussions. Throughout preparation of the initial drafts of the paper, the mentor will advise the student with regard to organization and presentation of the information (graphs, diagrams, tables, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the paper based on the mentor's comments.

**Genetics, Cell Biology and Development**

**6160 Jackson Hall: 612 6243110**

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This information is accurate as of: 5/26/2004 at 3:43 PM
student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature.

GIS 5036 Molecular Cell Biology
(Sec 001); 3 cr; prereq Biol 4004 or instr consent; [sr or grad student] recommended
Instructor: STAFF
Description: The Molecular Cell Biology course is designed for advanced undergraduates and beginning graduate students in biological sciences. This course will cover major subjects of modern Cell Biology with emphasis on the experimental approach and provide opportunity for students to become acquainted with reading and evaluating original scientific papers. Instruction will combine an overview of each topic with analysis of scientific papers to illustrate development of new concepts and use of experimental results to formulate and test hypotheses. Modern, integrative approaches that combine cell and molecular biology, biochemistry, and genetics to investigate cell organization and function will be emphasized. Topics will include membranes, signaling, extracellular matrix, secretion, endocytosis, the cytoskeleton, and the nucleus. These subjects are central to eukariotic cells, and will be considered with regard to the cellular mechanism of human disease. Required reading usually will include one research paper accompanied by a short review article per lecture. These papers should be read before the class and will be discussed during the lecture. We also suggest to use Molecular Cell Biology, Darnell, Lodish, Baltimore (Scientific American Books) as an excellent supplementary text for a review or background reading.

Class time: 80% lecture, 20% Discussion
Work load: In order to gain experience in critical evaluation of current literature, two research papers will be selected for written critiques. Undergraduates and graduate students are graded separately in this class.

Grade: 25% mid-semester exam(s), 25% final exam, 10% class participation, 40% Take-home critique (2) of a research paper which each be worth 20% of the grade.

Exam format: in-class written exam (short essays format)

Geographic Information Science
414 Social Science Building: 612/625-6080

GIS 5555 Basic Spatial Analysis
(Sec 001); 2 cr; prereq Stat 3001 or equiv
Instructor: Skaggs, Richard H
Description: An introduction to the basic analyses of data with spatial (locational) information that are often not covered in introductory statistics courses. A first course statistics is assumed and a prerequisite. Topics covered included exploratory data analysis (e.g., boxplot maps); descriptive statistics of point data (e.g., mean center, median center, standard distance circle, standard deviation ellipse, nearest neighbor, and K function); descriptive statistics for line data (e.g., sinuosity indices); descriptive statistics for polygon data (e.g., shape indices); spatial autocorrelation; inferential statistical analysis of point data and polygons; and descriptive analysis of patches and landscapes. The topics covered in a basic statistics courses are extended to spatial (two dimensional data) as a basis for more advanced course work in spatial modeling and analysis.

Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 30 pages of reading per week, 20 pages of writing per semester, 2 exams, 7 laboratory exercises
Grade: 25% mid-semester exam(s), 50% final exam, 25% lab work
Exam format: Problem solving

Geography
414 Social Sciences Building: 612/625-6080

Geog 1301W Introduction to Human Geography
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; 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.

Class time: 55% lecture, 30% Discussion, 15% films/videos
Work load: 50 pages of reading per week, 15 pages of writing per semester, 3 exams, 3 papers
Grade: 25% mid-semester exam(s), 25% final exam, 20% written reports/papers, 10% special projects, 20% class participation
Exam format: Mostly essay; some short answer
Course URL: http://www.geog.umn.edu/courses/1301

Geog 1403 Biogeography of the Global Garden
(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Biological Sciences/Lab Core; meets CLE req of
Environment Theme  
Instructor: Shuman, Bryan Nolan  
Description: A wide variety of plants and animals exist on Earth and many different factors control why different places have different communities of species. The geographies of plants and animals constantly change and the changes contribute to the evolving diversity of places. Why is Minnesota full of prairies, pine forests, oak savannas, lakes and wetlands? Why are there so many other types of ecosystems around the world? Why do certain crops grow in some places, but not in others? The course examines questions like these and the geographical dynamics of Earth's biota, including the biodiverse and productivity of plant and animal communities. Students will learn about the influence of ecological, climatic, and soil processes on the distributions of plants and animals, both globally and locally, as in an individual forest stand or prairie patch. In addition, students we will examine the political processes that make decisions that affect the biosphere. In the laboratory sections, students will make observations, and use mapping and computer-based studies to test hypotheses about the distributions and spatial behavior of plants and animals. The exercises will help students to understand (1) how the interactions of organisms with their environment vary geographically, and (2) how factors, such as climates and soils, control on biotic distributions.  
Class time: 60% lecture, 40% Laboratory  
Work load: 40 pages of reading per week, 6 exams  
Grade: 10% special projects, 60% quizzes, 30% lab work  
Exam format: Mixture of multiple choice, essay and map questions

Geog 1425 Introduction to Meteorology  
(Sec 001); 4 cr; prereq both Geog 1425 and 1426 must be completed to count for Phys Sci/L Core req; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core  
Instructor: Klink, Katherine  
Description: By taking this course I hope you will: 1) Learn about weather and climate, the physical laws that govern the atmosphere, the current tools and technologies used to study the atmosphere, and become able to interpret weather and climate data. 2) Experience and gain insight into the nature of science and scientific uncertainty. 3) Become better able to evaluate critically scientific questions and claims, especially those concerning the atmosphere. Questions we will try to answer include: What makes the wind blow? Why are there clouds, fog, rain, and snow? What causes thunderstorms and tornadoes? How do satellites work? Do clouds make the earth warmer or cooler? What is the greenhouse effect, and should we be concerned about it? Each lecture includes a daily weather discussion, and lecture notes are available on the web. The integrated lab component focuses on making and interpreting weather events, understanding climatological statistics, making outdoor weather observations, and conducting in-class experiments. This course is targeted to non-science majors. It fulfills the CLE "Physical Science with Lab" core and "Environment" theme.  
Class time: 60% lecture, 10% Discussion, 30% Laboratory  
Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers  
Grade: 20% final exam, 10% written reports/papers, 35% problem solving, 25% two in-class exams during the semester (12.5% each)  
Exam format: multiple choice, short answer  
Course URL: http://www.geog.umn.edu/faculty/klink/geog1425

Geog 3141 Africa  
(Sec 001); Credit will not be granted if credit has been received for: AFRO 3141, AFRO 3141; 3 cr; meets CLE req of Environment Theme; meets CLE req of International Perspectives Theme  
Instructor: Menyah, David  
Description: Geography of Africa is a regional survey course. It introduces students to the human and environmental diversity of Africa and examines the effects of internal and external forces on the spatial organization of Africa economies and societies. Geographic (case) studies are used to discuss important developmental issues, or changes that reflect modern trends and gender conditions. The method is to examine selected regions and topics or themes in depth rather than to present general profiles of individual nations. This approach highlight the importance of culture in environmental and social change. Handouts (including current news reports), lecture units, slides/video documentaries and class discussions are used to provide the latest information available.  
Work load: 10-12 pages of writing per semester  
Grade: 20% mid-semester exam(s), 40% final exam, 20% written reports/papers, 0% Two map-based exams are worth 10%  

Geog 3361W Land Use, Landscapes, and the Law  
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets CLE req of Writing Intensive  
Instructor: Squires, Roderick H  
Description: Individuals, corporations, and governments use the nation's land, water, and air to produce goods (food products, houses, landmines, automobiles, software, and paperclips) and to provide services (education, freedom, health, and welfare). In doing so they construct the artifacts that we see and create the places that we recognize. Landscapes, assemblages of artifacts, and places represent the outcome of rational decisions made by individuals, corporations, and governments. These decisions are made, in part, against a backdrop of the incessant, and often acrimonious, national debate concerning the role and responsibility of the federal government. To understand the decisions, and thus truly appreciate landscapes and places, we must understand how the federal government operates, how individuals in the legislative, administrative, and judicial branches of the government reach consensus and compromise about social goals and appropriate individual, corporate, and governmental behavior, and so create incentives, and disincentives, for certain types of behavior. We will pay particular attention to some of the documents that are produced during the national debate, the outcome of which is usually termed 'federal policy'. The course examines landscapes and places as political statements that reflect a past and a present and provide a basis for a future. Target audience, undergraduates in any major.  
Class time: 60% lecture, 40% Laboratory  
Work load: 6 papers  
Grade: 100% written reports/papers  
Course URL: http://www.geog.umn.edu/faculty/squires/courses/336100.html

Geog 3376 Political Ecology of North America  
(Sec 001); 3 cr; prereq soph or jr or sr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme  
Instructor: Braun, Bruce Philip  
Description: This course examines the social, cultural, economic and political dimensions of environmental change and ecopolitics in North America. We will explore a number of key issues: (i) What we mean by 'nature' and the 'environment', how these meanings are contested and transformed in different cultural and political contexts, and how such meanings are materialized in the physical landscape; (ii) The relationship between ecological and social processes, and the theoretical approaches and analytical tools that help us understand these processes and relationships; and (iii) How and why the 'environment' becomes politicized at particular moments and by particular social groups. One of the main objectives of the course will be to develop critical perspectives on environmental politics in North America, and to begin to recognize how ecological problems are always social problems and vice versa. The course will focus on a number of case studies from various sites in Canada, the United States and Mexico. Students will be required to write a research paper that examines an aspect of a current environmental issue or conflict.  
Class time: 70% lecture, 30% Discussion  
Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers  
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 15% special projects, 15% class participation  
Exam format: Essay
Geog 3378 Third World Underdevelopment and Modernization
(Sec 001); 3 cr
Instructor: Sheppard, Eric Stewart
Description: This course examines the historical geography of global development, focusing on the last 50 years. We will study three issues: (i) Debates about what development means, and theories conceptualizing processes of development (from modernization theory to post-development and globalization theories); (ii) the relationship between human development and the biophysical environment (from colonial transformations of nature to global environmental warming), and (iii) the recent evolution of the world political economic system (examining trade, foreign direct investment, capital flows and geopolitics). Throughout, we will examine how historical continuities between colonialism and today's post-colonial world help illuminate geographical differences and inequalities in development and livelihood possibilities. We will also examine the relationship between material changes, and contested ideas and discourses about development and the good life. Students will write a research paper examining some aspect of development, in a country of their choice located outside the first world.
Class time: 70% lecture, 30% Discussion
Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation
Exam format: short and long essay questions

Geog 3379 Environment and Development in the Third World
(Sec 001); Credit will not be granted if credit has been received for: GLOS 3303; 3 cr; A-F only; prereq Soph or jr or sr; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme
Instructor: Samatar, Abdi Ismail
Description: This course has three objectives: (a) to advance students' knowledge of the history of capitalism as a global system, its dynamic nature and insatiable appetite for resources, and development; (b) to give students analytical tools to understand the relationship between this expansive system, its enormous productive and destructive capacity (social and ecological); (c) to enable students to gain substantive knowledge about how this system impacts on Africa, Asia, and Latin America, and the social and ecological struggles in those regions. Topic covered include: Dynamics and patterns of economic development; Uneven global consumption of natural resources; Poverty and over-consumption as the twin sources of environmental degradation; Population and development, Urban environment in the South; Gender-class and environmental struggles. Teaching methods: There are two lectures and a discussion session per week. Several students will lead each weekly discussion of current environment/development topic. Several documentaries. Authors include: Bina Agarwal, Barry Commoner, Michael Watts, P. Blaikie, Dharam Ghai; David Harvey. Intended audience: Social and natural science undergraduates.
Class time: 70% lecture, 30% Discussion
Work load: 60 pages of reading per week, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 20% class participation, 0% examinations

Geog 3381W Population in an Interacting World
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive
Instructor: Leitner, Helga
Description: This course provides an introduction to contemporary population issues and problems. We will be studying patterns and trends in fertility, mortality and migration of human populations in different parts of the globe and examine how these are both shaped by, and engender economic, political, cultural and environmental change. Throughout the course, particular attention is paid to: a) Contemporary population problems at the global, national and local scale, including world population explosion; high levels of fertility in parts of the less developed world; low fertility, zero-population growth and the problem of an aging population in developed countries; the AIDS epidemic; increasing levels of international migration; refugee crises; the consequences of massive rural to urban migrations in the less developed world; and world population growth and food supply -- why do people go hungry? b) Policies adopted to address these problems such as family planning policies to reduce fertility levels and migration policies to control immigration; and c) the gender dimension of contemporary population problems and policies. In addition, this course will introduce you to theories of population change and basic sources, measures, and methods of representation for the study of population. This course fulfills the following CLE requirements: Social Science Core Requirement, Writing Intensive Requirement, and International Theme Requirement.
Class time: 80% lecture, 10% Discussion, 10% Videos, Slides
Work load: 30-40 pages of reading per week, 25 pages of writing per semester, 3 exams, 1 papers, 3-5 write-ups of small group discussions
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 10% special projects, 20% quizzes, 0% Extra credit for presentation of findings of research project
Exam format: Multiple choice and short essay questions
Course URL: http://classweb.cla.umn.edu

Geog 3411W Geography of Health and Health Care
(Sec 001); Credit will not be granted if credit has been received for: GEOG 5411, GEOG 5411W; 3 cr; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive
Instructor: Weil, Connie H
Description: This course surveys medical geography, a subdiscipline which encompasses a broad range of geographical work on health and health care. What distinguishes medical geography from the discipline of geography as a whole is its thematic focus on health and health care. It shares with the discipline a remarkable breadth of theoretical approaches, methodologies and sub-themes. In other words, medical geography does not differ from the rest of geography in theory or method. It is distinctive only in subject matter. This courses uses medical geographic examples to explore three groups of theoretical approaches in geography: ecological approaches, which systematically analyze relationships between peoples and their environments; spatial approaches, which employ maps and spatial statistics to identify patterns of single and associated variables; and social approaches, including political economy and recent humanist approaches, which address issues related to both space and place. Students in the course are encouraged continually to consider the relationships among research questions, philosophical assumptions, and appropriate methods as well as to question the complementarity and inherent tensions among different theoretical approaches.
Class time: 60% lecture, 20% Discussion, 20% multi-media

Geog 3531 Numerical Spatial Analysis
(Sec 001); Credit will not be granted if credit has been received for: GEOG 5531, GEOG 5531, GEOG 5531; 4 cr
Instructor: Skaggs, Richard H
Description: This course is intended primarily for undergraduate geography majors. Geographers often need to describe and analyze the quantitative and qualitative attributes of phenomena distributed in space. Some examples of the phenomena include air temperature, land value, soil type, store location, population density, land use, tomato occurrence, and crop yield. In this course we learn some of the basic methods for describing and analyzing quantitative and qualitative spatial and non-spatial distributions. Methods for exploring distributions to discover research questions, describing distributions, comparing two or more distributions, and determining relationships between two or more distributions will be covered. The instructional method throughout the course is examples and problem solving. For most topics there is an overview of the methods followed by examples worked out in class. After the examples, actual research questions are presented and we work through selecting the appropriate method or methods to answer the questions. Computer laboratory exercises using a statistical analysis program are used to reinforce the problem solving in class. The mid-term and final exams are exclusively problem solving.
Geog 5411W Geography of Health and Health Care
(Sec 001); Credit will not be granted if credit has been received for: GEOG 3411, GEOG 3411W, GEOG 3411W, GEOG 3411W; 3 cr; meets CLE req of Environment Theme; meets CLE req of International Perspectives Theme; meets CLE req of Writing Intensive
Instructor: Stefan, Heinz G
Description: This course surveys medical geography, a subdiscipline which encompasses a broad range of geographical work on health and health care. What distinguishes medical geography from the discipline of geography as a whole is its thematic focus on health and health care. It shares with the discipline a remarkable breadth of theoretical approaches, methodologies and sub-themes. In other words, medical geography does not differ from the rest of geography in theory or method. It is distinctive only in subject matter. This course uses medical geographic examples to explore three groups of theoretical approaches in geography: ecological approaches, which systematically analyze relationships between peoples and their environments; spatial approaches, which employ maps and spatial statistics to identify patterns of single and associated variables; and social approaches, including political economy and recent humanist approaches, which address issues related to both space and place. Students in the course are encouraged continually to consider the relationships among research questions, philosophical assumptions, and appropriate methods as well as to question the complementarity and inherent tensions among different theoretical approaches.
Class time: 60% lecture, 20% Discussion, 20% multi-media

Geological Engineering
122 Civil & Mineral Engineering: 612/625-5522

GeoE 4102W Capstone Design
(Sec 001); 3 cr; A-F only; prereq CE, GeoE, or Geo upper division or graduate student or instr consent; meets CLE req of Writing Intensive
Instructor: Stefan, Heinz G
Description: Teams of 3 to 4 students solve civil engineering problems posed by practicing engineers (mentors). From problem description through formulation of objectives, conceptual solutions, preliminary planning and analysis, design, environmental impact

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Geo 1002 Earth History
(Sec 001); Credit will not be granted if credit has been received for: GEO 5002, GEO 5002, GEO 1102; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core
Instructor: Fox, David L
Description: This course is an introduction to the history of the Earth and its life over the last 4.6 billion years. On the scale of a human life span, the Earth may seem to some a static place, but it has actually been remarkably dynamic over its entire history. The continents have collided together into supercontinents and separated again, majestic mountain ranges have risen up and worn down, ice sheets have covered the Earth’s surface and melted away, entire ecosystems of bizarre and fantastic plants and animals have evolved and disappeared. The story of the ever changing Earth and its inhabitants is written in the rocks that make up the Earth, the fossils of past life forms found in those rocks, and the diversity of life on Earth today. To read this story, we will first learn some of the basic language and principles used by geologists, paleontologists, and biologists to describe and understand the history of our planet. Key concepts include Earth materials, depositional environments, the geological timescale, plate tectonics, and evolutionary theory. In the rest of the course, we will use these basic principles to examine the evolution of life in the context of the tectonic and climatic history of the Earth. Topics in the history of life will include the earliest evidence for life, the Cambrian explosion, the origin of ecosystems on land, life in the time of the dinosaurs, and the evolution of mammals, including humans. The course is designed for undergraduate non-majors.
Class time: 10% Discussion, 90% Team work on an engineering project.
Work load: The laboratory will provide additional information and exercises to reinforce understanding of the basic principles, processes, and historical patterns discussed in lecture.

Geo 1006 Oceanography
(Sec 001, 101-112); Credit will not be granted if credit has been received for: GEO 5006, GEO 5006; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core
Instructor: STAFF
Description: The Earth we live on is a far more dynamic place than most people realize. It is constantly, if slowly, changing as major segments of the Earth’s surface shift and grind against one another. This slow motion not only produces our world’s many active earthquake regions, but over time, it is also responsible for the uplift of mountain ranges and the changing shapes of the Earth’s continental masses and ocean basins. These global-scale processes directly and indirectly created the environment we live in. Even on a smaller scale, our environment is constantly changing but on such a long time scale that few people recognize the very dynamic nature of our world. This course will explore how these global and regional-scale processes not only shape our world but also affect human society. One of the course’s primary goals is to provide a better understanding of our planet in the context of current environmental issues and global change. Through lectures and labs, students can investigate how plate tectonics, volcanoes, earthquakes, wind, rivers, and glaciers sculpted our planet’s landscape, and discover the many linkages between these processes and human society. GEO 1001 satisfies the Diversified Core Curriculum’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.
Class time: 55% lecture, 40% Laboratory, 5% Videos
Work load: 30 pages of reading per week, 7 quizzes
Grade: 65% quizzes, 35% lab work
Exam format: Lecture quizzes are primarily multiple choice, with some short answer questions possible.
Course URL: http://www.geo.umn.edu/courses/1006

Geo 1101 Introduction to Geology
(Sec 100); 3 cr; meets CLE req of Environment Theme
Instructor: STAFF
Description: GEO 1101 is a lecture-only version of GEO 1001, which explores the nature of our planet. The Earth we live on is a far more dynamic place than most people realize. It is constantly, if slowly, changing as major segments of the Earth’s surface shift and grind against one another. This slow motion not only produces our world’s many active earthquake regions, but over time, is also responsible for the uplift of mountain ranges and the changing shapes of the Earth’s continental masses and ocean basins. These global-scale processes directly and indirectly created the environment we live in. Even on a smaller scale, our environment is constantly changing but on such a long time scale that few people recognize the very dynamic nature of our world. This course will investigate how these global and regional-scale processes not only shape our world but also affect human society. One of the course’s primary goals is to provide a better understanding of our planet in the context of current environmental issues and global change. Students will explore how plate tectonics, volcanoes, earthquakes, wind, rivers, and glaciers sculpted our planet’s landscape, and discover the many linkages between these processes and human society. GEO 1101 satisfies the environmental theme of the Diversified Core Curriculum’s requirements. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.
Class time: 95% lecture, 5% Video
Work load: 30 pages of reading per week, 7 quizzes

Grade: 80% written reports/papers, 20% in-class presentations

Geo 1001 The Dynamic Earth: An Introduction to Geology
(Sec 001, 101-118); Credit will not be granted if credit has been received for: GEO 5001, GEO 5001, GEO 5001, GEO 2111, GEO 2111H, GEO 1101, GEO 1005, GEO 1005; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core
Instructor: STAFF
Description: The Earth we live on is a far more dynamic place than most people realize. It is constantly, if slowly, changing as major segments of the Earth’s surface shift and grind against one another. This slow motion not only produces our world’s many active earthquake regions, but over time, is also responsible for the uplift of mountain ranges and the changing shapes of the Earth’s continental masses and ocean basins. These global-scale processes directly and indirectly created the environment we live in. Even on a smaller scale, our environment is constantly changing but on such a long time scale that few people recognize the very dynamic nature of our world. This course will explore how these global and regional-scale processes not only shape our world but also affect human society. One of the course’s primary goals is to provide a better understanding of our planet in the context of current environmental issues and global change. Through lectures and labs, students can investigate how plate tectonics, volcanoes, earthquakes, wind, rivers, and glaciers sculpted our planet’s landscape, and discover the many linkages between these processes and human society. GEO 1001 satisfies the Diversified Core Curriculum’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.
Class time: 55% lecture, 40% Laboratory, 5% Videos
Work load: 25 pages of reading per week, 1 exams, 7 quizzes; The lab portion of the course includes a required but fascinating, self-guided trip to “Underwater Adventures?” at the Mall of America.
Grade: 25% final exam, 42% quizzes, 33% lab work
Exam format: multiple choice with some short answer questions possible.
Course URL: http://www.geo.umn.edu/courses/1001

111
Geo 3093 Problems in Geology and Geophysics: Junior (Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent
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.
Class time:
Work load: varies with instructions
Grade: 0% varies with instructions
Exam format: varies with instructions

Geo 4010 Undergraduate Seminar: Current Topics in Geology and Geophysics (Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent
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.
Class time:
Work load: varies with instructions
Grade: 0% varies with instructions
Exam format: varies with instructions

Geo 4093 Problems in Geology and Geophysics: Senior (Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent
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.
Class time:
Work load: varies with instructions
Grade: 0% varies with instructions
Exam format: varies with instructions

Geo 4094 Senior Thesis (Sec 001); 2 cr; max crs 4; prereq Sr, Geo or GeoPhys major, instr consent
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.
Class time:
Work load: varies with instructions
Grade: 0% varies with instructions
Exam format: varies with instructions

Geo 4501 Structural Geology (Sec 001); 3 cr; prereq 2201, 2302
Instructor: Teyssier, Christian
Class time: 50% lecture, 25% Discussion, 25% Laboratory

Grade: 100% quizzes
Exam format: Quizzes: Primarily multiple choice, with some short answer possible
Course URL: http://www.geo.umn.edu/courses/1101

Geo 4094 Senior Thesis
Instructor: Kleinspehn, Karen L
Description: This course focuses on the application of geoscience literature. An assigned paper focuses on either a geographic area representing the student's tectonic interests or addresses a fundamental problem in neotectonics. Students are also asked to present their paper in an informal, in-class poster session. No exams are given. This is an upper-level course for undergraduates and graduate students who have completed Geo 4501, Structural Geology.
Class time: 33% lecture, 33% Discussion, 33% student presentations
Work load: 40-50 pages of reading per week, 10-12 pages of writing per semester, 1 paper
Exam format: No exams

German
205 Folwell Hall: 612/625-2080

Ger 1001 Beginning German (Sec 001-011); 5 cr
Instructor: STAFF
Description: German 1001 is intended for beginners and introduces students to the 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 Schriftbilder, which focuses on family life in Germany, 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.
Class time: 100% mostly discussion and student involvement and interaction.
Grade: 20% final exam, 40% quizzes, 24% class participation, 16% reading/group work assignments.
Exam format: written.

Ger 1002 Beginning German (Sec 001-006); 5 cr; prereq 1001
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 Schriftbilder, 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.

**Class time:** 100% Mostly discussion and student involvement and interaction.

**Grade:** 20% final exam, 12% written reports/papers, 28% quizzes, 26% class participation, 14% reading/group work assignments

**Exam format:** written

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**Ger 1003 Intermediate German**  
**Sec 001-009:** 5 cr; prereq 1002 or Entrance Proficiency Test  
**Instructor:** STAFF  
**Description:** Students in this course will be using the textbook Spiralen, which is accompanied by a workbook and both audio and video tapes. Topics covered in this course will include fairy tales, living situations, free-time activities and social interactions, the German educational system, and career decisions. The program has a communicative and functional orientation. The textbook includes authentic materials, many visuals, contemporary informational readings, and literary texts. 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, and role-plays. Several class sessions will familiarize students with available computer drills, spell-checkers, and Internet resources. Process-writing essays and interviews are part of the course work.

**Class time:**  
**Work load:** Expect around 2 hours preparation time for each class session.  
**Grade:** 20% final exam, 12% written reports/papers, 4% special projects, 32% quizzes, 8% in-class presentations, 24% class participation

**Exam format:** written, oral interviews

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**Ger 1004 Intermediate German**  
**Sec 001-005:** 5 cr; prereq 1003 or completion of Entrance Proficiency Test at 1004 level  
**Instructor:** STAFF  
**Description:** This course continues the review of language structures begun in German 1003, using the textbook Spiralen and the accompanying workbook, audio and video tapes. Topics covered in this course will include the media, social issues and environmental questions. The program has a communicative and functional orientation. The textbook includes authentic cultural materials, many visuals, contemporary informational readings, and literary texts. The special focus of German 1004 is the extension of listening and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of the language and to apply it creatively in new contexts. Students will participate regularly in conversational activities, small group work, and role-plays. Several class sessions will familiarize students with available computer drills, spell-checkers, and Internet resources. Process-writing essays and interviews are part of the course work. Student enrolled in this course will have the opportunity to take the Language Proficiency Exam (LPE) during the second half of the term.

**Class time:** 100% varies with instructor.  
**Work load:** Expect around 2 hours preparation time per class session.  
**Grade:** 20% final exam, 12% written reports/papers, 32% quizzes, 12% in-class presentations, 24% class participation

**Exam format:** written, oral interviews

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**Ger 1022 Beginning German Review**  
**Sec 001-003:** 5 cr; prereq Placement above 1001  
**Instructor:** STAFF  
**This information is accurate as of:** 5/26/2004 at 3:43 PM
Ger 3501 Contemporary Germany  
(Sec 001); 3 cr; prereq 3011; meets CLE req of Literature Core  
Instructor: Reutter, Werner  
Description: This course offers an introduction into historical, political, social, and cultural dimensions of contemporary Germany. In the first part of the course we will discuss the social, economic, and cultural changes that took place in Germany after 1945 and we will deal with the institutional framework of the (West) German polity. In the second part, we will focus on contemporary political and cultural issues in Germany. Required Reading: David P. Conradt, 1996: "The German Polity," 6th edition, New York/London: Longman; Peter H. Merkl (ed.). 1999: "The Federal Republic of Germany at Fifty: The End of a Century of Turmoil," Houndmills: Macmillan.  
Class time: 30% lecture, 40% Discussion, 30% Presentations of students films, etc  
Work load: 50-60 pages of reading per week, 5-8 pages of writing per semester, 2 exams, 1 papers  
Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 10% in-class presentations, 10% class participation  
Exam format: Essay

Ger 3591 Directed Studies: German-Speaking Countries  
(Sec 001); 4 cr; max crs 12, 3 repeats allowed; prereq 3011, dept consent  
Instructor: STAFF  
Description: Preparation for research abroad during semester before departure. Written and oral reports upon return.

Ger 3601 German Medieval Literature  
(Sec 001); 3 cr; prereq No knowledge of German required; meets CLE req of Literature Core  
Instructor: Wakefield, Ray M  
Description: German 3601 is an introduction to medieval German literature in translation and is intended for any student with an interest in the European Middle Ages. We'll start with a deep look at medieval culture, focussing on the chronological distance from our own era. Our tour back through the time will confront us with such topic areas as: the role of women; the perception of space; the processes of thought; the function of memory; Germanic culture in its relation to feudal-Christian culture; and, of course, the Crusades. Once we have set our minds medievally, we will read a selection of literary works from the high Middle Ages in Germany. These works will include the Nibelungenlied, Tristan by Gottfried von Strassburg, Parzival by Wolfram von Eschenbach, a selection of courtly poetry, and the poems of Walter von der Vogelweide. Our final project will involve the reception of the Middle Ages in modern times. For this perspective, we will turn our attention to the Arthurian tradition, reading modern works of prose fiction and viewing films intended as popular.  
Class time: 30% lecture, 40% Discussion, 30% Group work  
Work load: 40 pages of reading per week, 5 pages of writing per semester, 2 exams  
Grade: 30% mid-semester exam(s), 30% class participation, 40% Final Written Project  
Exam format: Oral Response

Ger 3610 German Literature in Translation: Fairy Tale Films & the Brothers Grimm  
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq No knowledge of German required; cr toward major or minor requires reading in German  
Instructor: Zipes, Jack  
Description: The fairy tales of the Brothers Grimm have had a powerful influence on the socialization of children and adults, and this course will explore how their tales have been adapted by filmmakers throughout the world. Though the major figure in cinematic adaption is Walt Disney, there have been numerous other significant filmmakers who have used the Grimms’ fairy tales to comment on gender and social class conflict. The course will begin by examining the early work of the French filmmaker Georges Melies and Walt Disney. The focus of the course will be on the classical fairy tales such as ?Snow White,?, ?Little Red Riding Hood,?, ?Cinderella,?, ?Sleeping Beauty,??The Frog King, ?Rapunzel, ?Bluebeard,? ?Rumpelstiltskin. The works of important filmmakers such as Jim Henson, Tom Davenport, Shelly Duvall, Matthew Bright, Edward Dmytryk, and others will be shown and studied. Special attention will be paid to the experimental work of foreign filmmakers such as Vaclav Vorlicek, Paul Grimaut, and Hayao Miyazaki. While the focus of the course will be on the Grimms’ tales, other fairy tales by Charles Perrault and Hans Christian Andersen and their cinematic adaptations will be examined along with such classics as Pinocchio and Peter Pan. Some of the questions that will be raised are: What is the significance of the Disney monopolization of fairy-tale films? Has this ?monopoly? been broken? Why are new films such as Shrek a challenge to the Disney films?  
Class time: 75% lecture, 25% Discussion  
Work load: 150 pages of reading per week, 2 papers  
Grade: 80% written reports/papers, 20% in-class presentations  
Exam format: essay

Ger 3993 Directed Studies  
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent  
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 5011 Advanced Conversation and Composition  
(Sec 001); 3 cr; prereq 3011, [grad student or adv undergrad]  
Instructor: Firchow, Evelyn S  
Description: Beginning with a thorough grammar review using Hammer/Durrell’s excellent "German Grammar and Usage", the course will go on to deal with selections from the leading German weekly news magazine "Der Spiegel." These selections, as well as a number of carefully chosen reference works and handbooks, will form the focus of class discussion and provide material for brief reports in class. There will be several quizzes on the assignments, but no mid-term or final examination. Students will write short German essays on assigned topics which they can correct and rewrite for a better grade if they wish. In addition, we will do some work on translations from German to English. The class will be conducted primarily in German. This is the most advanced German LANGUAGE course offered by the
Ger 5610 German Literature in Translation: German & Jewish Memory & Culture  
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq No knowledge of German required; cr toward major or minor requires reading in German  
Instructor: Morris, Leslie C  
Description: This course will examine philosophical, literary, poetic, and visual texts that highlight the complex interplay of history, memory, and narrative and the debates about Jewish memory and German memory in Germany and Austria from 1945 to the present. Central to the seminar will be the inquiry into the viability or impossibility of literary and artistic representation, with particular focus on the status of memoir and public memorials and monuments. The seminar will consider the writings of the major postwar German authors who stage an encounter with the Nazi past; the public debates about art, atrocity, and representation from the 1980s to the present in Germany and the United States; the resurgence of Jewish writing in Germany since 1989; public art projects and memorials that explore the complex status of Jewish and German memory today. Texts by, among others, Hannah Arendt, Ingeborg Bachmann, Jurek Becker, Walter Benjamin, Maxim Biller, Heinrich Boll, Jacques Derrida, Gunther Grass, Edgar Hilsenrath, Barbara Honigmann, Elfriede Jelinek, Wolfgang Koeppen, Sarah Kofman, Jean Francois Lyotard, W.G. Sebald, Gershom Sholem, George Tabori, and Christa Wolf.  
Class time: 15% lecture, 85% Discussion  
Work load: 150 pages of reading per week, 20 pages of writing per semester, 1 papers  
Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Ger 5711 History of the German Language I  
(Sec 001); 3 cr; prereq 3011  
Instructor: Firchow, Evelyn S  
Description: This course is designed for graduate students and more advanced undergraduate students. It will be taught in German or in English depending on the participants in the class. The course is designed to be taught in fall semester 2004 and continued in spring semester 2005. It is divided into two parts: the first semester will trace the development of the German language starting with Indo-European through Middle High German; the second semester will continue with Early New High German up to present-day German. There will be no midterms or final examinations. In the first semester participation in class, occasional quizzes, take-home worksheets and oral reports will determine the final grade. In the second semester occasional quizzes, oral reports and a termpaper will be required.

Ger 5993 Directed Studies  
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent  
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.

Gerontology  
D-351 Mayo (Box 197 UMHC): 612/624-3904  

GloS 1904 Freshman Seminar: Social Justice, Global Economies and Health  
(Sec 001); 3 cr; A-F only; prereq Fr or max 30 cr; meets CLE req of International Perspect Theme  
Instructor: Craddock, Susan L  
Description: This course examines the relationships among global economic processes, resource distribution, and health. Why do the poor generally bear a greater burden of ill health and disease? How are shifting patterns of disease connected to trade and patent regulations or agricultural practices? Why does hunger persist despite new methods of food production? Is our food system safe? These questions form the basis of explorations of what shapes health and disease and what contributes to changing disease patterns globally and domestically. The course begins with an analysis of the social determinants of health, and then moves on to look at case studies of AIDS and tuberculosis, access to treatment, food production, and patterns of chronic hunger. The final section will look at possible solutions to present health disparities. Emphasis is placed on discussion, class participation, and group work. Written work will include a class project with final report, midterm, and final exam.  
Class time: 50% lecture, 50% Discussion  
Work load: 25-75 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Group project of which the final paper is the product.  
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 15% in-class presentations, 20% class participation  
Exam format: Essay, multiple choice

GloS 3144 Knowledge, Power, and the Politics of Representation in Global Studies  
(Sec 001); Credit will not be granted if credit has been received for: GLOS 3144H, GLOS 3144H; 4 cr; prereq 6 cr in social sciences including [Geog 1301 or Hist 1015 or Hist 1019 or Hist 1012 or Hist 1018 or Pol 1025]; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core  
Instructor: Raheja, Gloria Goodwin  
Description: An introduction to studies of the relations between the local and the global as interdisciplinary problems of knowledge. We will look at interactions across ecological and political frontiers, changing power relations, creation of new cultures and identities, issues of gender work and families. We will begin with an examination of "metageographies"- different models of naming and thus understanding the world. Our discussion will help us understand some of the different "ways of knowing" (the kinds of questions, assumptions, and methods) people want to understand and represent these processes. We will also examine debates and critical perspectives on
issues of representation.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 50-100 pages of reading per week, 20 pages of writing per semester, 1-2 exams

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**GloS 3401 International Human Rights Law**

*(Sec 001)*; 3 cr; A-F only; preq [3101, 3144] or instr consent

**Instructor:** Frey, Barbara A

**Description:** International Human Rights law is designed to introduce students to issues, procedures and advocacy strategies involved in the promotion and protection of human rights worldwide. The class encourages students to analyze case situations and to evaluate the most effective methods to prevent human rights violations. Because of the evolving nature of the laws and issues in this field, students can participate as strategist and investigators on human rights issues. The instructor, Barbara Frey, is a lawyer and human rights activist. The text for the course is Weissbrodt, Fitzpatrick, and Newman, *International Human Rights: Law, Policy and Process* (ed ed. 2001).

**Class time:** 50% lecture, 25% Discussion, 25% guest speaker, debates and other exercises

**Work load:** 60 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 40% final exam, 25% written reports/papers, 10% class participation

**Exam format:** 10 short answer questions

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**GloS 3993 Directed Study**

*(Sec 001)*; 1-4 cr; max crs 12, 12 repeats allowed; preq instr consent, dept consent, college consent

**Instructor:** STAFF

**Description:** Guided individual reading or study. Open to qualified students for one or more semesters.

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**GloS 5993 Directed Studies**

*(Sec 001)*; 1-4 cr; max crs 12, 12 repeats allowed; preq instr consent, dept consent, college consent

**Instructor:** STAFF

**Description:** Guided individual reading or study. Open to qualified students for one or more semesters.

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**GloS 5994 Directed Research**

*(Sec 001)*; 1-4 cr; max crs 12, 12 repeats allowed; preq instr consent, dept consent, college consent

**Instructor:** STAFF

**Description:** Guided individual reading or study. Open to qualified students for one or more semesters.

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**Greek**

330 Folwell Hall: 612/625-5353

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**Grk 1001 Beginning Classical Greek I**

*(Sec 001, 002)*; 5 cr

**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. There are no prerequisites for this course, except for an interest in the ancient world.

**Class time:** 50% lecture, 50% recitation

**Work load:** written homework, frequent quizzes, 3-4 exams

**Exam format:** translation, grammatical analysis

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**Grk 3300 Intermediate Greek Prose**

*(Sec 001)*; 4 cr; A-F only; preq [1001, 1002, 3 yrs of high school Latin] or dept consent

**Instructor:** Krevans, Nita

**Description:** An introduction to unadapted Attic prose, reading authors such as Plato, Lysias, and Xenophon. Readings vary from semester to semester. Grammar review is incorporated into the class session, but this is a literature class, not a language class. Some English to Greek assignments may be included to help students learn constructions which appear frequently in classical prose.

**Class time:** 100% Discussion

**Work load:** 10-30 lines of Greek per class; quizzes; two exams

**Grade:** 100% to be determined; likely 30% quizzes, classwork/70% exams

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**Grk 3330 Advanced Undergraduate Greek: Comedy**

*(Sec 001)*; 3 cr; max crs 9, 3 repeats allowed; preq 3114 or 3 yrs HS Greek or dept consent

**Instructor:** Olson, S Douglas

**Description:** Beginning around 485 BC, five comedies were staged each year in Athens at the City Dionysia festival. About forty years later, comedies were added to the program at the Lenaia festival at well. Eleven complete plays survive by Aristophanes, one of the greatest of the 'Old Comic' (i.e. 5th-c.) poets, along with thousands of often substantial fragments of the plays of his contemporaries and successors. The comedies are intensely political and generally very funny, and offer important insights into everyday life in Athens in the city's so-called 'Golden Age.' They are also a rich source of colloquial language, including obscenity of every sort. We will be reading two of Aristophanes' plays (most likely 'Acharnians' and 'Wasps'), along with a substantial number of fragments of lost 'Old' and 'Middle' (i.e. early 4th-c.) Comedies. The class will be run on a straightforward translation and discussion basis, with particular attention to developing your ability to work effectively with a modern critical edition of a Greek text and to deal with a diversity of poetic meters.

**Class time:** 10% lecture, 10% Discussion, 80% translation or primary text and critical discussion of it

**Work load:** 3 exams, My goal is to read at least 3000 lines of Greek over the course of the semester, in gradually increasing amounts.

**Grade:** 60% class participation, 40% Three exams spaced evenly over the semester

**Exam format:** Combination of sight and prepared translation.

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**Grk 3960H Honors Course: Advanced Undergraduate Greek Reading**

*(Sec 001)*; 3 cr; max crs 12, 4 repeats allowed; preq enroll in honors program or high ability as indicated by transcript; meets HON req of Honors

**Instructor:** Olson, S Douglas

**Description:** Beginning around 485 BC, five comedies were staged each year in Athens at the City Dionysia festival. About forty years later, comedies were added to the program at the Lenaia festival at well. Eleven complete plays survive by Aristophanes, one of the greatest of the 'Old Comic' (i.e. 5th-c.) poets, along with thousands of often substantial fragments of the plays of his contemporaries and successors. The comedies are intensely political and generally very funny, and offer important insights into everyday life in Athens in the city's so-called 'Golden Age.' They are also a rich source of colloquial language, including obscenity of every sort. We will be reading two of Aristophanes' plays (most likely 'Acharnians' and 'Wasps'), along with a substantial number of fragments of lost 'Old' and 'Middle' (i.e. early 4th-c.) Comedies. The class will be run on a straightforward translation and discussion basis, with particular attention to developing your ability to work effectively with a modern critical edition of a Greek text and to deal with a diversity of poetic meters.

**Class time:** 10% lecture, 10% Discussion, 80% translation or primary text and critical discussion of it

**Work load:** 3 exams, My goal is to read at least 3000 lines of Greek over the course of the semester, in gradually increasing amounts.

**Grade:** 60% class participation, 40% Three exams spaced evenly over the semester

**Exam format:** Combination of sight and prepared translation.
Grk 5330 Greek Literature: Comedy
(Sec 001); 3 cr; max crs 9, 3 repeats allowed
Instructor: Olson, S Douglas
Description: Beginning around 485 BC, five comedies were staged each year in Athens at the City Dionysia festival. About forty years later, comedies were added to the program at the Lenaia festival at well. Eleven complete plays survive by Aristophanes, one of the greatest of the 'Old Comic' (i.e. 5th-c.) poets, along with thousands of often substantial fragments of the plays of his contemporaries and successors. The comedies are intensely political and generally very funny, and offer important insights into everyday life in Athens in the city's so-called 'Golden Age.' They are also a rich source of colloquial language, including Obscenity of every sort. We will be reading two of Aristophanes' plays (most likely 'Acharnians' and 'Wasps'), along with a substantial number of fragments of lost 'Old' and 'Middle (i.e. early 4th-c.) Comedies'. The class will be run on a straightforward translation and discussion basis, with particular attention to developing your ability to work effectively with a modern critical edition of a Greek text and to deal with a diversity of poetic metres. In the last section of the class, there will be a number of secondary readings designed to increase your understanding of the individual comedies and the genre generally. 5330 is intended primarily for graduate students, but is open to undergraduates with a strong background in classical Greek.
Class time: 10% lecture, 10% Discussion, 80% translation of assigned text and critical discussion of it.
Work load: 20-40 pages of reading per week. Most of the work will be in the primary language; my goal is to read about 3000 lines of Greek over the course of the semester. You will also be required to read the commentary that accompanies the text and to pay attention to the critical apparatus.
Grade: 20% written reports/papers, 50% class participation, 30% three in-class exams spaced evenly over the semester.
Exam format: Sight and prepared translation

Hebr 1001 Beginning Hebrew I
(Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 4001, HEBR 4001, HEBR 4001; 5 cr
Instructor: Schneller, Renana Segal
Description: Modern Israeli Hebrew seeks to serve several kinds of students. Typically, students in this course present a wide variety of backgrounds and interests, which include Jewish, or Israeli cultural studies, archaeology, Middle Eastern studies, and biblical studies. This is a course for complete beginners. You will learn basic listening, speaking, reading and writing skills with stress on proficiency in communication. Cultural materials are incorporated. The course serves as a good base for subsequent work in biblical Hebrew. The difference between this course and Hebr 1104, Biblical Hebrew, is that this course has a spoken, conversation component and prepares students to read texts without the diacritic marks. (This reading skill is necessary for those interested in reading Hebrew journal articles and post-biblical Hebrew commentaries.) The pronunciation of Hebrew taught will be the same in both courses.
Class time: 50% lecture, 50% Discussion
Work load: 5-10 pages of reading per week, 1 exams, 1-2 hours homework per day to develop skills in listening, speaking, reading, writing.
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation.
Exam format: Multiple choice and essay

Hebr 1101 Beginning Biblical Hebrew I
(Sec 001); Credit will not be granted if credit has been received for: HEBR 4104, HEBR 4104, HEBR 4104, HEBR 4104, HEBR 4104; 5 cr
Instructor: STAFF
Description: This five credit course, which is the first of a two semester series, provides a logical 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 grammar of medieval and modern Hebrew, and provides the essential background for subsequent work in graduate school or seminary. Students will also learn ways to approach learning a classical language. Classes will include grammar exercises, translation, and oral drills. Required Texts Thomas O. Lambdin, Introduction to Biblical Hebrew (New York: Scribners, 1971). Gary A. Long, Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts Through English Grammar (Peabody, MA: Hendrickson, 2002) Course Reader. WebCT will be used for class communication and to provide access to supplemental resources and links for the study of Biblical Hebrew.
Class time: 70% lecture, 30% Discussion
Work load: 10 pages of reading per week, 3 exams, weekly vocabulary and grammar quizzes; regular homework assignments.
Grade: 40% mid-semester exam(s), 25% final exam, 20% quizzes, 15% homework.
Exam format: Grammar and translation exercises.

Hebr 3011 Intermediate Hebrew I
(Sec 001); 5 cr; prereq 1002 or qualified fr or instr consent
Instructor: Levi, Yaakov
Description: Intermediate Hebrew is for students who have completed one year of Elementary Hebrew and wish to further develop their Hebrew skills. It is a combination of grammar, literature (simplified literary works), current events, video, multimedia activities, and cultural topics. The course integrates culture and language in the development of all four communicative skills. It will help students mastering grammar structures, expanding vocabulary, further developing the ability to conduct conversations in contemporary Hebrew, and establishing the foundation for higher levels of the language and literature. Prerequisite Hebrew 1002, or instructor's consent.
Class time: 30% lecture, 70% Discussion
Work load: 5-10 pages of reading per week, 4-5 pages of writing per semester, Journal entries
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% special projects, 10% class participation.

Hebr 3015 Advanced Modern Hebrew I
(Sec 001); 3 cr; prereq 3012
Instructor: Schneller, Renana Segal
Description: This course "puts the frosting on the cake". It is designed to prepare the students to read various kinds of authentic Hebrew texts and to develop higher levels of comprehension and speaking. The class is conducted entirely in Hebrew and you will acquire expanded capacity to express yourself when talking about the ideas and issues presented in the various media used in the course. The course emphasizes Modern Israeli Hebrew, but you will be introduced to earlier genres as well. We will spend time further strengthening grammar with considerable emphasis given to widening you vocabulary. Materials used include contemporary short fiction, essays on current issues, articles dealing with a variety of cultural topics, films, Hebrew Internet sites, radio and TV. We will sample classical texts from biblical, rabbinic, and medieval sources.
Class time: 70% Reading, language activities, and discussion; 30% instruction
Work load: 15 pages of reading per week, midterm and final exam; periodic quizzes; 10 written or oral submissions
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation.
Exam format: Mixture of objective, short essay, matching, and longer essay.
Hebr 3951W Major Project  
(Sec 001); 4 cr; prereq [Hebr major, three 3xxx Hebrew courses], instr consent, dept consent; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Hebr 3980 Directed Instruction  
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets HON req of Honors  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Hebr 4001 Beginning Hebrew I  
(Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 1001, HEBR 1001; 3 cr; prereq grad student  
Instructor: Schneller, Renana Segal  
Description: Modern Israeli Hebrew seeks to serve several kinds of students. Typically, students in this course present a wide variety of backgrounds and interests, which include Jewish, or Israeli cultural studies, archaeology, linguistics, travel or work in Israel, and biblical studies. This is a course for complete beginners. You will learn basic listening, speaking, reading and writing skills with stress on proficiency in communication. Cultural materials are incorporated. The course serves as a good base for subsequent work in biblical Hebrew. The difference between this course and Hebr 1104, Biblical Hebrew, is that this course has a spoken, conversation component and prepares students to read texts without the diacritic marks. (This reading skill is necessary for those interested in reading Hebrew journal articles and post-biblical Hebrew commentaries.) The pronunciation of Hebrew taught will be the same in both courses.

Hebr 5015 Advanced Modern Hebrew I  
(Sec 001); 3 cr; prereq 3012  
Instructor: Schneller, Renana Segal  
Description: This course "puts the frosting on the cake". It is designed to prepare the students to read various kinds of authentic Hebrew texts and to develop higher levels of comprehension and speaking. The class is conducted entirely in Hebrew and you will acquire expanded capacity to express yourself when talking about the ideas and issues presented in the various media used in the course. The course emphasizes Modern Israeli Hebrew, but you will be introduced to earlier genres as well. We will spend time further strengthening grammar with considerable emphasis given to widening you vocabulary. Materials used include contemporary short fiction, essays on current issues, articles dealing with a variety of cultural topics, films, Hebrew Internet sites, radio and TV. We will sample classical texts from biblical, rabbinic, and medieval sources.

Class time: 70% Reading, language activities, and discussion; 30% instruction  
Work load: 15 pages of reading per week, midterm and final exam; periodic quizzes; 10 written or oral submissions  
Grade: 20% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% quizzes, 10% class participation  
Exam format: Mixture of objective, short essay, matching, and longer essay.

Hebr 5200 Advanced Classical Hebrew  
(Sec 001); Credit will not be granted if credit has been received for: HEBR 3200, HEBR 3200; 3 cr; max crs 18, 6 repeats allowed; prereq 3012 or 3102 or instr consent  
Instructor: STAFF  
Description: The purpose of this course is to build on students' prior knowledge of Biblical Hebrew by applying what they have learned to a wide variety of biblical texts in a range of genres. Students will improve both their understanding of the biblical Hebrew verbal system and their ability to identify and interpret particular grammatical and syntactical forms. In addition, emphasis will be placed on establishing the semantic range for particular vocabulary so that students begin to understand the language of the Bible as a window on ancient Israelite religion, culture, and experience. Towards this end, students will be expected to utilize lexicons, concordances and, occasionally, commentaries, in their preparation of assigned texts. We will work from Ehud Ben Zvi's Readings in Biblical Hebrew, and will devote considerable attention to literary, exegetical, and source-critical issues.

Class time: 20% lecture, 80% Discussion  
Grade: 30% final exam, 50% quizzes, 20% class participation

Hebr 5992 Directed Readings  
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq 3012 or instr consent  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Hindi 453 Folwell Hall: 612/625-6534

Hndi 1101 Beginning Hindi  
(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 4001; 5 cr  
Instructor: STAFF  
Description: This course is based on Sheela Verma's textbook. With regular interactive group activities, video and lab sessions, the emphasis of the course will be the ability to engage in reasonably fluent discourse in Hindi, on comprehensive knowledge of formal grammar and advanced reading, writing and comprehension.

Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory  
Work load: 5 pages of reading per week, 10 pages of writing per semester, 2 exams  
Grade: 25% mid-semester exam(s), 50% final exam, 10% quizzes, 5% in-class presentations, 10% class participation  
Exam format: essay, translations, oral drills  
Course URL: http://webct3.umn.edu

Hndi 3131 Intermediate Hindi  
(Sec 050); Credit will not be granted if credit has been received for: HNDI 4003; 5 cr; prereq 1102 or instr consent  
Instructor: STAFF  
Description: This course is based on Sheela Verma's textbook. With regular interactive group activities, video and lab sessions, the emphasis of the course will be the ability to engage in reasonably fluent discourse in Hindi, on comprehensive knowledge of formal grammar and advanced reading, writing and comprehension.

Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory  
Work load: 5 pages of reading per week, 10 pages of writing per semester, 2 exams  
Grade: 25% mid-semester exam(s), 25% final exam, 25% quizzes, 10% in-class presentations, 10% class participation, 5% lab work  
Exam format: Essay, translation, oral drill  
Course URL: http://webct3.umn.edu

Hndi 4001 Beginning Hindi  
(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 1101, HNDI 1101, HNDI 1101, HNDI 1101; 3 cr; prereq passing score on GPT in another language or grad student  
Instructor: STAFF
**Hist 1012V Honors: World History**  
(Sec 001): Credit will not be granted if credit has been received for: HIST 1012, HIST 1012W, HIST 1012V, HIST 1012W, 4 cr; prerequisite Fr or soph; honors student; meets CLE req of Historical Perspective Core; meets CLE req of International Perspectives Theme; meets CLE req of Writing Intensive; meets HON req of Honors  
Instructor: Smith, Susannah L  
Description: History 1012 is an introductory survey of world history from about 1450 to the early twentieth century. The focus is on social history: how people lived, different kinds of political communities and patterns of everyday life, and interactions (such as such as trade, conquest, and colonization) across regions. Rather than trying to learn a little bit about a lot of different countries, we will focus our attention on four case studies-China, Germany, the Swahili Coast of East Africa, and Mexico-so that you may study in detail how complex processes played out in different parts of the world. Lectures, readings, documents, and assignments will allow you to explore and compare the cases.  
Class time: 60% lecture, 40% Discussion  
Work load: 80 pages of reading per week, 20 pages of writing per semester, 5 exams, 5 papers, 5 map exercise, 1 short on-line report  
Grade: 15% mid-semester exam(s), 20% final exam, 35% written reports/papers, 30% class participation  
Exam format: short answer and essay  
Course URL: http://www.hist.umn.edu/hist1012/index.html

**Hist 1031V Honors: Survey of Western Civilization From its Origins to ca 1500**  
(Sec 001): Credit will not be granted if credit has been received for: HIST 1031, HIST 1031W, HIST 1031V, HIST 1031W, HIST 1026, 4 cr; prerequisite Fr or soph, honors student; meets CLE req of Historical Perspective Core; meets CLE req of International Perspectives Theme; meets CLE req of Writing Intensive; meets HON req of Honors  
Instructor: Bachrach, Bernard S  
Description: Focus is on the first 2500 years of Western Civilization from its ancient Near Eastern origins to North America ca. 1500 AD. Simultaneously, students have the opportunity to learn how to understand human behavior in historical context while examining its impact on the modern world. Political, military, religious, economic, and social trends will be examined.  
Course URL: http://www.hist.umn.edu/hist1012/index.html

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**Hist 9599 Directed Research**  
(Sec 001, 002): 3-5 cr; may crs 5, 1 repeat allowed; prerequisite instructor consent, dept consent, college consent  
Instructor: STAFF  
Description: Guided research in selected areas of Hindi language, linguistics, literature and culture. Introduction to bibliography and research skills  
Class time: 100% one hour consultation/week, reading assignments, library research  
Work load: 20 pages of reading per week, 1 papers  
Grade: 100% special projects

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**Hist 9993 Directed Readings**  
(Sec 001, 002): 1-4 cr; max crs 12, 3 repeats allowed; prerequisite instructor consent, dept consent, college consent  
Instructor: STAFF  
Description: Guided individual reading of Hindi texts. The focus differs from student to student, from short-story to novel, drama and poetry. Various genres of Hindi literature are studied from a variety of disciplinary perspectives: linguistic, literary and socio-cultural  
Class time: 100% one hour consultation/week  
Work load: 20 pages of reading per week, 1 papers  
Grade: 100% special projects

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**History**  
614 Social Sciences Building: 612/624-2800

This information is accurate as of: 5/26/2004 at 3:43 PM
for: HIST 1026, HIST 1033, HIST 1031V, HIST 1031V; 4 cr; prereq fr or soph; meets CLE req of Historical Perspective Core; meets CLE req of International Perspective Theme; meets CLE req of Writing Intensive
Instructor: Bachrach, Bernard S
Description: Focus is on the first 2500 years of Western Civilization from its ancient Near Eastern origins to North America ca. 1500 AD. Simultaneously, students have the opportunity to learn how to understand human behavior in historical context while examining its impact on the modern world. Political, military, religious, economic, and social trends will be examined.

Hist 1301V Honors: U.S. History to 1880 (Sec 001); Credit will not be granted if credit has been received for: HIST 1301, HIST 1301W, HIST 1301W, HIST 1307, HIST 1307: 4 cr; prereq [Fr or soph]; honors student; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Norling, Lisa A
Description: This writing intensive survey course will introduce undergraduates to major themes in the history of the United States from the colonial period through the Civil War and Reconstruction. Students will examine and evaluate the dramatic changes and persistent continuities that shaped this formative period of American history. Drawing upon the insights and methods of social, political, and intellectual history, the class lectures and discussion sections will explore a range of topics including European conquest and colonization; Native American responses; revolution and national expansion; slavery, race, and ethnicity; religion and reform movements; gender roles and labor relations. This class meets the CLE requirements for Cultural Diversity (theme), Historical Perspectives (core), and Writing Intensive.
Class time: 50% lecture, 50% Discussion
Work load: 40-80 pages of reading per week, 15 pages of writing per semester, 3 exams, 3 papers
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% class participation
Exam format: short identifications, essay

Hist 1301W U.S. History to 1880 (Sec 001); Credit will not be granted if credit has been received for: HIST 1303, HIST 1301V, HIST 1301V, HIST 1301V, HIST 1307, HIST 1307: 4 cr; prereq fr or soph; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive
Instructor: Norling, Lisa A
Description: This writing intensive survey course will introduce undergraduates to major themes in the history of the United States from the colonial period through the Civil War and Reconstruction. Students will examine and evaluate the dramatic changes and persistent continuities that shaped this formative period of American history. Drawing upon the insights and methods of social, political, and intellectual history, the class lectures and discussion sections will explore a range of topics including European conquest and colonization; Native American responses; revolution and national expansion; slavery, race, and ethnicity; religion and reform movements; gender roles and labor relations. This class meets the CLE requirements for Cultural Diversity (theme), Historical Perspectives (core), and Writing Intensive.
Class time: 50% lecture, 50% Discussion
Work load: 40-80 pages of reading per week, 15 pages of writing per semester, 3 exams, 3 papers
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% class participation
Exam format: short identifications, essay

Hist 3051 Ancient Civilization: Near East and Egypt (Sec 001); 3 cr
Instructor: von Dassow, Eva
Description: From peasants to pharaohs, potsherds to pyramids, promissory notes to poetry, the societies of the ancient Near East include humble and proud, mundane and transcendent, and everything in between. For they are us, just long ago and far away. What does the phrase "ancient Near East" denote? This oversize umbrella term encompasses the lands of Southwest Asia and Northeast Africa: Mesopotamia, Iran, Anatolia, the Levant, Egypt, and neighboring regions, from the Neolithic (beginning c. 9000 BCE) through the Hellenistic period (roughly the last three centuries BCE). Over these nine millennia, the peoples of the Near East developed agriculture, writing, and monotheism, to name only a few inventions of lasting significance. Their most famous achievements are the monuments of kings like Cheops, Midad, and Nebuchadnezzar, but these should not overshadow their less often celebrated social and cultural accomplishments, such as the articulation of systems of justice and ethics ancestral to our own. This survey course will highlight some of the most important technological developments, communities, and literary works of the ancient Near East, within the framework of a broad historical overview. The course will emphasize the construction of knowledge about past cultures on the basis of the texts and artifacts produced by those cultures.
Class time: 75% lecture, 25% Discussion
Work load: 50 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers, Short writing assignments and quizzes
Grade: 25% final exam, 55% written reports/papers, 20% quizzes
Exam format: Essay and short identification/definitions

Hist 3347 Women in Early and Victorian America: 1600-1890 (Sec 001); 3 cr
Instructor: Murphy, Kevin
Description: The study of history is not confined solely within the classroom. Interpretations of a collective past are produced in a vast array of public venues including museum exhibitions, films, theme parks, and web sites. This course provides an introduction to the theory, methods, practice, and politics of history produced in nonacademic settings. Students will become familiar with a variety of public historical practices through guest lectures by leading professionals (including oral historians, museum curators, and documentary filmmakers) and will learn to think critically about the meanings and uses of historical knowledge in public contexts. Students will also have the opportunity to produce public history projects, which will be presented to the class (and possibly to other audiences) at the end of the semester. This course will encourage students to explore career opportunities in the field. It is a prerequisite for HIST3990, a for-credit public history internship course to be offered in the spring 2004 semester (NOTE: Students who enroll in this course can not be guaranteed internship placement.) This course is limited to Juniors and Seniors. Please contact the instructor at kpmurphy@umn.edu with questions.
Class time: 40% lecture, 60% Discussion
Work load: 60 pages of reading per week, 12 pages of writing per semester, 4 papers, major public history project (video, exhibit, website, etc.)
Grade: 40% written reports/papers, 40% special projects, 20% class participation

Hist 3437 Women in Early and Victorian America: 1600-1890 (Sec 001); Credit will not be granted if credit has been received for: WOST 3407; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core
Instructor: Norling, Lisa A
Description: Introduction to the varied experiences of American women 1600-1890. For any student; no background knowledge
Hist 3401W Early Latin America to 1825
(Sec 001); 4 cr; A-F only; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive
Instructor: Chambers, Sarah C
Description: This course surveys the history of Latin America beginning with pre-contact Native American societies and ending with the movements toward independence, but most of the course concentrates on colonialism (1492 to 1825). The central theme is the conflicts and interactions among Europeans (Spanish and Portuguese), various indigenous peoples, African slaves, and a growing population of mixed descent. Topics include military conquest, cultural adaptation and mixing, religion, the economy, slavery, race, gender, and rebellions against colonial rule. Readings include primary documents from the period, and we will discuss how to analyze them. It is a writing-intensive course, which requires writing and revising of papers. Students can view past syllabus at the course website, but specific readings and topics may change from year to year. All students register for a section in which readings will be discussed. If you would like to practice your Spanish, sign up for the FLAC Section 5 (Thurs. 10:10 to 11 a.m.), in which you can read some of the documents in the original Spanish and conduct discussion in Spanish.
Class time: 60% lecture, 40% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers, 5 quizzes
Grade: 15% final exam, 50% written reports/papers, 20% quizzes, 15% class participation
Exam format: Open notebook essay
Course URL: http://www.hist.umn.edu/hist3401/

Hist 3427 History of Cuba and Puerto Rico
(Sec 001); Credit will not be granted if credit has been received for: CHIC 3427, HIST 3427, LAS 3427, CHIC 3427, LAS 3427; 3 cr; meets CLE req of International Perspect Theme
Instructor: Winkler, Anne
Description: History of Cuba and Puerto Rico provides an opportunity to tackle some of the most profound questions in Modern World History: the European conquest of the Americas, colonialism, 19th century empires and struggles for independence, the Atlantic slave trade and abolition, U.S. imperialism, 19th and 20th century feminist and labor movements, Race, Racism and Race pride movements, 20th century social revolutions, the Cold War, nationalism, 20th century Independence and neo-colonialism, Communism and Socialism, Globalization and global inequalities in the 21 century. We will talk about all of these issues using these Caribbean island societies as our case studies. A small research project (5-7 pages) provides students with the opportunity to explore a topic of special interest to them. At one point students read one of three different autobiographical narratives and they share their insights with students who read other books. The course is open and appropriate for all undergraduates and has no prerequisites.
Class time: 40% lecture, 40% Discussion, 20% Audio visuals, guest speakers
Work load: 80 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% special projects, 30% class participation
Exam format: Open notebook essay

Hist 3431 History of Africa to 1800
(Sec 001); Credit will not be granted if credit has been received for: AFRO 3431, AFRO 3431; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Giles-Vernick, Tamara L
Description: Addresses Africa's history from the climatic changes that contributed to the rise of agriculture to 1800, focusing on the activities and contributions of African farmers, traders, and hunters, men and women, kings, queens, commoners, and slaves.
Class time: 75% lecture, 25% Discussion
Work load: 75-100 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay and identification

Hist 3439 Popular Narratives of the African Past
(Sec 001); 3 cr
Instructor: Giles-Vernick, Tamara L
Description: This course explores how Africans have depicted and interpreted Africa's past through popular culture. We will examine the ways in which African tellers of oral traditions and oral histories, playwrights and actors, painters, novelists, filmmakers, and musicians have understood specific events and transformations in African history from 1800 to the present. Topics covered in this course will include slavery and the slave trades; African kingdoms in precolonial Africa; domestic servants and the intimate politics in colonial homes; colonial education and its legacies; Christian missions; livelihoods and struggles in South African towns; decolonization; the ethics and challenges of development in postcolonial Africa. By studying cultural expressions about Africa's past from the perspectives of Africans themselves, we will also consider the very nature of history itself.
Class time: 40% lecture, 60% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 15% final exam, 20% written reports/papers, 5% in-class presentations, 20% class participation, 25% informal class writings
Exam format: Essay and identification
Hist 3441 Chicana/o History to 1900  
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme  
Instructor: Winkler, Anne  
Description: What is the history of Mexican Americans begin?  
Historians are not in agreement. Some argue for beginning more than  
10,000 years ago. Others feel the history of Chicanas and Chicanos  
should begin in 1521, 1598, 1836, or 1882. The course begins with a  
discussion of this debate and then we examine: indigenous societies of  
what is today the U.S. southwest; the Spanish conquest of this region;  
the U.S. conquest of territory from 1836-1854; the struggle of Mexicans  
in the southwest to retain land rights and resist second class  
citizenship 1848-1900; and the first wave of circular migration in the  
1880s when workers crossed the border to build railroads and mine  
gold, copper, and silver. We compare experiences in California, Texas,  
Arizona and New Mexico. Throughout the semester we will keep an  
eye on the 21st century and explore how this early history influences  
current realities.  
Class time: 40% lecture, 40% Discussion, 20% Audio visuals, guest  
speakers  
Work load: 80 pages of reading per week, 5-7 pages of writing per  
semester, 3 exams, 1 papers  
Grade: 20% written reports/papers, 45% quizzes, 35% class  
participation  
Exam format: Open notebook essay  

Hist 3465W China in the Ming and Qing Dynasties  
(Sec 001); Credit will not be granted if credit has been received  
for: EAS 3471; 3 cr; max crs 4, 1 repeat allowed;  
meets CLE req of Historical Perspective Core; meets CLE req of  
International Perspect Theme  
Instructor: Nagata, Mary Louise  
Description: This undergraduate course addresses modern Japan  
beginning with its early modern background and focusing particularly  
on the 20th century. The course is divided into 5 chronological  
segments: 1600-1688, 1850-1905, 1900-1930, 1930-1960, 1960-  
present. In each segment we address political, social, economic,  
diplomatic, intellectual and artistic issues. Important topics include  
modernization, family, imperialism, WWII, democracy, and labor. Music  
history will be part of the course. Course requirements include 5  
quizzes, final paper and final exam.  
Work load: 100-150 pages of reading per week, 5-10 pages of writing  
per semester. 1 papers  
Grade: 25% final exam, 25% written reports/papers, 25% quizzes,  
25% class participation  
Course URL: http://www.hist.umn.edu/~nagata  

Hist 3471 Modern Japan, Meiji to the Present (1868-2000)  
(Sec 001); Credit will not be granted if credit has been received  
for: EAS 3471; 3 cr; meets CLE req of Historical Perspective Core;  
meets CLE req of International Perspect Theme  
Instructor: Nagata, Mary Louise  
Description: This is a comprehensive introduction to East Asia (China,  
Japan, Korea, and Vietnam) from prehistoric times to the sixteenth  
century. It traces the evolution of major political and economic  
institutions as ways to understand basic structures of political authority  
and systems of resource distribution in these societies. It outlines  
major schools of East Asian philosophy and religions, such as  
Confucianism, Daoism, and Buddhism, and discusses their  
development and influence in each of the four countries. It analyzes  
some of the most important features of East Asian society, i.e., family  
structure and gender relationships in ideology as well as in practice. As  
part of the overview of East Asian society and culture, the course also  
introduces main modes of artistic expression through various kinds of  
visual materials as well as visit to museum. The course stresses the  
inter-connections within East Asia while highlighting the distinctive  
paths of historical changes in each of the four countries.  
Class time: 80% lecture, 20% Discussion  
Work load: 50 pages of reading per week, 7-10 pages of writing per  
semester, 2 exams, 1 papers  
Grade: 25% final exam, 25% written reports/papers, 25% quizzes,  
25% class participation  
Course URL: http://www.hist.umn.edu/~nagata  

Hist 3472 Early Modern Japan  
(Sec 001); Credit will not be granted if credit has been received  
for: EAS 3472; 3 cr  
Instructor: Nagata, Mary Louise  
Description: This course is designed as a general survey of early  
modern Japan and particularly Japan under the Tokugawa regime. The  
course is organized chronologically in 5 segments: 16th century, 17th  
century, 18th century, 1800-1868, 1850-1905 and will address Political,  
social, economic, intellectual, and cultural history. Important topics will  
include proto-industrialization, bushido and the warrior class, burakumin,  
labor, business, and family as well as music and performance history.  
Texts are meant to supplement and support lectures that address a  
greater range of material than found in the texts.  
Work load: 100-150 pages of reading per week, 5-10 pages of writing  
per semester, 1 exams, 1 papers, 5 quizzes  
Grade: 25% final exam, 25% written reports/papers, 25% quizzes,  
25% class participation  
Course URL: http://www.hist.umn.edu/~nagata  

Hist 3479 History of Chinese Cities and Urban Life  
(Sec 001); Credit will not be granted if credit has been received  
for: HIST 5479, HIST 5479; 3 cr; max crs 4, 1 repeat allowed; A-F  
only  
Instructor: Nagata, Mary Louise  
Description: This is an introduction to the role of traditional Chinese  
cities and their modern transformation. It begins with analyzing some of the main  
characteristics of ancient and pre-modern Chinese cities as seen from  
their geographic location and physical layout. Discussions include  
cosmological meanings of traditional cities and their political and  
commercial functions, as well as the richness of urban life. Two thirds  
of the course is devoted to modern changes that took place from the  
1850s to the 1950s. Special attention will be given to changes in urban  
space and the position of individual cities in the modern urban  
hierarchy. Music, movies and other visual materials are incorporated to  
present the multi faced modern urban life and facilitate thinking about  
cities as hotbeds of revolutionary changes. Furthermore, the course  
introduces theoretical models about Chinese cities and discusses their  
influence on our understanding of Chinese history and society at large.  
Class time: 70% lecture, 30% Discussion  
Work load: 100 pages of reading per week, 5-7 pages of writing per  
semester, 2 exams, 1 papers  
Grade: 25% mid-semester exam(s), 25% final exam, 35% written  
reports/papers, 15% class participation  
Exam format: mid-term and final are take-home exams  

This information is accurate as of: 5/26/2004 at 3:43 PM
Hist 3489 20th Century India
(Sec 001); 3 cr; A-F only
Instructor: Skaria, Ajay
Description: This course will provide a perspective on modern Indian politics by exploring the making of three modern identities—Hindu, Muslim, and Indian. How did the Hindu or Muslim identity that emerged with colonial rule differ from those that preceded it? How did disparate groups coalesce together to form the modern identities of Hindu and Muslim? What role did Hindu and Muslim mobilization play in constituting the nationalist movement? How did nationalist leaders such as Gandhi or Nehru address the question of Hindu-Muslim relations? What are the meanings of Partition, of the creation eventually of not one but three nation-states—India, Pakistan, and Bangladesh? What has secularism meant in India? What local and global developments account for current dominance of Hindu nationalism? How are identities such as Hindu, Muslim, and Indian being transformed with the rise of Hindu nationalism? The course will be based primarily on lectures.
Class time: 80% lecture, 20% Discussion
Work load: 60 pages of reading per week, 3 exams, 2 midterms, 1 final
Grade: 60% mid-semester exam(s), 40% final exam
Exam format: essay

Hist 3493 Islam: Religion and Culture
(Sec 001); Credit will not be granted if credit has been received for: ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036; 3 cr; prereq Soph or jr or sr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core
Instructor: Farah, Caesar Elie
Description: The evolution of Islam in historical context; institutions that made for diversity and continuity; traditions, law and observances of the faith; sectarian movements; philosophical and theological trends; modern developments; reformist, revolutionary, and militant, Islamic revivalism, movements, fundamentalism and militancy. Course limited to sophomores, juniors or seniors. Freshmen wishing to take this class must contact the instructor directly for permission.
Class time: 65% lecture, 10% Discussion, 20% Work load: 25 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers Grade: 25% mid-semester exam(s), 35% final exam, 15% written reports/papers, 5% in-class presentations, 5% class participation, 15% attendance
Exam format: Identification, short factual, analytical essays

Hist 3494 History of the Crusades
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme
Instructor: Lower, Michael T
Description: This course examines how the emergence of a new kind of Holy War at the end of the eleventh century—the crusades—transformed political, commercial, and intellectual relations among Christians, Muslims and Jews. The course aims to address the variety of forms of contact between the three groups by drawing upon a wide range of primary source materials: chronicles; travelogues; sermons, religious disputations; and exchange contracts. Topics include the founding of a crusader kingdom in the Holy Land and the articulation of a Muslim theory of Holy War, the Jihad, in response; crusader violence against Jewish communities; and the expansion of the crusade idea in the thirteenth century to encompass campaigns against schismatic heretics, and political enemies of the papacy in Byzantium, southern France, and the Italian Peninsula. This course is intended for undergraduates at the sophomore level and above, and for majors and non-majors alike. Assignments will include both formal and informal writing assignments, along with a final examination.
Class time: 50% lecture, 50% Discussion
Work load: 60-80 pages of reading per week, 1 exams, 3 papers Grade: 20% final exam, 40% written reports/papers, 40% Informal writing assignments and class participation
Exam format: Essay

Hist 3616 France in the Middle Ages
(Sec 090); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core
Instructor: Roos, Julia
Description: This course examines the development of the kingdom of France in the Middle Ages, from the tenth through the mid-fifteenth centuries, focusing on the reigns of the Capetian and Valois dynasties, with particular attention to politics, economy, society, and culture. During the lecture period, we will explore life in medieval France through texts, films, and a new web site, currently under construction. The web site will house many images from medieval France and links to interesting online resources. Through a discussion of sources from the Middle Ages students will gain insight into historical methodology.
Class time: 50% lecture, 20% Discussion, 30% films and visuals
Work load: ~100 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, plus small written exercises
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: essay

Hist 3618 The Dark Ages Illumined: Medieval Europe to 1050
(Sec 090); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core
Instructor: Lower, Michael T
Description: This course surveys early medieval history from the fall of the Roman empire to the launching of the First Crusade. During this epoch the course of world history was radically transformed. The unity of Roman imperial rule had given to the lands around the Mediterranean basin was shattered forever, and in its place arose three remarkable civilizations: Islam, Byzantium, and the Latin West, or, as we know it today, Europe. Anyone, therefore, who is curious to know how religious and cultural categories that are so fundamental to modern identities, such as Christian, Muslim, European, and Western, first gained currency, should sign up for this class. So too should anyone who seeks direct engagement with early medieval texts, visual culture, archeological remains, and music, or who wants to encounter fascinating and controversial figures and events, such as Muhammad, Charlemagne, and Gregory the Great; St. Perpetua, Theodora, and Dhouda; and the First Crusade, the Carolingian Renaissance, and the Vikings.
Class time: 50% lecture, 50% Discussion
Work load: 50-60 pages of reading per week, 9-12 pages of writing per semester, 2 exams, 2 papers

Hist 3633 Modern Germany, 1870-Present
(Sec 001); 3 cr; max crs 4, 1 repeat allowed
Instructor: Lower, Michael T
Description: This course provides an overview of German history from the founding of the Second Empire in 1871 to the present. A key theme will be the exploration of continuities as well as breaks in the development of German society during this 120-year time span. Topics we will discuss include: the military path to German unification in 1871; the political nature of Imperial Germany; the German bourgeoisie; industrialization and urbanization; the rise of the labor movement; organized feminism; racism and anti-Semitism; the coming of the First World War; the war's impact on German society; changes in gender relations; the birth of the Weimar Republic; Weimar culture; sexual reform; the Weimar welfare state; the rise of National Socialism; Nazi racial policies; women under National Socialism; the Second World War; the Holocaust; the partition of Germany; the political systems of the Federal Republic of Germany and the German Democratic Republic; the Cold War and the two Germanies; reunification of Germany and its consequences. The course will introduce students to different analytical approaches to German history stressing the importance of social class, gender, political structures, and cultural beliefs and practices, respectively. The readings include primary historical sources, textbooks, scholarly essays, and works of fiction. The course combines lectures with discussion, in-class group work, and occasional class debates. Regular attendance and active participation are important.
Class time: 50% lecture, 40% Discussion
Work load: 100 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 2 papers

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Hist 3714W Medieval Spain
(Sec 001); 3 cr; meets CLE req of Writing Intensive
Instructor: Phillips, William D
Description: History of the medieval regions of the Iberian Peninsula, from late Roman times to 1500. Lecture and discussion. Writing intensive.
Class time: 50% lecture, 50% Discussion
Work load: 100-150 pages of reading per week, 14 pages of writing per semester, 2 exams, 3 papers
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation
Exam format: essay

Hist 3721 20th-Century Europe From the Turn of the Century to the End of World War II
(Sec 001); Credit will not be granted if credit has been received for: HIST 5721; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme
Instructor: Lippman, Erich Douglas
Description: This course will be divided into four sections -- before World War I, World War I, interwar, and World War II. One should not assume that these sections will be evenly divided, however. The four assignments will correspond roughly to the four sections of the course (2 papers, 2 tests -- midterm and final). The time period covered by this class is one of the most violent as well as intellectually and culturally stimulating periods of European history. While military, political, and economic issues will be discussed, lectures will tend to focus more heavily on intellectual, cultural, and social developments. Thus, various media, such as music, films, art, poetry, and literary fiction will be utilized to convey the ideas and aspirations of people during the period. While previous history courses are helpful, the course is aimed at both history and non-history majors.
Class time: 80% lecture, 20% video
Work load: 80 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers, 0% (2 papers at 25% each)
Exam format: essay and identification

Hist 3731 Citizens and the State in Modern France From the Revolution of 1789 to Post
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core
Instructor: STAFF
Description: The French revolution of 1789 was a turning point in European history; its legacy was global. Starting with this momentous event the course will trace the social, political and cultural history of France. It will examine why events in France had widespread repercussions and how France became an important player in the global context during the 19th and 20th centuries. Course material for discussion will include historical texts, novels, memoirs, slides and films. This course is intended for undergraduates at the sophomore level and above, and for majors and non-majors alike. Assignments will include both formal and informal writing assignments, along with a final examination.
Class time: 60% lecture, 40% Discussion
Work load: 60-100 pages of reading per week, 2 exams, 2 papers
Grade: 40% mid-term and final exams; 40% 2 papers; 20% Class participation and attendance
Exam format: One essay (from a choice of three) and 5 Identification of terms (from a choice of 10)

Hist 3735 Politics of Ideas: European Thought in 20th Century Contexts
(Sec 001); 3 cr; A-F only
Instructor: Wolfe, Thomas C
Description: This course examines some of the main ideas and issues that have shaped European history in the 20th century. Instead of approaching this subject as a course in intellectual history, though, we will examine how problems of rapid economic, political, and social change posed to intellectuals and artists a range of issues that both challenged and offered possibilities for the future development of European identities. The course will typically focus on one or two of these key problems, and we will then examine these problems across a range of media including novels, films, and essays. Typical topics examined by the course in any given year include the dyads of freedom/unfreedom, socialism/capitalism, and liberalism/authoritarianism. The course will not examine solely any single school of thought, but will focus on what is at stake in our inheritance of these powerful structuring “options” at the beginning of the 21st century. We will consider intellectual life in the context of the challenged posed to thought by the both the spectacular and horrific events and inventions of the 20th century.
Class time: 20% lecture, 70% Discussion, 10% film viewing
Work load: 75 pages of reading per week, 25 pages of writing per semester, 4 papers, short reaction papers
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation

Hist 3809 The Peoples of Revolutionary America
(Sec 001); 3 cr
Instructor: Menard, Russell R
Description: This course surveys the history of that part of British America that became the United States during the Revolutionary era (roughly 1763-1800). It aims to provide a comprehensive narrative of American history during the Revolutionary era from a multicultural perspective. Although most topics are touched on, I pay particular attention to the origins of the independence movement, the conduct of the war for independence, the constitution, and the creation of the national government. Although designed for advanced undergraduates, the course assumes no prior knowledge, and should be accessible to all undergraduates interested in the origins of the United States.
Class time: 95% lecture, 5% Discussion
Work load: 70 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 33% final exam, 67% written reports/papers
Exam format: essay

Hist 3821 United States in the 20th Century to 1945
(Sec 001); 3 cr; max hrs 4; meets CLE req of Historical Perspective Core
Instructor: Chang, David Anthony
Description: In this course, students will explore some of the most tumultuous decades in American history, a period of great contradictions. In less than fifty years, America enjoyed unparalleled prosperity and unprecedented depression. African Americans built the largest black mass movement in American history at the same time that the politically potent second Ku Klux Klan was on the rise. The feminist movement enjoyed its heyday and then feminism fell into a low point. Immigrants poured into American cities, and immigrants found America's doors slammed shut. And, of course, the United States fought in the two largest wars the world had ever seen. This lecture-based class emphasizes the study of race, ethnicity, gender, and nationalism. It is open to students who wish to read and write in depth to explore these events and topics. It is open to undergraduate majors and non-majors alike, but the class will often be difficult for students who do not have a strong background in history. The course requires two papers and two take-home essay exams.
Class time: 80% lecture, 20% Discussion
Work load: 90 pages of reading per week, 16-24 pages of writing per semester, 2 exams, 2 papers, If needed, there will be quizzes.
Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers
Exam format: Take-home essays

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Hist 3841 American Business History  
(Sec 001); 3 cr  
Instructor: Deutsch, Tracey A  
Description: This course surveys the history of American enterprise from the colonial era to the late twentieth century. Throughout the semester we will examine changes in business practice, as well as the social, political, and economic causes of those changes. Students will be expected to participate in class discussions and class projects, to read primary and secondary historical sources, and to write, and perhaps revise, several essays. Topics covered include pre-industrial businesses, early industrialization, the rise of big business, and evocative biographies of business owners and their employees.

Hist 3844 American Economic History to 1870  
(Sec 001); 3 cr  
Instructor: Green, George David !!Morse Alumni Award!!  
Description: The course gives close attention to five historical problems in early American economic development: Economic Growth And Regional Specialization, Slavery And Southern Economic Development, Railroads And Economic Growth, The Role Of Government In Economic Development, Economic Impact Of The Civil War. There are several short readings for each topic, presenting different methods and interpretations. Students write 4-5 page analytical papers on four of the five topics and then we discuss them together in class. There are no exams.

Hist 3865 African American History, 1865 to Present  
(Sec 001); Credit will not be granted if credit has been received for: AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865; 4 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core  
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 their newfound freedom through marriage, education, mobility, 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. 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 the gender ideologies deployed by the various rights movements. Generational, cultural, and political cleavages in the rights movement, such as the rise of Black Power, are also explored. Finally, the course grapples with a variety of contemporary issues from the recent candidacy of Al Sharpton, to the black boy crisis, to the rise of hip hop and its appeal to young white youth.

Hist 3871 American Indian History: Pre-Contact to 1830  
(Sec 001); Credit will not be granted if credit has been received for: AMIN 3871, AMIN 3871; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom  
Instructor: Chang, David Anthony  
Description: American Indian history is far more than just the history of the loss of lands to the United States—which is the way we normally encounter it in our textbooks. It is the history of societies that were changing long before Columbus ever stumbled ashore in the Caribbean. It is the history of changing ideas about men and women, humans and spirits, people and animals. It is the story of work—whaling and the fur trade and farming and more. It is the story of grand confederacies of native nations, marriages between Algonquian women and French men, religious conflict between Chumash people and Spanish priests, and intrigue, alliances, and warfare among scores of native societies, five empires, and two new settler nations. This is the rich and diverse history we will explore together in this class. Students should come prepared to use their intellectual talents, to draw on their knowledge of history, to excercise their reading and writing abilities, and to share their ideas.

Hist 3878 American West  
(Sec 090); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core  
Instructor: Stone, Paul Clois  
Description: History 3878, "The North American West Since 1845" combines cultural and social approaches to the study of the Trans-Mississippi West since the American annexation of the Republic of Texas. The course explores concepts of Western regionalism and identity in their relationships to nationality, nationalism and statehood. A major theme of the course is an examination of the processes by which western lands, including Alaska and Hawaii, which were once part of large international empires, became states in the American republic. Reading is relatively heavy but the course also relies on guest lectures, films and field trips and students have a wide degree of flexibility in choosing areas of particular interest in which they wish to work.

Hist 3881 History of American Foreign Relations to 1914  
(Sec 001); 3 cr; meets CLE req of International Perspect Theme  
Instructor: Gendron, Robin Stewart  
Description: This course will examine the role of the United States in world affairs and the effect of global events upon the United States from the 1760s to the beginning of the First World War. It will emphasize the political, diplomatic, economic, social, cultural, and demographic exchanges between the United States and North American, European, Latin American, and Asian nations. Though primarily a course dealing with the United States, particular attention will be paid to perceptions of the United States and international events in these other countries. Students will be expected to read approximately 30 pages per week, complete 4 written assignments including document analyses and book reviews, and participate actively in class.

Hist 3951H Junior Honors Seminar  
(Sec 001); 4 cr; prereq History honors candidate; meets HON req of Honors  
Instructor: Samaha, Joel B !!CLA Distinguished Tchg Awd!!  
Description: (1) Intended for History honors majors in their junior year, the course is run as a seminar, with emphasis on preparation for writing a junior honors paper, required for graduation with honors in history. Sessions focus on the question, what is “good history”? (2) Students present progress reports regarding selection of topic; finding required primary source available for the topic; main points of topic; 10 minute oral presentation of paper. (3) Submission of 20 page double-spaced paper, both as a Microsoft Word for Windows file on disk and a hard copy.
Hist 3970 Supplemental Discussion in History
(Sec 007); 1 cr; max crs 3, 3 repeats allowed; prereq Concurrent registration
Instructor: STAFF
Description: An extra section with a T.A. may be attached to a concurrent 3xxx course in order to discuss in greater depth the readings for that course. Students who sign up for the discussion section will receive an additional 1 credit for the course. Students will be evaluated based upon the level of their attendance at and participation in a weekly hour-long discussion section. There will be no additional readings, but at the discretion of professor and/or T.A., additional short writing assignments may be required.

Hist 3980W Supplemental Writing in History
(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent; must take a 3-cr 3xxx or 5xxx course taken concurrently; 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 4961W Major Paper
(Sec 001, 090); 4 cr; A-F only; prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; meets CLE req of Writing Intensive
Instructor: STAFF
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. It can be one of the most rewarding intellectual experiences of your time at the University of Minnesota. The senior 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 scholarly articles or books). It can be on a topic of your choosing, but you are highly encouraged to discuss your paper topic with the instructor before the course begins. Refining the topic and even changing it often occurs during the course of the semester, but it is important to have some ideas before hand. This semester long course introduces students to the primary methods of historical research, analysis, and writing and guides students through the process of defining a topic, finding relevant secondary and primary sources, writing a research proposal, conducting the research, outlining and writing a first draft, and revising that draft to create a final paper.

Hist 4961W Major Paper
(Sec 091); 4 cr; A-F only; prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; meets CLE req of Writing Intensive
Instructor: Vecoli, Rudolph John
Description: Objectives: to provide you with the opportunity to conceptualize, research and write history. You will be not a consumer, but a producer of historical knowledge! Theme: Race, Ethnicity, Migration (REM) Why this theme: REM have always been fundamental factors in shaping the character of American society and culture. From the 17th century on, these have realities which Americans of all kinds have had to cope with. How have REM affected your life? Think about it. Subject area: we will focus on the operation of REM in 20th century America. Within this time and place, you will study the operation of REM with respect to a specific topic. Methodologies: Historians do their work in a variety of ways, utilizing different kind of sources. You will learn the vocabulary of historical research, the process of defining a research topic, how to go about compiling a bibliography of secondary literature, and identifying and locating the relevant primary sources. Writing: Equally important as research is the presentation of your findings. This involves developing a thesis which your research will validate, invalidate, or modify. The thesis will determine the structure of your paper, how you present a coherent narrative incorporating your research findings.

Hist 5649 Ideas in Context: Making Early Modern Knowledge, 1500-1800
(Sec 001); 3 cr; A-F only; prereq Grad student or instr consent
Instructor: Shank, JB
Description: This course suggests institutions as a vehicle for making sense of early-modern European intellectual and cultural history. By focusing on the relationship between a set of characteristic early-modern institutions and the knowledge that each fostered, students will come to understand better both early-modern culture and the role of material and social practices in the production of knowledge. The course will be structured chronologically. On the one hand, the transformations that particular institutions undergo throughout the period will be explored. On the other hand, shifts in the relative prestige and influence of different institutions will also be explored. We will begin by looking at the late-medieval university and the challenges posed to it by Renaissance Humanism. We will then survey a set of characteristic Renaissance institutions: the princely court, the workshop, the learned society, and the printing shop. Shifting into the seventeenth-century, we will look at some of the new institutions that emerged, including the bureaucratic state, the trading company, and the royal academy. Concluding with the eighteenth century we will examine the rise of civil society by focusing on elite salons, coffeehouses, Masonic lodges, and other sites of urban sociability. We will also consider the new concept of the “Republic of Letters” which congeals at this time, comparing it with other notions of intellectual community already studied.

Hist 5671 Proseminar: Modern Britain
(Sec 001); 3 cr; A-F only; prereq instr consent
Instructor: Clark, Anna Kirsten
Description: This graduate level seminar will focus on intense reading, discussion, research in primary sources, and analytical writing. It will cover Britain from the 17th century to the present, concentrating on the themes of liberal philosophies and practices, class relations, gender, and empire. We will trace the beginnings of liberal thought with John Locke and contrast liberalism with competing traditions of classical republicanism, radicalism, and conservatism. We will ask why liberalism became so different from the 19th to the 20th century, from advocating minimal government to setting up the welfare state. Why did liberalism fail in the early 20th century and the traditional labor
movement fail by the late 20th century? Another theme will be class conflict. Is class a useful way to look at British society? How does gender intersect with class? Why did it take women and working men so long to gain access to any political system? Is Britain really a democratic society? We will also examine why Britain acquired and lost an empire, and the impact of empire on domestic society, discussing such issues as the anti-slavery movement, popular imperialism, and immigration.

**Class time:** 10% lecture, 90% Discussion

**Work load:** 150 pages of reading per week, 25 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% class participation

**Hist 5740 Topics in Modern German History: Nation/State/Political Comm. in Central Europe**

(Se001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq instr consent

**Instructor:** Maynes, Mary Jo

**Description:** This seminar will offer graduate students and qualified advanced undergraduates a grounding in the historical works on the broad theme of political community and political identities in Central Europe in the period between the French Revolution (and the end of the Holy Roman Empire) and World War I. Particular themes to be highlighted include: local, regional, and national identities; liberalism, socialism and notions of political community; the politicization of religious and ethnic cultures and identities; nation building projects and social class; gender, kinship, and belonging; imperialism, mass politics, and nationalists projects at home and abroad; radical nationalism and gender; eugenics, populations, and "national health;" the nation in war and revolution. The class follows a seminar format, with each class meeting devoted to the discussion of the required readings about each problem or theme. One or more students each week will play a major role in discussion leadership. The written work for the course will include short papers most weeks (2-3 pages each, typed, double-spaced) based on the readings, one longer paper written in conjunction with discussion leadership (ca. 5 pages), and one historiographical or research paper due at the end of the semester. This course will be web enhanced using WebCT.

**Class time:** 100% lecture

**Work load:** 200-250 pages of reading per week, 60 pages of writing per semester, 10 papers

**Grade:** 60% written reports/papers, 20% in-class presentations, 20% class participation

**Hist 5777 Proseminar in Habsburg Central Europe**

(Se090); 3 cr; prereq instr consent

**Instructor:** Cohen, Gary B.

**Description:** This proseminar will offer intensive readings in the historical literature on Central Europe under Habsburg rule from the reforms of Maria Theresa to the imperial collapse in 1918. The themes to be highlighted include: continuity and change in society; processes of economic and political modernization; the rise of national consciousness, national movements and anti-Semitism during the middle and late nineteenth century; the rising social and political conflicts during the era of imperialism and emerging mass politics after 1880; the beginnings of modernist culture around 1900; and Central Europe on the eve of World War I. The class will be conducted in a seminar format with each class meeting devoted to a discussion of the historical and social science literature on a major problem or theme, led by one or several students designated for that week. The written work for the course will include two short papers (6-8 pages each, typed, double-spaced) due during the course of the semester, each focusing on the class reading assignment for a particular week, and a longer historiographical paper or review essay (approx. 15 to 20 pages of text, typed, double-spaced, plus bibliography), on a topic of the student's choice due during finals week.

**Class time:** 100% Discussion

**Work load:** 240 pages of reading per week, 35 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% class participation

**Exam format:** No exams

**Hist 5910 Topics in U.S. History: Race and Human Sciences**

(Se003); 3 cr; max crs 16, 5 repeats allowed; prereq Grad or advanced undergrad student with instr consent

**Instructor:** Lindquist, Malinda A

**Description:** What roles have science and scientists played in constructing, perpetuating, and dismantling racial ideologies in the nineteenth and twentieth centuries? While historicizing the "science" of race in the United States will be our central project, we will also explore the connections and dissonances between European and non-Western racial sciences and U.S. racial science traditions. While unraveling sociological, anthropological, psychological, biological, and medical racial discourses, disciplinary differences and debates regarding both the study and the construction of the study of race will be considered. Specific movements and critical moments in the history of the racial sciences in the United States, such as the nineteenth century focus on measuring bodies, eugenics, intelligence testing, and the racializing of public health crises (TB, syphilis, and HIV/AIDS) will be explored as will the relationship between the racial sciences and issues like immigration, segregation, and desegregation. Students will read and analyze a variety of texts, from classic racial science monographs to the latest historical and scientific literature in the field. Students interested in pursuing or currently pursuing historical, social scientific, or scientific research on race are strongly encouraged to enroll. Students interested in teaching about race or in deconstructing the relationship between race and science are also strongly encouraged to enroll.

**Class time:** 100% Discussion

**Work load:** 175-225 pages of reading per week, 14-20 pages of writing per semester, 2 papers, The first paper (7-10pp) will be a book review. The second paper (7-10pp) will require the students to connect their research to the course content.

**Grade:** 40% written reports/papers, 60% class participation

**Hist 5932 African Historiography and the Production of Knowledge**

(Se001); 3 cr; A-F only; prereq Major in African history or [grad student, instr consent]

**Instructor:** Isaacman, Allen F.

**Description:** This course is both an exercise in historiography and an exploration of the methodologies which scholars rely upon to tease out important dimensions of the African past. It focuses on recent analyses of several major themes in the social history of pre-colonial and colonial Africa. The seminar will pay particular attention to the recent scholarship on the daily lives of ordinary men and women in their households, communities and workplaces. Of particular interest is the way women and men, young and old, working, slaves and peasants coped with, and creatively adapted to, and at times, struggled against a system of oppression. The course also critically explores the type of sources which can be used to render audible the voices of people who have long been silenced. We will focus on oral traditions, life histories, archeological records and ways to read colonial texts. Each student will be required to write a short "think" paper as well as a fuller historiography or methodological essay. Among the texts we will read are Jean Allman and Victoria Tashjian, "I will not eat stone," Keletso Atkins, "The moon is dead. Give us our money," Susan Geiger, "Tanu women," Jonathan Glassman, "Feasts and Riots," Elias Mandala, "Work and control in a peasant economy," Steve Feierman, "Peasant Intellectuals," and Jan Vansina, "Oral traditions as history.

**Hist 5940 Topics in Modern Chinese History: Topics in Ming-Qing Fiction**

(Se002); 3 cr; max crs 16, 5 repeats allowed; prereq Grad student or [advanced undergrad, instr consent]

**Instructor:** Waltner, Ann Beth

**Description:** In this course we will read several important works of Ming-Qing fiction in translation. We will read short stories by Feng Menglong, parts of the novel The Plum in the Golden Vase, the novel Story of the Stone, and the memoir Six Chapters from a Floating Life. We will also read some works of literary criticism, particularly works which introduce us to Ming and Qing commentaries on the novel. We will pay attention to the following topics (among others): the fictionality of the texts, the materiality of the texts (how they are produced and
distributed, and the ways they work together to constitute a literary tradition. We will also be attentive to issues of gender and representation. We will inevitably also look at issues of translation - we will pay close attention to the language of the translated text and talk about how the texts work as English language texts. The structure of the class will be discussion, with occasional interludes of lecture. You will write three short response papers to the reading (two to three pages). These response papers are primarily to serve as a guide to class discussion. You will write one longer paper at the end (approximately 15 pages) in which you perform a sustained analysis of one of the texts we have read. Advanced undergraduates and graduate students are both welcome to take the course.

History of Science and Technology
381 Physics: 612/624-7069

HSci 1715 Technology and Western Civilization: Since the Industrial Revolution
(Sec 001); 4 cr; meets CLE req of Historical Perspective Core;
meets CLE req of International Perspect Theme
Instructor: STAFF
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.

Class time: 65% lecture, 35% Discussion
Work load: 10-50 pages of reading per week, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation
Exam format: Short identifications and essay

HSci 1815 Introduction to History of Science: Ancient Science to the Scientific Revol
(Sec 001); 4 cr; meets CLE req of Historical Perspective Core;
meets CLE req of International Perspect Theme
Instructor: Shapiro, Alan E
Description: This first semester of a two-semester course intended for undergraduates is devoted to science from antiquity through the Scientific Revolution. The development of the various sciences (for example, physics, astronomy, and biology) and the changing nature of science itself are placed in their cultural context, especially in relation to philosophy, religion, and social structures. The first part of the course covers Babylonian, Egyptian, and Greek science with a brief transition on the middle ages, and the second part the development of modern science in the Scientific Revolution, 1500-1725. Euclid, Aristotle, Galileo, and Newton are among the scientists studied. In addition to the mid-term and final exams, students are assigned two take-home essay questions (3 to 5 pages long) ten days before they are due. These essays serve to synthesize the material covered in class and readings and do not require additional research or reading. Students are also required either to write a paper (7 to 10 pages) on a topic of their choice or to carry out a project such as repeating an old experiment or making a scientific instrument.

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Students are also required either to write a paper (7 to 10 pages) on a topic of their choice or to carry out a project such as repeating an old experiment or making a scientific instrument.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 45-50 pages of reading per week, 18 pages of writing per semester, 2 exams, 3 papers, 18 pages includes papers, not exams

**Grade:** 15% mid-semester exam(s), 30% final exam, 45% written reports/papers, 10% class participation

**Exam format:** Essay, short prose answer

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**HSci 3815 Introduction to History of Science: Modern Science**

**(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspective Theme**

**Instructor:** Allchin, Douglas

**Description:** We use case studies to explore the origins of science as practiced and understood in our culture today. We discuss the historical roots of methods, ideas and institutions; how science has been shaped by cultural contexts and individuals; and how the public role of science developed. We aim to develop critical thinking skills, not merely knowledge of content. We focus especially on understanding science, the nature of science and its cultural role, as well as developing historical perspective. Several historical simulations foster appreciation of historical context. Preview at: [http://my.pclink.com/~allchin/1815/hub.htm](http://my.pclink.com/~allchin/1815/hub.htm)

**Class time:** 30% lecture, 40% Discussion, 30% interactive lecture/discussion

**Course URL:** [http://www.tc.umn.edu/~allchin/1815](http://www.tc.umn.edu/~allchin/1815)

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**HSci 4111 History of 19th-Century Physics**

**(Sec 001); 3 cr; prereq general physics or instr consent**

**Instructor:** Stuewer, Roger H

**Description:** In this course we begin by recalling the legacy of the Scientific Revolution of the 17th century and by providing an overview of the social, political, and institutional contexts in Europe and the United States in which the major experimental discoveries and theoretical innovations in physics occurred during the 19th century. We then examine these developments in detail. In the first half of the 19th century, they include the origin of the wave theory of light, the rise and fall of the caloric theory of heat, the birth of the modern atomic theory, the discovery of electromagnetism, the birth of field theory, and the discovery of the law of conservation of energy. In the second half of the 19th century, they include the discovery of the entropy principle, the discovery of the electromagnetic theory of light, and the birth of the kinetic theory of gases and statistical mechanics. These profound achievements led some physicists to believe that by the end of the 19th century physics was in principle complete. We conclude by showing how this belief was shattered by the discoveries of X-rays, radioactivity, and the electron between 1895 and 1897, thus opening up new vistas in physics to explore during the 20th century. To supplement the lectures, students will read articles by historians and philosophers of physics aimed at interpreting these developments and original scientific papers to gain a flavor of 19th-century physics.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 100 pages of reading per week, 30 pages of writing per semester, 3 exams, or 2 exams and 1 paper

**Grade:** 10% class participation, 90% take-home exams/paper

**Exam format:** Take-home essay

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**HSci 4302 History of High-Technology Weapons**

**(Sec 001); 3 cr**

**Instructor:** Seidel, Bob

**Description:** From all-att’s to warheads, societies have sought to develop weapons based on new technologies. We will examine the history of these attempts from Archimedes to Teller, in a series of lectures, audio-visual presentations and discussions of the impact of high-tech weapons in science, technology and society. The course is aimed at upper-division undergraduate and graduate students. The goal of the course is to present high-tech weapons in historical context, examining the historical record of weapons like the gastophetes, Archimedes’ seige engines, the catapult, gunpowder weapons, military aircraft, naval vessels, armor, nuclear, biological and chemical weapons, smart weapons, and defensive technology.

**Class time:** 50% lecture, 17% Closed Circuit TV, 33% Discussion

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation

**Exam format:** Essay

**Course URL:** [http://Webct.umn.edu/HSCI4302](http://Webct.umn.edu/HSCI4302)

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**HSci 4321 History of Computing**

**(Sec 001); 3 cr**

**Instructor:** Norberg, Arthur L

**Description:** During this course, we will discuss the history of computing developments of the Twentieth Century, with equal attention to factors affecting the evolution of hardware and software, the growth of the industry and its relation to other business areas, the changing relationships resulting from new data gathering and use techniques, and some of the people who participated in these events. Course content crosses the boundaries of several scientific and engineering disciplines (computer science, mathematics, electrical engineering) as well as business, raises many issues central in the history of science and technology, the role of technical developments in entrepreneurial decision making, and the nature of technical change, and summarizes some of the ethical and social issues that emerged from the use of the computer. Knowledge needed for the course is only how to use a personal computer, so as to be familiar with the terminology. Four paperback books will be used, all historical or descriptive in nature. Meant for undergraduates and graduate students who seek an overview of computer development.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 75 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 paper

**Grade:** 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation

**Exam format:** Essay

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**HSci 5993 Directed Studies**

**(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent**

**Instructor:** STAFF

**Description:** Guided individual reading or study.

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**HSci 5994 Directed Research**

**(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent**

**Instructor:** STAFF

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

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**Hmong**

**453 Folwell Hall: 612/625-6534**

**Hmong 1011 Beginning Hmong**

**(Sec 050); Credit will not be granted if credit has been received for: HMNG 3022, HMNG 4001; 5 cr**

**Instructor:** LeYang, Maxwell

**Description:** Beginning Hmong 1011 is a course that teaches Hmong to true beginners (native speakers and non-native speakers). Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offers on Monday and Wednesday. The contents of Beginning Hmong 1011 include an exposure to the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will familiarize students with Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected...
to be able to converse in simple Hmong dialogues and compose simple paragraphs. Required Texts The text for the course is Phau Xyaum Nyeem Ntawm Hmong Dawb. There will also be supplemental materials provided by the instructor. You can find the Text at Paradigm.

HSem 2010H Honors Seminar: Introduction to Clinical Psychopharmacology (Sec 001); 2 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets HON req of Honors Instructor: Abuzzahab, Faruk Said J Description: Dr. Abuzzahab is a Clinical Professor of Psychiatry, Pharmacology, and Family Practice and Community Health in the U of M Medical School. Long interested in drug use in contemporary American society, Professor Abuzzahab has given this popular course on drugs for over ten years. Course Description: An introduction to the principles of action of psychoactive drugs, including their use in the treatment of psychiatric disorders, their impact on society, treatment of drug abusers, and alternative means of “turning-on” without drugs. A high school biology course would be helpful for students taking this course. Topics will include classification of psychoactive drugs, antidepressant and combination drugs, antipsychotic and antiparkinson drugs, anti-anxiety agents, including hypnotics, sedatives and anticonvulsants, and abused drugs.

HSem 2020H Honors Seminar: Psychological Aspects of Music (Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets HON req of Honors Instructor: Haack, Paul A Description: This class is structured to help students delve into current psychological issues related to musical behavior. Various aspects of the seminar will help the student become proficient in understanding and discussing music preferences and taste, music and emotion, musical ability, socio-cultural factors, influences of music on behavior, and aesthetic issues as well as pertinent research methodologies and studies relating to the psychology of music. Students will analyze their personal interactions with music in various contexts. The role of music in humanizing the environment, as well as issues relating to music and noise pollution, will get particular attention.

HSem 2030H Honors Seminar: Gender and Gender Impersonation in Japanese Arts (Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets HON req of Honors Instructor: Morita, Maki Description: Gender impersonation is prevalent in Japanese theater and literature. In this course, we will contemplate gender in this cultural context. We will gain an applicable working paradigm in which we can further explore the topic of gender. Our ultimate goal will be to study and acquire knowledge of specific art forms, such as all-male Kabuki theater and all-female Takarazuka revue, as well as other forms. We will also study gender and gender theory as it relates to Japanese literature and theater. Students do not need knowledge of Japanese to enroll in this seminar.

HSem 2040H Honors Seminar: The Evolution of the Human Mind (Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets HON req of Honors Instructor: Laden, Gregory Thomas Description: In this course, we will investigate theories of the origin and evolution of human symbolic thought, language and other unique aspects of our behavior through the study of neurobiology, psychology, archaeology, paleontology and philosophy. We will read recent texts in these disciplines and other areas that discuss the nature and history of the human mind and how it has evolved and changed over the last 2 million years. The central debates we will investigate include modernist vs. archaist perspectives (the modern human mind evolved recently vs. a very long time ago); evolutionary psychology vs. Darwinian psychology (genetically coded neurological “modules” that facilitate behavior vs. a more generalized problem solving system); single gene theories vs. co-evolutionary theories (one or a few new genes generated de novo the unique human brain vs. hundreds of thousands of years of evolution of culture parallel with biological evolution).

HSem 2050H Honors Seminar: The Psychology of Paranormal Phenomena (Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets HON req of Honors Instructor: Fletcher, Charles R Description: Research has shown that most Americans hold one or more supernatural, paranormal or pseudoscientific beliefs. These include beliefs in mind reading, fortune telling, psychokinesis, remote viewing, therapeutic touch, out-of-body experiences, alien abduction and cryptozoology. This course has two goals. The first is to introduce students to critical thinking and behavioral research methods. The second goal is to evaluate the evidence for a variety of supernatural, paranormal and pseudoscientific claims. Students will design and carry out their own experimental tests of these claims.
HSem 2060H Honors Seminar: Subversive Literature and Counter Narratives
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets HON req of Honors
Instructor: Torres, Eden E.
Description: This course introduces literature by writers who define themselves outside the boundaries of mainstream culture—the voices of diverse races, classes, genders, and sexual identities, as well as immigrants. For each writer and the overlapping identities they represent, we will first explore the common mainstream images of each based on gender, race, ethnicity, sexual identity, class and national origin that have been distributed through both popular culture and dominant institutions. We will discuss the socio-political functions of these media representations within the larger culture. Then we will interpret the literature itself, analyzing the way in which the narrative functions as an oppositional voice—a resistance to the political/cultural ideologies of mainstream stereotypes and demeaning imagery. In looking at the social functions within the political economy of both mainstream narrative and counterculture work, the students will sharpen their critical thinking skills, practice not only deconstruction but also reconstruction, and gain a greater understanding of the way in which the development of an oppositional consciousness has significance beyond the particular life experiences that creates it. The course is reading intensive and depends heavily on active discussion.

HSem 2070H Honors Seminar: Citizen Engagement in Health Care: Theory & Practice
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets HON req of Honors
Instructor: Messer-Davidow, Ellen
Description: Citizen Engagement in Theory and Practice: U.S. democracy is commonly defined as “government by and for the people.” But this simplistic (if appealing) phrase doesn’t mention the many forces that come into play in the processes of framing public issues, crafting policies, and devising private solutions to widespread problems that impact the lives of citizens. In this course we will investigate those processes. After an introduction to three models of democracy/economy/citizenship, we will take healthcare as our case study. Although Americans feel that healthcare is essential to quality of life and often life itself, our country is involved in heated debates, legislation, and litigation on the particulars—for instance, what to do about Americans who lack healthcare coverage, the soaring prices of prescription drugs, and provider restrictions on and consumer abuses of services provided (or not) by healthcare plans. Next we will analyze the forces that tend to disempower citizens (e.g., corporate capitalism, interest politics) and then examine how citizens have engaged public issues by working through the channels of official politics, social movements, and public discourse. Satisfies the LE requirement for Citizenship/Public Ethics
Grade: 30% written reports/papers, 50% special projects, 20% class participation

HSem 3010H Honors Seminar: Signs and Symbols in Chinese Culture
(Sec 001); 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors
Instructor: Chu, Sauman
Description: This course will focus on studying the interpretation of Chinese signs and symbols, particularly the relationship between pictographs and written characters in Chinese culture. Class content is based on theories of visual communication, and symbolism in visual icons and images. It will focus on examining the elements involved in the perceptual process of the interpreter. Additionally, this course will examine design elements such as the use of form, line, color, and shape in Chinese symbols relative to social and cultural influences. Students will have the opportunity to design Chinese symbols.
Grading/Evaluation: Symbol design or paper, typographic design or paper, response papers
Grade: 0% response papers, final project

HSem 3020H Honors Seminar: Democracy and Markets
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors
Instructor: Freeman, John Roy
Description: The course addresses the question of whether democracy and markets are compatible, whether democratic institutions undermine or enhance market institutions and vice versa. Competing theoretical perspectives from the field of political economy are critically evaluated. And the experiences of countries with different political-economic systems are studied, including countries in the Americas and Europe. Among the topics singled out for in depth analysis are the economics of voting, politics of monetary policy, political business cycles, producer group politics and the politics of privatization. Some familiarity with basic (introductory) economics is assumed.

HSem 3030H Honors Seminar: So Funny It Hurts?
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors
Instructor: Baker, Eric
Description: So Funny It Hurts?: Ethnicity, Sexuality, and Humor, from Freud and Bakhtin to the American Sit-Com. Because of its tendency to express anxieties and break social taboos, humor is an especially rich expressive field for the investigation of ethnic and racial categories of identity. Comedy is also of special interest for its subversive power _its tendency to disrupt social structures and present backhanded critiques. This interdisciplinary and multimedia course will attempt to broaden our understanding of humor and how it works, with particular concentration on issues of race and gender central to contemporary North America. We will consider various theoretical writings about comedy to help us understand what makes us laugh and why. Next to short excerpts from classical sources (Plato, Aristotle, Aristophanes) as well as early modern (Burton, Hobbes, Pope, Swift) and modern (Schopenhauer, Nietzsche, Baudelaire, and Bergson) we will focus on Freud’s Jokes and Their Relation to the Unconscious, and Bakhtin’s Rabelais and His World. With the help of these theoretical and literary models, we will discuss a wide spectrum of works. Our challenge will be to find ways of understanding the complex role that gender, race, culture, and cultural deviance play in what we find funny.
Class time: 50% lecture, 50% Discussion
Grade: 50% written reports/papers, 30% in-class presentations, 20% class participation

HSem 3040H Honors Seminar: Art and Revolution: Historical Avant Garde
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors
Instructor: McBride, Patrizia Carollo
Description: At the height of modernism(1910-1930), artists and intellectuals began arguing that art was not limited to merely providing new perspectives on the world. They claimed that abstract art could be employed to ‘reconstruct the universe,’ as one Futurist manifesto put it. These artists did not think small; they envisioned brave new worlds created by artistic experimentation. They joined forces with the most radical political movements of their day - from Communism to Fascism - and created the art of revolutions, until the revolutions began fearing and forbidding such unbridled experimentation. Today this art seems as shocking and disturbing as it did almost a century ago. At the same time, these experiments have transformed our perception of art, politics, and popular culture. Our investigation of avant-garde practices will examine original documents of Futurism, Expressionism, Dada, and Surrealism. No prior knowledge of art history, literature, or political science is required. Through classroom practice, we will learn critical skills that can be employed to interpret literature, painting, and music.
Grade: 60% special projects, 20% in-class presentations, 20% class participation

HSem 3060H Honors Seminar: Popular Music and Postmodernity
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors
Description: This course will focus on studying the interpretation of Chinese signs and symbols, particularly the relationship between pictographs and written characters in Chinese culture. Class content is based on theories of visual communication, and symbolism in visual icons and images. It will focus on examining the elements involved in the perceptual process of the interpreter. Additionally, this course will examine design elements such as the use of form, line, color, and shape in Chinese symbols relative to social and cultural influences. Students will have the opportunity to design Chinese symbols.
Grading/Evaluation: Symbol design or paper, typographic design or paper, response papers
Grade: 0% response papers, final project

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Hort 1001 Plant Propagation

Description: The overall objective of Plant Propagation is to teach the principles and practice of asexual and sexual propagation of plants. In the process of learning about how plants are propagated, students will learn the basic biological systems as they relate to plant propagation. A second objective is to teach the scientific method beginning with the hypothesis, conducting experiments, taking and interpreting data, and sharing the results in report form. During the course students get to propagate hundreds of plants, using techniques ranging from planting seeds through taking cuttings, grafting, and layering. Most of the plants students propagate they get to take home to wow their friends and relatives.

Class time: 40% lecture, 10% Discussion, 50% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 4 exams, 12 lab reports
Grade: 30% mid-semester exam(s), 15% final exam, 55% lab work,
0% lab work with written lab reports
Exam format: short answer

Hort 1001 Plant Propagation

(Sec 001): 4 cr; meets CLE req of Biological Sciences/Lab Core
Instructor: Calkins, James Bruce
Description: Approved field, lab or greenhouse experiences in application of horticultural information and practices.

Instructor: STAFF
Description: This course is designed for environmental horticulture majors with specialization in turfgrass, nursery or landscape as well as those students enrolled in individualized programs and University College. Students enrolled in landscape architecture, urban and community forestry, and environmental studies will find it an excellent elective. Course content is based on a philosophy of sustainable landscape theory and practice. This approach stresses sustainability as it relates to all phases of landscape development which includes design, implementation, and management. Students will participate in a lecture format that also includes discussion, presentation, and case

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Hort 4072 Growing Plants Organically: What It Means To Be Green  
Class time: 40% lecture, 20% Discussion, 40% Laboratory  
Work load: 20 pages of reading per week, 6-7 design problems, quizzes and postings  
Grade: 10% quizzes, 90% design problems  
Exam format: multiple choice and essay  
Course URL: http://www.sustain.umn.edu

Hort 4061 Turf and Landscape Management  
(Sec 001); 3 cr; prereq 1001, Soil 2125; meets CLE req of Writing Intensive  
Instructor: Hoover, Emily Esther !!COAFES Distinguished Tchg Awd; Morse Alumni Award!!  
Description: Students should learn and be able to do the following upon completion of this course: Be knowledgeable about the turfgrass industry; Identify turfgrass species by means of vegetative structures and seeds; Calculate rates for seeding, pesticide, and fertilizer applications; Identify pest problems and their impact on turfgrass culture; Relate turfgrass development to production practices; Use writing to enhance learning; Work effectively in a group; Overall, to understand the principles of management based on the growth and development of turfgrasses. This course is designated as writing intensive as of Fall 2004.  
Class time: 80% lecture, 20% Discussion  
Work load: 40 pages of reading per week, 40 pages of writing per semester, 3 exams, 1 papers, weekly TurfTips  
Grade: 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% special projects, 5% in-class presentations, 10% lab work, 15% problem solving  
Exam format: short answer, problem solving  
Course URL: http://www.webct.umn.edu

Hort 4072 Growing Plants Organically: What It Means To Be Green  
(Sec 001); 3 cr; prereq 1001 or Biol 2022 or PBio 3XXX or equiv, jr or sr or instr consent  
Instructor: STAFF  
Class time: 30% lecture, 30% Discussion, 40% 30% student presentations; 10% Video tape  
Work load: 10 pages of reading per week, 15 pages of writing per semester, 1 papers  
Grade: 25% written reports/papers, 25% special projects, 20% in-class presentations, 30% lab work  
Course URL: http://webct

Hort 4096 Professional Experience Program: Internship  
(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, instr consent, complete internship contract available in COAFES Career Services before enrolling; UC only  
Instructor: STAFF  
Description: Professional experience in horticulture films or government agencies through supervised practical work evaluation or reports and consultation with faculty advisors and employers.  
Work load: 25 pages of reading per week, 25 pages of writing per semester, 2 exams, 4 papers, one discussion and one lab per week.  
Grade: 10% mid-semester exam(s), 15% final exam, 25% written reports/papers, 25% class participation, 25% lab work  
Exam format: 70% essay, 30% multiple choice  
Course URL: http://www.hort.agri.umn.edu/woody/tre.htm

Hort 5071 Restoration and Reclamation Ecology  
(Sec 001); 3 cr; prereq Biol 2022 or Biol 3002, Biol 1001 or Biol 3407 or equiv or instr consent; meets CLE req of Environment Theme  
Instructor: Galatowitsch, Susan M !!COAFES Distinguished Tchg Awd!!  
Description: Ecological and physiological concepts are explored as a basis for regenerating grasslands, wetlands, forests and other landscapes. The extent to which restorations have succeeded or failed is often a reflection of the state of our understanding of ecological processes. Half of the course introduces students to the ecological and physiological concepts relevant to land restoration and reclamation. Readings from the primary literature are used to illustrate how restoration and reclamation efforts apply an ecological and/or physiological concept. Students discuss the extent to which land restoration and reclamation. Readings from the primary literature are used to illustrate how restoration and reclamation efforts apply an ecological and/or physiological concept. Students discuss the extent to which land restoration has depended on scientific predictions vs. trial and error to develop cultural practices. The other half of the course provides students with and in-depth view of the restoration of specific kinds of ecological communities. For each ecommunity, students are provided with information on the history of restoration, the impetus for restorations (cultural, political), and the range of restoration practices and desired outcomes, and major limitations to success. Field visits are scheduled for the second half of the course.  
Class time: 60% lecture, 20% Discussion, 20% Laboratory  
Work load: 40 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers  
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers  
Exam format: MC and essay

Hort 5090 Directed Studies  
(Sec 001); 1-6 cr; max crs 18, 18 repeats allowed; prereq 8 cr upper div Hort courses, instr consent  
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.

Human Ecology  
32 McNeal Hall: 612/624-1717  
HE 4160H Honors Capstone Project  
(Sec 001); 2 cr; max crs 4; A-F only; prereq CHE honors, instr consent; A-F only; meets HON req of Honors  
Instructor: STAFF  
Description: A scholarly "Capstone" project that provides students with an opportunity to individualize the Honors Experience and make connections between aspects of their major program and personal interests.

Human Factors  
220 Cooke Hall: 612/625-5300
HumF 3505 Intro to Human-Centered Design
(Sec 001); Credit will not be granted if credit has been received for: KIN 5505, HUMF 5505; 3 cr
Instructor: Smith, Thomas J

HumF 5505 Human-Centered Design - Principles and Applications
(Sec 001); Credit will not be granted if credit has been received for: KIN 3505, HUMF 3505; 3 cr
Instructor: Smith, Thomas J

HRIR 3021 Human Resource Management and Industrial Relations
(Sec 001); 2 cr; prereq CSOM upper div undergrad major grad
Instructor: STAFF
Description: Focus on factors influencing individual work performance. Includes motivation, perceptual differences, career choice, psychological contracts, assumptions about workers/work, leadership/management, learning/skill development, openness to change. Examines evidence on current trends.

HRIR 3041 The Individual in the Organization
(Sec 001); 2 cr; prereq [[At least 60 sem cr or 75 qtr cr], 2.00 GPA] or dept consent
Instructor: STAFF
Description: Introduction to compensation/reward programs in employing organizations. Theories of organizational/employee behavior used in design/implementation of pay programs. Design, implementation, and evaluation of job evaluation, salary surveys, skill-based pay, merit-based pay, and other compensation programs.

HRIR 3051 Compensation: Theory and Practice
(Sec 001); 2 cr; prereq [[At least 60 sem cr or 75 qtr cr], 2.00 GPA] or dept consent
Instructor: STAFF
Description: Focus on factors influencing individual work performance. Includes motivation, perceptual differences, career choice, psychological contracts, assumptions about workers/work, leadership/management, learning/skill development, openness to change. Examines evidence on current trends.

Humanities
831 Heller Hall: 612/625-6563

Hum 1001 Humanities in the West I
(Sec 001); 4 cr; meets CLE req of Other Humanities Core
Instructor: Erickson, Gerald M !!Morse Alumni Award!!
Description: This course will offer some of the highlights (and also some "lowlights") of the cultures of ancient Greece and Rome. It will consist of three closely related parts: 1) Greece from Homer to Alexander the Great, 2) the Roman republic, 3) The Roman empire, which really represents a fusion of Greek, Roman and other cultures. In 1) we'll read a Homeric work, "The Odyssey," in English translation and take a brief look at the Mycenaean society, which flourished 1,000 years before the classical period. Next we'll examine the Pre-Socratic philosophers, who provided the basis for modern science, and then consider the so-called Golden Age of Athens--its philosophy, drama, poetry, government, and art. We'll conclude this section by observing some changes brought about by the conquests of Alexander the Great. In 2) we'll turn to Rome and observe its evolution from a small agricultural community to the dominant power in the Mediterranean and then attempt to assess the reasons for its collapse. Considerable attention will be given to Roman art, architecture and popular culture as evidenced by the buried cities, Pompeii and Herculaneum. In 3) the Roman empire with its many contradictions will provide interesting topics of study. Throughout 2) and 3) we will study the literature and philosophy of Rome and early Christianity. Morse-Amoco instructor.

HRIR 3021 Human Resource Management and Industrial Relations
(Sec 001, 020); Credit will not be granted if credit has been received for: HRIR 8021; 3 cr; Econ 1101, Psy 1001, 60 cr
Instructor: STAFF
Description: This course is intended to provide an overview of selected critical topics in human resources management and to deal with their relationships to other aspects of business management. The course emphasizes external and internal environments, acquiring and developing human resources, work and job design, performance management, global implications for HR leaders, evaluating, and compensating human resources, including union environments. Students will leave this course with a broad understanding of how and why various HR practices are used and their impact on the business, from the attraction and development of talent through labor relations and global implications. Course reading requirements and activities are approximate and are subject to change.

HRIR 3022 Human Resource Management and Industrial Relations
(Sec 002); 3 cr; grades only
Instructor: Norwood, James
Description: THE MIDDLE AGES. This course will focus on the historical, literary, cultural, religious, and ideological implications of the Middle Ages (c. 400-1500 AD) and the far-reaching humanistic legacy.
of this period in the Western tradition. Classes will cover the range of cultural expression in the medieval era, with a focus on the lives of such influential figures as St. Augustine, Charlemagne, Eleanor of Aquitaine, Thomas Becket, Dante, and others. A special focus in the course will be on Gothic art. Other course topics include the study of the life of Joan of Arc and the rise of medieval cities. In examining art, literature, history, philosophy, and cultural values, we will seek connections among the various disciplines. Throughout the course, we will examine how the tradition of the Western humanities has shaped institutions, social roles, and personal values we still possess today. Class attendance is required and will be an essential component of grading. This is intended as a lively learning experience with the class composed of a wide range of students throughout the university.

Class time: 70% lecture, 20% Discussion, 10% Video and slide presentations will accompany many of the classes.

Work load: 70-90 pages of reading per week, 2 exams, class attendance (required)

Grade: 45% mid-semester exam(s), 45% final exam, 10% IMPORTANT: Class attendance is required and will figure in grading.

Exam format: exams will be offered in both essay and objective formats

Hum 1004 Humanities in the West IV
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core
Instructor: Baker, Eric
Description: This interdisciplinary course will examine the growing tension between faith and reason within the movement of Enlightenment humanism as it progresses from the 17th to the 18th centuries. Within this context, we will read and discuss early works of science and philosophy by Descartes, Newton, and Leibnitz; humorous essays and dialogues by Montaigne, Diderot, and Hume; short plays by Shakespeare, Beaumarchais, Lillo, and Lessing; and the ironic prose of Pope, Swift, Voltaire, and Sterne. In addition to these works we will also discuss the paintings of Valesquez, Rembrandt and Rubens, as well as the musical works of Vivaldi and Bach. In the later segment of the course devoted to the second, more radical phase of the Enlightenment (from 1750 to the French Revolution and the Napoleonic wars) we will discuss brief essays by Rousseau, Kant, Burke, Wollstencraft, and Hegel; plays and lyric works by Goethe and Schiller, Mozart's operas, Beethoven's symphonies, and the revolutionary paintings of Jacques-Louis David. Throughout the course we will examine how the tradition of Western humanities has shaped institutions, social roles, and personal values that are current to this day. The goal of the course will thus not be limited to the assimilation of a significant body of knowledge, but will also include an understanding how the cultural values and ideals of the Enlightenment continue to influence how we understand our own culture today.

Class time: 60% lecture, 10% Closed Circuit TV, 30% Discussion
Work load: 80-150 pages of reading per week, 15-20 pages of writing per semester, 2 exams

Grade: 45% mid-semester exam(s), 45% final exam, 10% class participation

Exam format: Objective and/or essay

Hum 1005 Humanities in the West V
(Sec 001); 4 cr; meets CLE req of Other Humanities Core
Instructor: Ouren, Dallas L
Description: This course focuses on the challenge of Marx and Darwin to 19th Century Thought. Topics include: The Industrial Revolution, Liberalism, Socialism, the theory of evolution and positivism, the roots of existentialism. Major writers include: Zola, Marx, Mill, Dostoevsky, Kierkegaard, Nietzsche, Ibsen, Chekhov, Darwin and Mann. Some 19th Century artists and composers will also be discussed such as Wagner, Beethoven or the Impressionists. For undergraduates interested in these topics.

Class time: 80% lecture, 20% Discussion
Work load: 100+ pages of reading per week, 3 exams

Grade: 66% mid-semester exam(s), 33% final exam

Exam format: Brief essay

This information is accurate as of: 5/26/2004 at 3:43 PM
Hum 3029 Music in the 20th Century

Class time: 80% lecture, 20% Discussion
Work load: 50% of reading per week, 3 exams, 2 papers
Grade: 55% final exam, 25% written reports/papers
Exam format: Brief essay

Hum 3209 Music in the 20th Century (Sec 001); 3 cr; meets CLE req of Other Humanities Core
Instructor: Jackson, Donna Cardamo
Description: This course is designed expressly for undergraduate non-music majors and it meets the Liberal Education requirement in humanities. Emphasis is placed on active involvement in listening to popular, concert, and ethnic musics, and exploring the codes through which music produces meaning and interprets contemporary human conditions with powerful messages. Issues will be raised with respect to the formation of creative identities by exploring the lives of influential composers and performers in their respective cultural contexts (primarily American and European), including attraction to musical practices associated with non-western cultures. Extensive use is made of videotapes to demonstrate how music enhances the values of other expressive forms such as ballets, films, operas, and musicals. Topics to be covered are: the origins of modernism in Europe (Debussy and Stravinsky); the history of ragtime, jazz, blues, rock and roll, featuring Scott Joplin, Gershwin, Louis Armstrong, Bessie Smith, Janis Joplin, Jimi Hendrix, the Beatles, Eric Clapton; the emergence of national identities between world wars (Copland and Prokofiev); minimalism (Riley and Reich) masterworks that contributed to the development of values in human society by transmitting universal and timely messages: Ancient Voices of Children (Crumb), Symphony of Sorrowful Songs (Gorecki), West Side Story ( Bernstein).
Class time: 75% lecture, 25% Discussion
Work load: 25 pages of reading per week, 2 exams, 2 papers,
Listening to assigned compositions 2-3 hours per week.
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: essay

Hum 3531 The Mysterious William Shakespeare: Authorship and World View (Sec 001); 3 cr; A-F only; meets CLE req of Literature Core
Instructor: Norwood, James
Description: In the year 2000, Time magazine declared that William Shakespeare was the Person of the Millennium. But who was he? This course is intended as a lively learning experience focusing on the Shakespeare authorship controversy. Through the ages, the consensus has been that Shakespeare was an actor from the tiny community of Stratford-upon-Avon and that despite minimal formal education, this burgher subsequently wrote the greatest literary works in the English language, due primarily to his genius. Over the past two decades, there has been renewed scholarly interest in the authorship question with special attention given to the life of Edward de Vere, an aristocrat with the educational background similar to that of other Elizabethan poets. The two main topics for exploration in our course will be the authorship question from the perspectives of Shakespeare and de Vere. The course will address as well the world view of Elizabethan England, especially the ideas that shaped the cultural brilliance of the court of Queen Elizabeth and the public theatres of London. By exploring this topic, we shall seek a deeper understanding of the artistry of Shakespeare, whoever the author may be. The works to be studied include characteristic plays and sonnets of Shakespeare. IMPORTANT: Attendance is required and will figure in grading.
Class time: 60% lecture, 10% Discussion, 30% video presentations
Work load: 75-125 pages of reading per week, 2 exams, optional research paper (5-10 pages)
Grade: 45% mid-semester exam(s), 45% final exam, 10% attendance
Exam format: Exams administered in either objective or essay formats

Hum 3677 Self-Realization in 20th-Century Western Literature (Sec 001); 2 cr
Instructor: Kliger, George
Description: The purpose of the course is to explore selected works of 20th century Western literature which deal with the theme of the individual's quest for meaning, self-understanding, and self-realization in specific social and cultural contexts. The literary works examined are chosen for the depth, richness, and variety of perspectives which they bring to bear on the theme in question. The course will examine Joseph Conrad's "Heart of Darkness," Kate Chopin's "The Awakening," James Joyce's "A Portrait of the Artist as a Young Man," Jean Paul Sartre's "The Flies," and Herman Hesse's "The Glass Bead Game." Among the ideas and issues explored will be the Victoroidal ideal of human, turn-of-the-century Western conceptions of the native African; the notion of "the darkness within us" (Conrad); early 20th century American views on women's role in society (Chopin); nationalism and Catholicism as dominant ideologies in 20th century Irish society, the role of the artist in society and the nature and function of the work of art (Joyce); personal identity as potentials to be actualized (Chopin, Joyce, Hesse); or as implementation of a freely chosen project (Sartre); the relationship of the self to vocation/profession (Joyce, Hesse).
Class time: 80% lecture, 20% Discussion
Work load: 50 pages of reading per week, 3 exams
Grade: 50% mid-semester exam(s), 50% final exam
Exam format: take-home essays

Hum 3910 Topics in the Humanities: Utopias and Dystopias (Sec 001); 3 cr; max crs 4, 1 repeat allowed; prerq Jr or sr or instr consent
Instructor: Kliger, George
Description: This seminar will explore a variety of visions of an ideal society (utopia) and its opposite (dystopia) in the writings of philosophers, novelists, psychologists, and social and cultural critics through the ages, from Plato to Orwell, to feminist perspectives. With regard to each vision, topics such as fundamental assumptions about human nature, the nature of human institutions and their potentials for good and evil, ideals and values worthy of implementaton, etc, will be examined. A central concern of the seminar will be to assess the degrees of actual or potential correspondence of these visions to the real world of individual and social existence. Each student will either give an oral presentation, followed by class discussion, and will write a paper 10 to 15 pages in length, based on the presentation and benefiting from the feedback gained in discussion; or, alternatively, write a 20-page research paper. Participation in class discussion will be expected of all students.
Class time: 80% Discussion
Work load: 10-15 pages of writing per semester, 1 papers
Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

Hum 3970 Directed Studies (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prerq instr consent
Instructor: STAFF
Description: Student may contact instructor or department for information.

Hum 4910 Topics in the Humanities: Utopias and Dystopias (Sec 001); 3 cr; max crs 4, 1 repeat allowed; prerq Sr or grad
Instructor: Kliger, George
Description: This seminar will explore a variety of visions of an ideal society (utopia) and its opposite (dystopia) in the writings of philosophers, novelists, psychologists, and social and cultural critics through the ages, from Plato to Orwell, to feminist perspectives. With...
regard to each vision, topics such as fundamental assumptions about human nature, the nature of human institutions and their potentials for good and evil, ideals and values worthy of implementation, etc., will be examined. A central concern of the seminar will be to assess the degrees of actual or potential correspondence of these visions to the real world of individual and social existence. Each student will give two oral presentations, followed by class discussion, and will write two papers approximately 15 pages in length, based on the presentations and benefiting from the feedback gained in discussion;

Class time: 80% Discussion
Work load: 75 pages of reading per week, 30 pages of writing per semester, 2 papers
Grade: 80% written reports/papers, 20% in-class presentations, 0% Attendance of at least 12 class meetings is required to pass this course.

Hum 4970 Directed Studies
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Jr or sr or grad, instr consent
Instructor: STAFF
Description: Student may contact instructor or department for information.

Industrial Engineering
125 Mechanical Engineering: 612/625-0705
IE 5441 Engineering Cost Accounting and Cost Control
(Sec 001); 4 cr; A-F only
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.
Class time: 60% lecture, 10% Discussion, 30% problem solving
Work load: 80 pages of reading per week, 3 exams, 10 exercises/week
Grade: 40% mid-semester exam(s), 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 5511 Human Factors and Work Analysis
(Sec 001); 4 cr; A-F only; prereq Upper div IT or grad student
Instructor: Kvalseth, Tarald O
Description: Course content is the same as that given in the Course Catalog. Th instruction style is primarily based on lectures. There are also weekly recitation exercises that are partly done during class time. The content of the course follows quite closely the course textbook, it is a relatively practical course with a variety of real-life cases being discussed. The target audience of the course is expected to be primarily mechanical and industrial engineering students, upper division and a few graduate students, but also some students from other departments.
Class time: 80% lecture, 5% Discussion, 15% recitation
Work load: 30 pages of reading per week, 3 exams
Grade: 45% final exam, 50% quizzes, 5% recitation exercises
Exam format: short essay questions

Information Networking
101 Wesbrook Hall: 612/624-4000
INet 4011 Network Administration
(Sec 001-004); 4 cr; A-F only; prereq CSci 4211 or instr consent
Instructor: Everett, Lawrence W.
Description: This course combines theory (lecture and expert guest speakers) and application (labs). Topics include network architecture, switching, routing, algorithms, protocols, infrastructure hardware, cable plant, security and network management.

INet 4041 Emerging Network Technologies and Applications
(Sec 001); 3 cr; A-F only; prereq CSci 4211 or instr consent
Instructor: Dunn, Lawrence
Description: Underlying theory. Driving needs (technological, business). Developing technology. Competing technologies. Lectures by guest expert speakers, case studies, labs.

Innovation Studies
170 WesH: 612/626-8724
IS 5100 Innovation Studies Seminar: Designing Professional Futures
(Sec 003); 2 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent
Instructor: Dennison, Sarah Matthia
Description: Guided story-writing and journaling together provide complementary methods for exploring the design of plausible personal futures. The structure of this seminar allows each student to develop a personal futures design portfolio. Participatory quality is expected to be high and individual self development is stressed.

IS 5100 Innovation Studies Seminar: Emergent Patterns in Human Affairs
(Sec 004); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent
Instructor: Shupe, David Arlin
Description: A critical and collaborative investigation of the appropriateness of applying concepts drawn from the sciences of complexity to the world of human affairs. The seminar will begin with background readings in chaos/complexity theory. Then we will examine several case studies: books that show the generation of complex social/cultural patterns from relatively simple principles. As the seminar progresses, students will have an opportunity to critically examine a topic of their choosing. Throughout this conversation, anticipated questions include: Are the large patterns seen in human affairs like those of natural processes? Does the fact that humans make choices about perspectives and actions make a difference? What meaning can be found in human history? Under what conditions can an individual's actions be decisive? Prior understanding of chaos/complexity theory would be helpful but is not a prerequisite for the course.

Institute of Technology
IofT 1 Fundamentals of Engineering Review (E.I.T. Refresher)  
(Sec 001); 0 cr; S-N only; prereq Bachelor's degree in engineering  
Instructor: Coyle, Timothy James  
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 EIT 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  
Instructors: Tim Coyle, P.E. (612) 634-7220 (o) (612) 490-1174 (h)  
E-mail: tcoyle@sebesta.com Dan Nordell, P.E. (612) 330-5822 (o) (612)  
786-7674 (h) E-mail: d.nordell@ieee.org. Note: this course begins  
early in Fall Semester on Tuesday August 14.  
Class time: 50% lecture, 50% Discussion  
Work load: 100 pages of reading per week  

IofT 1101 Environmental Issues and Solutions  
(Sec 001); 4 cr; prereq High school chemistry or equiv, one yr  
high school algebra; meets CLE req of Environment Theme;  
mets CLE req of Physical Science/Lab Core  
Instructor: Semmens, Michael John  
Description: The world’s population now exceeds 6 billion people.  
Everyone needs water, energy, food and housing, but as we become  
more affluent we use more, and waste more. Man’s needs and  
desires have a dramatic impact on the environment including loss of  
habitat, a reduction in biodiversity, loss of resources, and pollution  
problems. In the US and other developed countries we continue to  
deplete resources as if they are infinite. This course will address the  
behavior of natural systems, man’s impact on the environment, how  
we are trying to meet the challenges of supplying the population with  
water, energy, food etc. while trying to minimize negative impacts.  
Students will participate in hands-on water quality labs, field trips and  
small discussion groups. Grade is based on attendance, lab reports,  
and 12 weekly quizzes.  

IofT 1312 Exploring Careers in Science and Engineering  
(Sec 001); 2 cr  
Instructor: Hall, Rebecca Ann  
Description: The focus on this class is the exploration of careers and  
interests in Mathematics, Sciences, and Engineering. Students will  
examine individual interests, skills, values, and self-assessment  
through specific career inventories. Career exploration and decision-  
making is enhanced through guest speakers, site tours, and  
information interviews. Students will also learn basic job search skills  
such as resume and cover letter writing, interviewing, and job search  
strategies. The course is appropriate to any IT student or current U of  
M student considering an IT major.  
Class time: 50% lecture, 50% Discussion  
Work load: 1-3 pages of reading per week, 15 pages of writing per  
semester, 3 papers  
Grade: 55% written reports/papers, 25% special projects, 5% class  
participation, 15% attendance  

Insurance and Risk Management  
3-300 Carlson School of Management:  
612/624-2500  

Ins 5100 Corporate Risk Management  
(Sec 001); 2 cr  
Instructor: Whitman, Andrew Franklin  
Description: Corporate Risk Management is the process of assessing,  
controlling, financing and monitoring risks to increase value for all  

stakeholders. Business practices and theory are applied to treat  
human resource risks, financial risks, property, liability, and workers  
compensation risks, with risk control and risk financing tools, including  
insurance. Students learn to serve as consultants applying the risk  
management process to a live company. Practicing risk managers  
address the class and assist students in the consulting process.  
Grades are based on 20% class and classnet participation, 30%  
quizzes from the textbook, and 50% on the consulting team project.  
Class time: 70% lecture, 30% Discussion  
Work load: 20 pages of reading per week, 5 exams, 1 papers  
Grade: 20% special projects, 30% quizzes, 30% in-class presentations,  
20% class participation  
Exam format: multiple choice  
Course URL: http://www.csom.umn.edu  

Ins 5101 Employee Benefits  
(Sec 001); 2 cr; prereq 5100 or HRIR 3021 or instr consent  
Instructor: Whitman, Andrew Franklin  
Description: Design and administration of employee benefit plans:  
health insurance, disability plans, 401(k) plans, salary  
reduction/deferred compensation programs—from social insurance to  
effective programs; funding methods, including insurance and self-  
surance. Practicing employee benefit specialists and professors  
address the class. Grades are based on 20% class and classnet  
participation, 30% quizzes from the textbook, and 50% on a team in  
class presentation.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 4 exams, 1 papers  
Grade: 30% quizzes, 50% in-class presentations, 20% class  
participation  
Exam format: multiple choice, essay  
Course URL: http://www.csom.umn.edu  

Ins 5200 Insurance Theory and Practice  
(Sec 001); 2 cr  
Instructor: Whitman, Andrew Franklin  
Description: Risk theory is applied to practices in liability, property,  
and workers compensation insurance marketing, pricing, underwriting,  
and claims administration. Industry practitioners address the class on  
practice standards, policy issues of tort versus no-fault compensation  
systems, self-insurance and integrated risk financing methods. Grades  
are based on 20% class and classnet participation, 40% quizzes from  
the textbook, and 30% on team participation.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 4 exams  
Grade: 10% special projects, 40% quizzes, 25% in-class presentations,  
25% class participation  
Exam format: multiple choice, essay  

Ins 5201 Personal Financial Management  
(Sec 001); Credit will not be granted if credit has been received  
for: CEBS 11; 2 cr; prereq 5200  
Instructor: Whitman, Andrew Franklin  
Description: Covers steps in the personal financial planning process,  
cash flow, debt and insurance management, investing, retirement  
planning, tax management and estate planning. Grades are based on  
a financial planning report using Financial Profiles and Quicken  
software, quizzes and participation in class and on classnet. Practicing  
financial planners address the class on computer based planning,  
insurance, employee benefits, education funding, debt management,  
investing, retirement and estate planning.  
Class time: 70% lecture, 20% Discussion, 10% On line classnet and  
computer software  
Work load: 40 pages of reading per week, 25 pages of writing per  
semester, 4 exams, 1 papers, The 4 exams are 4 on classnet quizzes  
Grade: 70% written reports/papers, 20% quizzes, 10% class  
participation  
Exam format: multiple choice  
Course URL: http://www.csom.umn.edu  

This information is accurate as of: 5/26/2004 at 3:43 PM
Ins 5202 Personal Financial Planning 2: Tax and Estate Planning Techniques
(Sec 001); 2 cr; prereq 5201
Instructor: Whitman, Andrew Franklin
Description: With Ins5201 Personal Financial Management as a prerequisite this course concentrates on tax management and estate planning for entrepreneurs and small businesses. Techniques for minimizing taxes and achieving wealth and retirement plan distribution objectives are covered. Covers the income and transfer tax systems, the probate process, gifting, property management and its disposition with powers of attorney, healthcare directives, trusts, wills and will substitutes; creation, retention or disposition of family business interests. Practicing financial planners address the class.

Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 25 pages of writing per semester, 4 exams, 1 papers
Grade: 50% written reports/papers, 30% quizzes, 20% class participation
Exam format: multiple choice
Course URL: http://www.csom.umn.edu

ID 3201 Career Planning
(Sec 001, 006-007); 2 cr
Instructor: STAFF
Description: Juniors and seniors--wondering what you'll do after you graduate? Learn how your individual talents, values, interests and experiences, matched with state-of-the-art career strategies, will position you in today's marketplace. Emphasis is on understanding the 21st century work world, understanding yourself, identifying what you'd like to do for a living, and marketing yourself. We'll explore careers and address strategic resume writing, networking and interviewing. Attendance at all classes and active class participation is highly encouraged. A $25 fee will be charged for career assessment inventories.

Class time: 25% lecture, 45% Discussion, 30% Group and individual activities.
Work load: 10 pages of reading per week, 10-15 pages of writing per semester, 4 papers, 3 special projects.
Grade: 40% written reports/papers, 30% special projects, 10% in-class presentations, 10% lab work, 10% attendance
Exam format: No exams.

ID 3211 Internship: Perspectives on Work
(Sec 001); 4 cr; prereq dept consent, internship through Career and Community Learning Center
Instructor: STAFF

Description: This course is about experiential learning, and is for students doing internships of at least 10 hours per week throughout the semester. Credit is given for coursework and for completing the internship. You will integrate classroom and experiential learning by reflecting on your internship via regular small group meetings with peers and written journal assignments. Emphasis is on creating your own learning agenda; observing and analyzing your organization; understanding where it fits into the world and what it contributes; and identifying how you and your values fit into it. The class is open to all majors.

Class time: 20% lecture, 45% Discussion, 35% small group work
Work load: 25 pages of reading per week, 30 pages of writing per semester, 1 papers, 1 portfolio
Grade: 16% written reports/papers, 17% special projects, 33% class participation, 33%

ID 3571 HECUA Off-Campus Study Program: Metro Urban Studies Term Reading Seminar
(Sec 001); 4 cr; prereq concurrent enrollment in 3572, 3573, dept consent; contact CCLC, 345 Fraser Hall, 626-2044
Instructor: STAFF
Description: The Metro Urban Studies Term (MUST) is a Twin Cities-based, active learning, semester-long study program that explores the roots of urban inequality and poverty and familiarizes students with cutting edge strategies and social policy alternatives that aim to address urban issues. The program has a number of components. In the Reading Seminar students explore theoretical foundations necessary to understand the roots, dynamics and persistence of urban inequality. In the Field Seminar students meet directly in the community with important activists, policy makers and city residents of diverse backgrounds to investigate key social problems and their solutions. In the Internship students work three full days a week in an organization exploring career options, building networks, gaining job experience and delving deeply into some aspect of urban inequality. An Integration seminar connects all of the classroom and experiential learning. The program is full-time and provides a full semester of academic credit.

MUST is open to all undergraduates who have completed the Freshman year. Primary faculty: Phillip Sandro, PhD. Offered Fall and Spring semesters. Contact: Teresa Thomas-Carroll, Career and Community Learning Center, 345 Fraser Hall, 626-2044. Students register for ID 3571, 3572, and 3573.

Class time: 5% lecture, 25% Discussion, 70% internship, group field experiences, special projects
Work load: 100 pages of reading per week, 100 pages of writing per semester, 3 papers, 7 journal assignments; in-class writing
Grade: 35% written reports/papers, 20% special projects, 15% class participation, 30% 10% internship evaluation, 20% journal
Exam format: essay/paper

ID 3573 HECUA Off-Campus Study Program: Metro Urban Studies Term Internship Seminar
(Sec 001); 8 cr; prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 Fraser Hall, 626-2044
Instructor: STAFF
Description: The Metro Urban Studies Term (MUST) is a Twin Cities-based, active learning, semester-long study program that explores the roots of urban inequality and poverty and familiarizes students with cutting edge strategies and social policy alternatives that aim to address urban inequality. The program has a number of components. In the Field Seminar students meet directly in the community with important activists, policy makers and city residents of diverse backgrounds to investigate key social problems and their solutions. In the reading Seminar students explore theoretical foundations necessary to understand the roots, dynamics and persistence of urban inequality. The program is full-time and provides a full semester of academic credit. MUST is open to all undergraduates who have completed the Freshman year. Primary faculty: Phillip Sandro, PhD. Offered Fall and
**Course List**

**ID 3993 Directed Study**
*Course URL: [http://www.med.umn.edu/anatomy/](http://www.med.umn.edu/anatomy/)*

**InMd 3001 Human Anatomy**
*Instructor: Bauer, G Eric*
*Description: Objectives of the course: To provide an understanding of human anatomy with emphasis on the relationship of structure to function. Intended for pre-professional undergraduate students and others who wish to obtain a basic understanding of the structure of the human body. Lectures are presented on tissues and organ systems; exams are multiple choice (best answer, matching, true/false, etc.). Concurrent Human Anatomy Laboratory (InMd 3002 or 3302) is highly recommended. Prereq: students should have completed Biol 1009 or equivalent; sophomore status.
*Class time: 100% lecture
*Work load: 25 pages of reading per week, 4 exams
*Grade: 75% mid-semester exam(s), 25% final exam
*Exam format: multiple choice

**Italian**

**Ital 1001 Beginning Italian**
*Instructor: STAFF*
*Description: Italian 1001 (Beginning Italian, level 1) 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. Homework is designed to give students further practice; audio materials (cassettes or CDs) play an integral part in the program. By the end of the first 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 current 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 third semester students who pass with a grade of ‘C-‘ or higher are ready to move on to Italian 3015, take a literature class, or study in Italy.
*Work load: 45-60 minutes of homework per class
*Grade: 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations
*Exam format: Short answer, fill in the blank, true/false

**Ital 1002 Beginning Italian**
*Instructor: STAFF*
*Description: Italian 1002 (Beginning Italian, level 2) is the second semester of Italian language and culture. This course offers presentations of new grammar and cultural concepts while continually reviewing material already taught. Students work individually, in pairs or in groups. They improve their skills in reading, writing, speaking and understanding Italian. They each do a cultural presentation. Homework is designed to give students further practice; audio materials (cassettes or CDs) play an integral part in the program. By the end of the first year of Italian instruction, students can communicate in a number of real life situations and are becoming comfortable with the present, past and future tenses. Students who pass 1002 with a grade of ‘C-‘ or higher can then move on to Italian 1003.
*Work load: 45-60 minutes of homework per class
*Grade: 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations

**Interdisciplinary Medicine**

**3-105 Owre Hall (Box 33): 612/625-3622**

**InMd 3001 Human Anatomy**
*Instructor: Bauer, G Eric*
*Description: Objectives of the course: To provide an understanding of human anatomy with emphasis on the relationship of structure to function. Intended for pre-professional undergraduate students and others who wish to obtain a basic understanding of the structure of the human body. Lectures are presented on tissues and organ systems; exams are multiple choice (best answer, matching, true/false, etc.). Concurrent Human Anatomy Laboratory (InMd 3002 or 3302) is highly recommended. Prereq: students should have completed Biol 1009 or equivalent; sophomore status.
*Class time: 100% lecture
*Work load: 25 pages of reading per week, 4 exams
*Grade: 75% mid-semester exam(s), 25% final exam
*Exam format: multiple choice

**Italian 1003 Intermediate Italian**
*Instructor: STAFF*
*Description: Italian 1003 (Intermediate Italian, level 1) 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.) 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 current 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 third semester students who pass with a grade of ‘C-‘ or higher are ready to move on to Italian 1004 or study in Italy.
*Work load: 45-60 minutes of homework per class
*Grade: 10% final exam, 70% quizzes, 5% class participation, 15% oral exam
*Exam format: essay, short answer, fill-in-blank, true/false

**Italian 1004 Intermediate Italian**
*Instructor: STAFF*
*Description: Italian 1004 (Intermediate Italian, level 2) 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 current 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, take a literature class, or study in Italy.
*Work load: 45-60 minutes of homework per class
*Grade: 10% final exam, 70% quizzes, 5% class participation, 15% oral exam
*Exam format: essay, short answer, fill-in-blank, true/false, various presentations

**Italian 3015 Reading, Conversation, and Composition**
*Instructor: STAFF*
*Description: This course will consist of intensive reading, writing, and speaking practice and study of cultural materials in authentic formats.

**Italian 3209 Literature of Medieval City-States**
*Instructor: Noakes, Susan J.*
*Description: Study, in Italian, of the literature of the "Origini": the earliest texts known in the Italian language, and of the evolution of literary Italian within the social context of the development of the city-states of north central Italy, through the mid-Trecento. Attention will also be given to the influence on the new literary language of this area of the poetry of Provence and of the Sicilian School. Study of Dante's VITA NUOVA. Requires a strong knowledge of Italian. This is a four-credit course because students must be committed to considerable work with a dictionary to master these influential but (for modern readers) relatively difficult texts. Class discussion (in Italian), examinations, short paper, class presentations.
Ital 3301 Italian Dialects and Their Literature
(Sec 001); 4 cr; max crs 16, 4 repeats allowed; prereq 3015
Instructor: Jackson, Donna Cardamo
Description: This course is designed to introduce students to the various dialects of Italian spoken in Italy. Opportunities arise for drawing parallels with popular music in the 20th century in terms of content and performance practices. Extensive use of videotapes to illustrate early musical instruments and their contexts that shaped the identities and creative expressions of medieval and renaissance musicians, many of whom were also poets. Issues to be raised are social status, gender relations, prevailing modes of conduct and courtship. The lives and artistic productions of the following figures, both male and female, will be addressed: troubadours, trouvères, kings, queens, clerics, minstrels, courtesans, civic and court musicians. Numerous secular love songs will be explored, ranging from serious to satirical, erotic and comical; the role of dance music in courtship rituals will also be considered.

Grade: 5 chapter tests and 2 oral interviews
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 3021 Intermediate Japanese
(Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 4003, JPN 4003; 5 cr; prereq 1012 or instr consent
Instructor: STAFF
Description: Prerequisite: Japanese 1012 (5 credits). This course is the first of a two-semester sequence of Intermediate Japanese; it is for students who have taken Jpn1012 or have passed the placement test. The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on the intermediate level as well as culture-specific skills (do's and don'ts). Topics covered in this semester include job interviews, finding a lost article, giving advice, etc. The course consists of 3 hours of discussion sessions and 2 hours of lecture sessions per week. Class performance in the discussion session accounts for a large part of the course grade. For each class, students are expected to spend 2 hours per day doing homework and practicing with CDs. Textbook: Banno. et al. (1999). Genki: An integrated course in elementary Japanese, Vol. 2. For the placement test information, refer to the homepage of the Japanese language program.

Class time: 40% lecture, 60% Discussion
Work load: 5 chapter tests and 2 oral interviews
Grade: 5 chapter tests and 2 oral interviews
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 3031 Third-Year Japanese
(Sec 001, 050); 4 cr; prereq 3022 or instr consent
Instructor: STAFF
Description: This is the first of a two-semester sequence of Third-Year Japanese. It aims to continue developing the four communication skills (i.e., speaking, listening, reading, and writing) on the intermediate-high level as well as Japanese culture-specific strategies to prepare students for real-life situations. Topics covered during the semester include requests, permission, and asking for and receiving advice, etc. The class is conducted in Japanese, and access to a Japanese-capable computer is required. For each class, students are expected to spend at least two hours preparing for and reviewing the lesson. Textbook: Miura and McGloin (1994). An Integrated Approach to Intermediate Japanese. Prerequisite: JPN3022 with a grade of C- or better OR Passing the placement test (info: http://www.all.umn.edu/japanese_language/placement_test_info.html)

Class time: 100% Discussion
Work load: 5 chapters (Lessons 1, 3, 4, 5, and 6)
Grade: 12% special projects, 23% quizzes, 10% class participation, 18% 2 Chapter Tests; 18% 2 Oral Interviews; 19% Homework
Exam format: Listening comprehension, reading comprehension, multiple choice, and translation
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 4001 Beginning Japanese
(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 1011, JPN 1011, JPN 1011, JPN 1011; 3 cr; prereq passing score on GPT in another language or grad student
Instructor: STAFF
Description: This 4xxx-level course is a special option for qualified students to take the 1xxx-level Beginning Japanese course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Beginning Japanese under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for Jpn 1011. See the course guide description for Jpn 1011.

Jpn 4003 Intermediate Japanese
(Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 3021, JPN 3021, JPN 3021, JPN 3021; 3 cr; prereq 4002, [passing score on GPT in another language or grad student]
Instructor: STAFF
Description: This course is the first of a two-semester sequence of Intermediate Japanese; it is for students who have taken Jpn1012 or have passed the placement test. The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on the intermediate level as well as culture-specific skills (do's and don'ts). Topics covered in this semester include job interviews, finding a lost article, giving advice, etc. The course consists of 3 hours of discussion sessions and 2 hours of lecture sessions per week. Class performance in the discussion session accounts for a large part of the course grade. For each class, students are expected to spend 2 hours per day doing homework and practicing with CDs. Textbook: Banno. et al. (1999). Genki: An integrated course in elementary Japanese, Vol. 2. For the placement test information, refer to the homepage of the Japanese language program.

Class time: 40% lecture, 60% Discussion
Work load: 5 chapter tests and 2 oral interviews
Grade: 5 chapter tests and 2 oral interviews
Course URL: http://www.all.umn.edu/japanese_language/home.html
Description: This 4xxx-level course is a special option for qualified students to take the 3xxx-level Intermediate Japanese course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Intermediate Japanese under the 4003 course number for 3 credits. Credit will not be granted if credit has been received for Jpn 3021. See the course guide description for Jpn 3021.

Jpn 4041 Advanced Japanese Conversation and Composition (Sec 001); 4 cr; prereq 3032 or instr consent
Instructor: Maeda, Magara
Description: The focus of this course is to development cognitive academic language proficiency (CALP) in Japanese with content-based instruction (CBI) and process approach writing instruction (multiple drafts and various techniques of feedback). In addition, the course introduces and implements various reading strategies. Authentic reading materials (newspaper article, novels) on various topics are used with an emphasis on both content and language. Content includes discussion in Japanese of topics relevant to modern Japanese society. Language instruction includes vocabulary acquisition, recognition/production of kanji (Chinese character), and acquisition of advanced level grammar structure relevant to topics/themes of the reading.
Class time: 20% lecture, 80% Discussion
Work load: 2 exams, 2 papers, several kanji and vocabulary quizzes
Grade: 10% mid-semester exam(s), 10% final exam, 20% special projects, 10% in-class presentations, 20% class participation, 30% quizzes and assignments
Exam format: multiple choice and essay
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jewish Studies
330 Folwell Hall: 612/625-5353

JwSt 1034 Introduction to Judaism (Sec 001); 3 cr; prereq no knowledge of Hebrew required; meets CLE req of Historical Perspective Core
Instructor: STAFF
Description: This course is designed to acquaint you with the varieties of classical and modern Judaism and the enduring ideas and structures that mark its importance as a world civilization. We will place special emphasis on the formation of ideas and practices in each major stage of their historical development. You will be required to know the major events that shaped Judaism and their significance. More important, you will learn to analyze the texts, themes, and symbols of Judaism, and to form opinions about them from various perspectives. Special emphasis will also be placed on the use of primary texts?original documents in translation that will enable students to practice hands-on analysis?and on the types of questions scholars bring to bear on source material. This course is also an exploration of the world of Jewish Studies?the ways Judaism and the Jewish people are studied in the university in fields such as history, literary studies, sociology, religious studies, philosophy, anthropology, musicology, and film studies. This course is appropriate for undergraduates who wish to pursue further courses in Jewish Studies, and for anyone seeking an overview of the subject. Students will be expected to read approximately 100 pages per week. There will be 2 exams (a mid-term and a final). These exams will be in-class and will include both brief identifications and essays. In addition, there will be 4 short papers (3 pages each) due throughout the course of the semester.
Class time: 80% lecture, 20% Discussion
Work load: 100 pages of reading per week
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% Class participation and evidence of willingness to learn.
Exam format: Brief identification and essay.

JwSt 3030 Topics in Jewish Studies: Post Holocaust Jewish and Christian Theology (Sec 002); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent
Instructor: Edelheit, Joseph A
Description: Explores issues that stem from the long history of Christian anti-Judaism and how it affected anti-Semitism, Christian behavior--complicity and rescue--during the Holocaust, and issues that have affected post-Holocaust theology and caused numerous levels of soul-searching by the Churches. The most famous response has been Pope John Paul II’s 1998 encyclical, “We Remember.” Course will feature guest speakers by Christian clerics of various denominations. Supported by a grant from the Jewish Chautauqua Society of New York.

JwSt 3900 Topics in Jewish Studies: Jewish American Word Art (Sec 004); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent
Instructor: Damon, Maria
Description: This course examines the work of language-outlaws Gertrude Stein, Allen Ginsberg, and Lenny Bruce as paradigmatic “Jewish” or diasporic poets with an eye toward identifying and analyzing their linguistic survival stratagems. We may in addition look at the work of some of their heirs, and at relevant texts and intellectual currents that surrounded, sustained, and troubled them.

JwSt 3900 Topics in Jewish Studies: Construction of Jewish Am. Psyche-Lit, Art, Film (Sec 001); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent
Instructor: Katz, Judith E
Description: What does it mean that the character of Jewish heroine Anne Frank, an icon of the Holocaust, was played by a gentile actress in the film version of her diary? That Jewish immigrant Irving Berlin wrote the American classic, White Christmas? How did it happen that Jewish songwriters Carole King, Neil Sedaka and Denise Rich have created, over generations, music made popular by African American performers? What did the celebrity of notables such as Leonard
Bernstein, Norman Mailer, Albert Einstein, and Helena Rubenstein mean for Jews in post World War II America? Who knew that Mattel's Barbie doll was invented by a Jewish woman? And what about Herschel Krustofsky, AKA The Simpsons? Krusty the Clown? Using literature, film, music and more, this class will address these and many other questions about the image, location and cultural influence of Jews in American literature, film, and the arts, both center stage and behind the scenes. Students are required to read and discuss all assigned work, participate in small group presentations, and complete an 8-10 page final paper.

JwSt 3900 Topics in Jewish Studies: Death and Afterlife in the Ancient World (Sec 003); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent
Instructor: Sellew, Philip H
Description: Death and the Afterlife in the Ancient World. This class (open to majors or non-majors) will consider attitudes toward death and the afterlife in the cultures of ancient Egypt, Greece, Rome, Israel, and the early Christian world. We will examine burial practices, funerary rituals, and reports of visits to heaven or the underworld. Material for our consideration will include archaeological data, painted representations of the afterlife, and a wide spectrum of literary accounts. Readings will come from the Egyptian Book of the Dead, the Homeric Hymn to Demeter, Orphic and other mystery initiation cults, funerary inscriptions, Odysseus' trip to Hades (Odyssey 11), Cicero's Dream of Scipio, Jewish apocalyptic, Christian martyrlogies, and finally the "Dormition of the Virgin Mary."
Class time: 40% lecture, 60% Discussion
Work load: 100 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers
Grade: 25% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 15% class participation
Exam format: essays

JwSt 4001W Final Project, Writing Intensive (Sec 001); 1 cr; A-F only; prereq concurrent enrollment 5xxx, JwSt major, permission of dir of undergrad studies; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

JwSt 5900 Topics in Jewish Studies: Jewish and German Memory/Culture (Sec 001); 3 cr; max crs 6
Instructor: Morris, Leslie C
Description: This course will examine philosophical, literary, poetic, and visual texts that highlight the complex interplay of history, memory, and narrative and the debates about Jewish memory and German memory in Germany and Austria from 1945 to the present. Central to the seminar will be the inquiry into the viability or impossibility of literary and artistic representation, with particular focus on the status of memoir and public memorials and monuments. The seminar will consider the writings of the major postwar German authors who stage an encounter with the Nazi past; the public debates about art, atrocity, and representation from the 1980s to the present in Germany and the United States; the resurgence of Jewish writing in Germany since 1989; public art projects and memorials that explore the complex status of Jewish and German memory today. Texts by, among others, Hannah Arendt, Ingeborg Bachmann, Jurek Becker, Walter Benjamin, Maxim Biller, Heinrich Böll, Jacques Derrida, Gunther Grass, Edgar Hilsenrath, Barbara Honigmann, Elfriede Jelinek, Wolfgang Koeppen, Sarah Kofman, Jean François Lyotard, W.G. Sebald, Gershon Sholem, George Tabori, and Christa Wolf.
Class time: 15% lecture, 85% Discussion
Work load: 150 pages of reading per week, 20 pages of writing per semester, 1 papers
Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Kinesiology
220 Cooke Hall: 612/625-5300

Kin 1050 Beginning Military Physical Fitness Training (Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only
Instructor: STAFF
Description: The Beginning Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. The class incorporates the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

Kin 1871 Introduction to Kinesiology (Sec 001); 2 cr; A-F only
Instructor: Swanson, Karen Jane
Description: Examination of the professional and disciplinary sub disciplines of physical activity and kinesiology. Representative experiences include lecture, guest speakers, discussion, and small group presentations/activities.
Work load: 20-30 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 2 papers, 2-3 quizzes
Exam format: True/false

Kin 1993 Directed Study in Kinesiology (Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq instr consent
Instructor: Pickert, Robert Richard
Description: For the non-professional student who wishes to study a topic or problem under tutorial guidance.

Kin 3001 Lifetime Fitness and Health (Sec 001); 3 cr; A-F only; meets CLE req of Social Science Core
Instructor: Ingraham, 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.
Class time: 80% lecture, 5% Closed Circuit TV, 15% Discussion
Work load: 10 pages of reading per week, 6 pages of writing per semester, 2 exams, 2 papers, self assessment labs
Grade: 14% mid-semester exam(s), 14% final exam, 17% written reports/papers, 18% special projects, 7% quizzes, 7% class participation, 23% lab work
Exam format: Multiple choice
Course URL: http://webct.umn.edu

Kin 3050 Advanced Military Physical Fitness Training (Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq 4 cr of 1050 or instr consent
Instructor: STAFF
Description: The Advanced Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. Advance Course students are assigned supervisory and leadership positions within the class. The Advance Course student is expected to participate and supervise class activities and can be assigned as a group leader of a beginning physical fitness class. The class continues to incorporate the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity,
progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

Kin 3112 Introduction to Biomechanics  
(Sec 001); 3 cr; A-F only; prerequisite PHYS 1101W, CEHD student; or instructor consent  
Instructor: Konczak, Juergen  
Description: This is an introductory course to biomechanics. The lecture portion of the course introduces basic concepts of physics and applies them to the analysis of human motion. The laboratory sessions are designed to provide hands-on experiences and to familiarize students with the array of instrumentation used for biomechanical analysis. Basic knowledge of trigonometry and algebra is highly recommended. This course is required for majors in kinesiology. It is also suitable for physical therapists and students in human physiology and biomedical engineering.  
Class time: 25% lecture, 25% Discussion, 50% laboratory  
Class load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 paper 

Grade: 25% mid-semester exam(s), 30% final exam, 25% lab work, 20% six-week exam  
Exam format: A mix of multiple choice, essay questions

Kin 3113 First Responder for Coaches and Athletic Trainers  
(Sec 001, 002); 3 cr; A-F only  
Instructor: McNeil, Mary Ann  

Kin 3114 Prevention and Care of Athletic Injuries  
(Sec 001); 3 cr; A-F only; prerequisite PHYS 1101W, or CBN 1027, CEHD student; or instructor consent  
Instructor: Kiff, Thomas Anthony  
Description: Course is a comprehensive introduction to the techniques involved in the prevention, care, management and rehabilitation of athletic injuries. A functional understanding of gross anatomy is necessary for successful completion of this course. Very appropriate course for athletic training students, coaches, and pre-physical therapy students.  
Class time: 100% lecture  
Class load: 40 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 paper 

Grade: 40% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes 
Exam format: multiple choice, true/false, short answer

Kin 3126W Psychology and Sociology of Sport  
(Sec 001, 002); 3 cr; A-F only; prerequisite Kin major; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: An introduction to the foundations of sport and exercise psychology and sociology, which examines people and their behaviors within sport contexts from both a group and individual perspective.

Kin 3131W History and Philosophy of Sport  
(Sec 001, 002); 3 cr; A-F only; prerequisite Kin major or instructor consent; meets CLE req of Writing Intensive  
Instructor: Fie, Richard W  
Description: This course provides a broad overview of various aspects in the history and philosophy of sport. In class discussions surround wirings dealing with social and political philosophy (nationalism, feminism), ethics (drug use), aesthetics (is sport art), and traditional and modern sport (examples, definitions, comparisons and contrasts). We learn about the origins of sport, how it has moved around the world, the impact of the industrial revolution, and significant developments and influences in its modern practice. We explore large issues that have intersected with sport—women, Blacks, the fitness movement, the Olympics, the Cold War, culture, muscular Christianity. We learn about famous events and people along the way, as well as examining events on video from a critically historical and philosophical perspective. Class is not difficult, but there is a great wealth of information that requires many hours of work to grasp. I pose the questions, in the grand scheme of the universe, this country, and your life, what does sport matter? and also, what does it mean to think historically and philosophically? Class is required and reserved for majors but non-majors are welcome provided there is space open.  
Class time: 5% lecture, 85% Discussion, 10% video, readings, student presentations  
Workload: 12 pages of reading per week, 14-16 pages of writing per semester, 1 exam, 4 papers, not counted in the figure above—read the classic children's literature book: Tom Brown's Schooldays. Apart from this, the bulk of reading comes from preparing to write the papers. Class is designed to take 8-10 hrs per wk.  
Grade: 20% final exam, 80% written reports/papers  
Exam format: a part of the final exam grade comes from a semester long notebook and photo album project.

Kin 3143 Organization and Management of Sport  
(Sec 001, 002); Credit will not be granted if credit has been received for: SPST 3143; 3 cr; A-F only; prerequisite Kin major or instructor consent  
Instructor: Dane, Emily A  
Description: This course is designed to give future sport professionals the fundamental framework to understand the sport industry and their place in it. Management concepts and techniques as demonstrated in educational, private, and public sectors will be explored and explained. Emphasis will be placed on personal development and understanding so that individuals are better prepared to become functioning contributors to the sport industry.  
Class time: 80% lecture, 15% Discussion, 5% guest speaker  
Class load: 30 pages of reading per week, 8 pages of writing per semester, 2 exams 

Exam format: varied

Kin 3171 Baseball Coaching  
(Sec 001); 1 cr; prerequisite good understanding of baseball  
Instructor: STAFF  
Description: Class is designed for the kinesiology teaching major that intends on coaching baseball at some level post graduation.

Kin 3174 Golf Coaching  
(Sec 001); 1 cr  
Instructor: STAFF  
Description: Safety, etiquette, skill development and analysis, and philosophy. Students should have a good understanding of the sport before enrolling. Lecture, discussion, and practical application.

Kin 3177 Swimming and Diving Coaching  
(Sec 001); 1 cr  
Instructor: Kremer, Kelly Thomas  
Description: Coaching swimming for males and females. Stroke mechanics, starts/turns, safety, training for competition, psychology, off-season conditioning, roles/responsibilities of coach.

Kin 3181 Wrestling Coaching  
(Sec 001); 1 cr  
Instructor: Russell, Joseph L  
Description: The course will cover the following topics: Philosophy of coaching, risk management, effective teaching, program development, psychology of coaching, developing wrestling skills, training, nutrition and sports medicine.  
Class time: 25% lecture, 25% Discussion, 50% Video analysis  
Work load: 35 pages of reading per week, 3 pages of writing per
Kin 3696 Supervised Practical Experience
(Sec 001); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; 
prereq instr consent
Instructor: Pickert, Robert Richard
Description: Supervised practical experience on the job in the fields of 
sport and exercise under a specialist in a particular area of study. 
Grading is S/N only, based on: 1) completed journal or log, 2) 
completed hours signed off by your mentor, and 3) completed 
evaluation form sent back by the specialist. 10 maximum credits; each 
credit equals to 40 working intern hours. Undergraduates—seniors in 
Kinesiology.

Kin 3696 Supervised Practical Experience
(Sec 002); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; 
prereq instr consent
Instructor: Spletzer, Elizabeth A
Description: This internship is designed for those Kinesiology majors 
who are considering entering the teaching profession and are also 
seeking field experience credits. It consists of observation and 
assistance in physical education in the public schools, with particular 
emphasis on the urban setting. School assignments are arranged by 
the University Supervisor. Students are required to establish a regular 
schedule at each school site and conduct themselves professionally 
with regard to punctuality, attire and interaction with students and all 
school personnel. This experience can be used to garner hours in the 
mainstreamed physical education setting necessary for admission to 
the Initial Teacher Licensure Program in K-12 Physical Education. 
Grading is S/N only and based on the following: 1) Completed journal, 
2) Completed hours as signed by the Cooperating Physical Education 
Teacher, 3) Completed evaluation form sent by the the Cooperating 
Physical Education Teacher, and 4) a final meeting with the University 
Supervisor. Each credit equal to 40 hours in the schools.

Class time: 100% On-site
Work load: Approximately one journal entry/day
Grade: 50% written reports/papers, 50% Hours completed and evaluation
Exam format: n/a

Kin 3993 Directed Study in Kinesiology
(Sec 004); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Dengel, Donald Robert
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 007); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Kane, Mary Jo
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 008); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Konczak, Juergen
Description: For kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 009); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Koscheyev, Victor S
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 011); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Leon, Arthur S
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 013); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Pickert, Robert Richard
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 015); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Serfass, Robert C
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 016); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Smith, Thomas J
Description: Directed study in a selected area agreed to by student 
and instructor, with an emphasis on the areas of human 
factors/ergonomics, motor performance and behavior, and kinesiology 
of human systems.
Class time: 100% Discussion
Work load: depends on directed study area
Grade: 100% special projects
Exam format: no exams

Kin 3993 Directed Study in Kinesiology
(Sec 017); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Spletzer, Elizabeth A
Description: Student selected and instructor approved clinical or 
research experience linked to a school-related, most likely physical 
education, issue or topic. Specific details will need to be discussed with 
the instructor and mutually agreed upon protocols and expectations will 
be put in written form for both the student and the instructor. Forty-five 
hours of work for each credit at the undergraduate level.
Class time: 45 hrs/credit.
Grade: 100% written reports/papers, 0% 45hrs/credit.

Kin 3993 Directed Study in Kinesiology
(Sec 019); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Stoffregen, Thomas
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 021); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Wade, Michael G
Description: For Kinesiology majors who wish to study a topic or 
problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 025); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; 
prereq instr consent
Instructor: Wiese-Bjornstal PhD, Diane Marie  
Description: For Kinesiology majors who wish to study a topic or problem under tutoria guidance.

Kin 5001 Foundations of Human Factors/Ergonomics  
(Sec 001); Credit will not be granted if credit has been received for: HUMF 5001; 3 cr; A-F only
Instructor: Smith, Thomas J  
Description: The course will address these issues in the following contexts: Consumer Product Design; Cognitive Performance and Learning, Psychomotor Performance, Behavioral Cybernetics of Human Performance; Effects of Perturbed Sensory Feedback on Performance; Machine and Tool Performance; Interactive Performance with Complex Technological Systems (Human/Computer; Human/Robot); Occupational Performance and Safety; Social and Team Performance; Organizational Performance; and Performance of Complex Sociotechnical Systems (Aerospace, Educational, Manufacturing, Transportation, Community and Health Systems. Field tours of selected private sector operations are provided to complement classroom activities. Course assignments encompass a series of class presentations, reports, and term projects dealing with HF/E analyses of consumer product design, design of complex sociotechnical systems and job/workplace design features and issues. The course represents the core course in the campus-wide, interdisciplinary Human Factors Minor Program, and is intended for graduate and upper-level undergraduate students with an interest in the conceptual and practical aspects of HF/E science.
Class time: 60% lecture, 30% Discussion, 10% field trips
Work load: 10-20 pages of reading per week, 40 pages of writing per semester, 3 papers, 2 class presentations
Grade: 80% written reports/papers, 20% in-class presentations
Exam format: no exams

Kin 5103 Developmental/Adapted Physical Education  
(Sec 001); 3 cr; A-F only
Instructor: Leitschuh, Carol A.  
Description: Introduction to physical education for students with disabilities that emphasizes movement skills assessment within the context of the legal mandates serving children with disabilities, school administration, and resulting individual education programs and resources.
Class time: 80% lecture, 10% Discussion
Work load: 35 pages of reading per week, 5 exams
Grade: 25% final exam
Exam format: Multiple choice and essay

Kin 5126 Sport Psychology  
(Sec 001); 3 cr; prereq 3126 or equiv or instr consent
Instructor: Wiese-Bjornstal PhD, Diane Marie  
Description: This course encompasses advanced topics in sport psychology, emphasizing psychological research on human behavior in competitive sport, physical education, and exercise settings. The focus is on sport psychology theory and research on current topics such as cognitive processes, motivation, arousal/anxiety, self-perceptions, and group dynamics. It is intended as a course providing a knowledge base in the scholarship of sport psychology. It is not intended to be a practitioner focused course in applied sport psychology. The target audience for this course is entry level graduate students in kinesiology who have taken one undergraduate course in sport psychology. This course will be web enhanced via WebCT.
Class time: 60% lecture, 20% Discussion, 20% video and other media; peer presentations
Work load: 40 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, oral presentations
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: essay

Kin 5141 Nutrition for Health and Physical Performance  
(Sec 001); 3 cr; A-F only; prereq FScN 1112 or equiv
Instructor: Leon, Arthur S !!!Henry L Taylor Prof in Hlth!!  
Description: Requirements and physiologic roles of nutrients and physical activity in promotion of health and performance; assessment of energy requirements. RDAs, food composition and safety, weight management, and prevention of chronic diseases with emphasis on coronary heart disease. Lectures and slide presentations, take-home project self-assessing one’s own usual diet and exercise habits. Target audience: advanced undergraduate and graduate students with science background, preferably with a previous nutrition course, majors and non-majors in Kinesiology.
Class time: 90% lecture, 10% Closed Circuit TV
Work load: 40 pages of reading per week, 10 pages of writing per semester, 5 exams, 1 papers
Grade: 40% mid-semester exam(s), 50% final exam, 10% special projects
Exam format: Multiple choice and short answer

Kin 5171 Foundations of Kinesiology  
(Sec 001); 3 cr; A-F only; prereq Kin major or instr consent
Instructor: Wade, Michael G  
Description: Establishment of guidelines for individual and group professional action; examination of pertinent social forces, educational philosophies, and general ethics. In addition to the printed course description in the program bulletin, the idea of 5171 is to give beginning graduate students, as well as senior students, a sense of the evolution of the field that is now called Kinesiology from its earlier origins, in the context of a scientific enterprise that seeks to understand better the nature and scope of the study of physical activity broadly conceived. Thus, while it involves an understanding of sport and exercise science, it focuses also on a broader understanding of human performance in the context of both life span development as well as a variety of sub-disciplines and inter-disciplinary studies that are connected with both the allied health sciences and the human factors and ergonomic aspects of the engineering sciences. The course is conducted primarily as a lecture class with students getting involved in one large project which may be individual or group based that centers on one important element of the field of Kinesiology.
Class time: 50% lecture, 50% Discussion
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 papers, Two papers, 15 pages each
Grade: 60% written reports/papers, 20% in-class presentations, 20% Book reports
Exam format: Projects

Kin 5196 Practicum: Developmental/Adapted Physical Education  
(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; S-N only; prereq 5103 or concurrent enrollment 5103 or 5104 or concurrent enrollment 5104 or instr consent; Kin undergraduate pre-teaching with sr status are limited to 2 practicum hrs
Instructor: Leitschuh, Carol A.  
Description: This practicum course includes participation in the public school system of physical education instruction for students with disabilities; includes a seminar component for discussion of current issues in developmental adapted physical education and exchange of ideas and problems.

Kin 5485 Advanced Electrocardiogram, Graded Exercise Testing, and Prescription  
(Sec 001); 3 cr; A-F only; prereq [3385, 4385] or instr consent
Instructor: Dengel, Donald Robert  
Description: This course will provide an introduction to electrocardiogram, including basic placement and interpretation of an electrocardiogram, as well as use of electrocardiogram in clinical exercise testing and exercise prescription. In addition, this course will offer hands-on experience in electrocardiogram and metabolic gas exchange for use during exercise testing. Following completion of this class students should be prepared for taking the American College of Sports Medicine certification exam in Health/Fitness Instructor. This class is intended for upper level undergraduate and graduate students.
Class time: 75% lecture, 25% Laboratory
Work load: 20 pages of reading per week, 2 exams, 1 papers

This information is accurate as of: 5/26/2004 at 3:43 PM
Kin 5992 Readings in Kinesiology
(Sec 007); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Instructor: Kane, Mary Jo
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 008); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Instructor: Konczak, Juergen
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 006); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Instructor: Koscheyev, Victor S
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 013); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Instructor: Pickert, Robert Richard
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 015); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Instructor: Serfass, Robert C
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 016); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Instructor: Smith, Thomas J
Description: Directed study of selected readings in kinesiology with an
emphasis on the areas of human factors/ergonomics and motor
performance and behavior.
Class time: 100% Discussion
Work load: depends on student and readings area
Grade: 100% special projects
Exam format: no exams

Kin 5992 Readings in Kinesiology
(Sec 017); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Instructor: Spletzer, Elizabeth A
Description: Graduate level readings related to an agreed upon topic
between student and instructor. Final format for presentation and
overall expectations will be mutually agreed upon in written form by the
instructor and student. Designed for graduate level KIN students. The
instructor's expertise is in areas related to the teaching of physical
education. One credit equals 45 hours of work.
Class time: 100% Library research and final student project
Grade: 100% Final project

Kin 5992 Readings in Kinesiology
(Sec 019); 1-9 cr; max hrs 9, 1 repeat allowed; A-F only; prereq
CEHD student, grad, instr consent
Kin 5992 Readings in Kinesiology  
(Sec 021); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent  
Instructor: Wade, Michael G  
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology  
(Sec 025); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent  
Instructor: Wiese-Bjornstal PhD, Diane Marie  
Description: Independent study under tutorial guidance.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 004); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Dengel, Donald Robert  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 007); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Kane, Mary Jo  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 008); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Konczak, Juergen  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 006); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Koscheyev, Victor S  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 011); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Leon, Arthur S !!!Henry L Taylor Prof in Hlth!!!  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 013); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Pickert, Robert Richard  
Description: Focus on selected topics in physical activity/human performance.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 015); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Serfass, Robert C  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 016); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Smith, Thomas J  
Description: Directed study of selected research problems in kinesiology, with an emphasis on the areas of human factors/ergonomics and motor behavior.  
Class time: 100% Discussion  
Work load: depends on student and problem area  
Grade: 100% special projects  
Exam format: no exam

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 017); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Spletzer, Elizabeth A  
Description: Graduate level focus on selected topics in physical education. Focus and design are mutually agreed upon and require instructor approval. With this particular instructor, the school based action research project that is part of the Initial Teacher Licensure Program in K-12 Physical Educalion.  
Class time:  
Work load: 1 papers  
Grade: 100% written reports/papers, 0% following specified guidelines

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 019); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Stoffregen, Thomas  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 021); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Wade, Michael G  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 025); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent  
Instructor: Wiese-Bjornstal PhD, Diane Marie  
Description: Research problems and readings on a selected topic in Kinesiology.

Korean
453 Folwell Hall: 612/625-6534

Kor 1011 Beginning Korean  
(Sec 001, 050-051); Credit will not be granted if credit has been received for: KOR 4001; 5 cr  
Instructor: STAFF  
Description: Kor 1011 is the first half of the beginning Korean. This course focuses on the basic grammatical structure, vocabulary, and expressions of modern colloquial Korean. At the beginning of the semester, the Korean writing system, Hangul, will be introduced and simple expressions later on. It is required 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.  
Class time:  
Grade: 0% short quizzes, mid-term and final exams, assignments, and class performance.  
Exam format: both written and oral

Kor 3021 Intermediate Korean  
(Sec 050); Credit will not be granted if credit has been received for: KOR 4003; 5 cr; prereq 1012

This information is accurate as of: 5/26/2004 at 3:43 PM
LA 5301 Introduction to Drawing in Architecture and Landscape Architecture
(Sec 001): Credit will not be granted if credit has been received for: ARCH 1301, LA 1301, ARCH 1301, LA 1301, ARCH 1301, LA 1301; 3 cr; prereq LA grad student, accelerated B.E.D. student
Instructor: Abbott, Dean Frederi
Description: This intro course is taught as a mini design studio. Drawing is taught as an integral part of the creative design process. Heavy emphasis is on the "convolutional" drawings of Landscape architecture and architectures: PLAN, SECTION, ELEVATION, PARALINE DRAWINGS, and PERSPECTIVE. Various graphic illustrative techniques in marker, pen, and pencil (black and white only) are demonstrated and explored. Hands on instructor demonstration occurs at all points in drawing preparation.
Class time: 10% lecture, 90% 40% direct drawing demonstration, 10 group project pin-up critique, 10% individual help, 30% in-class work sessions.
Work load: 10-12 drawing projects per term.
Grade: 100% 20% suc. demo of principles taught, 20% quality of work, 20% completion of all work in timely fashion, 20% attend/participate, 20% effort.
Exam format: Final drawing project.

LA 5400 Topics in Landscape Architecture
(Sec 001, 004-010): 1-3 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent
Instructor: STAFF
Description: Contemporary issues in Landscape Architecture

LA 5402 Directed Studies in Landscape Architecture History and Theory
(Sec 001-010): 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent
Instructor: STAFF
Description: Advanced independent studies in areas of Landscape Architecture dealing with history and theory of student's choice.

LA 5403 Directed Studies in Landscape Architecture Technology
(Sec 001-010): 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent
Instructor: STAFF
Description: Advanced independent studies in areas of Landscape Architecture with technology of the student's choice.

LA 5404 Directed Studies in Landscape Architecture Design
(Sec 001-010): 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent
Instructor: STAFF
Description: Advanced independent studies in areas of Landscape Architecture design of the student's choice

LA 5405 Interdisciplinary Studies in Landscape Architecture
(Sec 001-010): 3-4 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent
Instructor: STAFF
Description: Research, planning, and/or design projects. 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 5406 Urban Design Journal
(Sec 001-010): 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark
Instructor: STAFF
Description: Methods and Theories in urban design and human behavior. Students develop journal as tool for experiencing, analyzing, and recording the urban landscape, its fabric, spatial elements, and individual components, and for analyzing design solutions.

LA 5407 Landscape Architecture Studio
(Sec 001-010): 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark
Instructor: STAFF
Description: Individual and small-group projects focusing on urban issues, design process in Danish conditions, solutions based on knowledge of danish problems in landscape and urban design and an understanding of how these problems are solved within Danish and European contexts.

LA 5408 Landscape Architecture, Architecture, and Planning
(Sec 001-010): 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark
Instructor: STAFF
Description: Methods and theories in urban design and human behavior. Students develop urban design journal as tool for experiencing, analyzing, and recording the urban landscapes, its fabric, spatial elements, and individual components, and for analyzing design solutions.

This information is accurate as of: 5/26/2004 at 3:43 PM
LA 5572 Plants in Design  
(Sec 001, 002); 3 cr; A-F only; prereq [5201, 5203, plant identification course] or instr consent  
Instructor: Rowekamp, Jenise Katherine!! Outstanding Service Award!!  
Description: Lecture, presentations, field trips, readings, and projects exploring design principles related to using plants in the landscape. Explores cultural and ecological principles through design projects of various scales.

LgTT 5101 Applications of Technology in Language Teaching  
(Sec 001); 3 cr  
Instructor: Krinke, Rebecca Jean  
Description: Lectures, presentations, field trips, readings, and projects exploring design principles related to using plants in the landscape. Explores cultural and ecological principles through design projects of various scales.

Lat 3113 Intermediate Latin Prose  
(Sec 001, 005); 4 cr; prereq [1001, 1002] or 1111 or 3111 or 3 yrs high school Latin or instr consent  
Instructor: STAFF  
Description: An introduction to reading unadapted Latin prose from classical authors such as Caesar, Cicero and Pliny. The course includes some grammar review but also considers literary issues (e.g. conventions of public speaking, Roman letters as a genre) and situates the works we study in their historical context.

Class time: 25% lecture, 25% Discussion, 50% Translation/comment by students  
Work load: 15-25 lines of Latin per class (rising as students improve); weekly quizzes  
Exam format: Translation/comment

Lat 3440 Advanced Undergraduate Latin: Later Latin  
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq 3114 or dept consent  
Instructor: Nicholson, Oliver!! Outstanding Teaching Award!!  
Description: The turbulent generation at the start of the 4th century A.D. saw the last Great Persecution of the Christians (303-13) and the rise to supreme power of Constantine the Great (306-37) as the first Christian Roman emperor. If one wants to know about Christianity in the circle of Constantine, it is to Lactantius that one must turn. He was long a court orator, an habitue of the mosaic-carpetted corridors of power, the latter edition of his Divine Institutes was dedicated to Constantine, in old age he was tutor to the emperor's son. The seven monumental books of the Institutes were the first attempt to expound basic Christianity in a way intended to impress middlebrow men with a solid foundation in Latin learning, those who would agree with Lactantius that Cicero was not only the greatest of orators but also the supreme philosopher. Lactantius explains with wit and in elegant prose which earned him in the Italian Renaissance the sobriquet 'the Christian Cicero' that Christianity brings together two sides of life which Romans normally kept separate; it was both practical philosophy and rational religion. Topics covered in passing range from the sex life of the Gods to human suicide, by way of poetry, the Golden Age, pigs and political satire. The emphasis of the course will be on understanding and enjoying the Latin text; in addition everyone will write a brief paper on some aspect of Lactantius or his troubled times.  
Class time: 100% translation, discussion and lecture  
Grade: 20% mid-semester exam(s), 45% final exam, 35% written reports/papers  
Exam format: translation (seen and unseen); gobbets (prepared passages from text set for comment)

Lat 3960H Honors Course: Advanced Undergraduate Latin Reading  
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq Regis in honors program or high ability as indicated by transcript; meets HON req of Honors  
Instructor: Nicholson, Oliver!! Outstanding Teaching Award!!  
Description: The turbulent generation at the start of the 4th century A.D. saw the last Great Persecution of the Christians (303-13) and the rise to supreme power of Constantine the Great (306-37) as the first Christian Roman emperor. If one wants to know about Christianity in the circle of Constantine, it is to Lactantius that one must turn. He was long a court orator, an habitue of the mosaic-carpetted corridors of power, the latter edition of his Divine Institutes was dedicated to Constantine, in old age he was tutor to the emperor's son. The seven monumental books of the Institutes were the first attempt to expound basic Christianity in a way intended to impress middlebrow men with a solid foundation in Latin learning, those who would agree with Lactantius that Cicero was not only the greatest of orators but also the supreme philosopher. Lactantius explains with wit and in elegant prose which earned him in the Italian Renaissance the sobriquet 'the Christian Cicero' that Christianity brings together two sides of life which Romans normally kept separate; it was both practical philosophy and rational religion. Topics covered in passing range from the sex life of the Gods to human suicide, by way of poetry, the Golden Age, pigs and political satire. The emphasis of the course will be on understanding and enjoying the Latin text; in addition everyone will write a brief paper on some aspect of Lactantius or his troubled times.  
Class time: 100% translation, discussion and lecture  
Grade: 20% mid-semester exam(s), 45% final exam, 35% written reports/papers

Language, Teaching, and Technology  
51 Folwell Hall: 612/625-3865

Lat 3113 Intermediate Latin Prose  
(Sec 001, 005); 4 cr; prereq [1001, 1002] or 1111 or 3111 or 3 yrs high school Latin or instr consent  
Instructor: STAFF  
Description: An introduction to reading unadapted Latin prose from classical authors such as Caesar, Cicero and Pliny. The course includes some grammar review but also considers literary issues (e.g. conventions of public speaking, Roman letters as a genre) and situates the works we study in their historical context.

Class time: 25% lecture, 25% Discussion, 50% Translation/comment by students  
Work load: 15-25 lines of Latin per class (rising as students improve); weekly quizzes  
Exam format: Translation/comment

University of Minnesota – Class Schedule for Twin Cities Campus Fall 2004
LAS 3114 International Perspectives: U.S.-Mexico Border Cultures (Sec 001); Credit will not be granted if credit has been received for: CHIC 3114, CHIC 5114; 3 cr
Instructor: Rojas, Guillermo
Description: Examines the relations of Mexico and the United States from an international perspective, with a central focus on the cultural interchange in the border lands between the United States and Mexico using literary, historical, and artistic materials. There will be an opportunity to review the most pressing issues of health, labor, education, and housing as presented in the newspapers of the border cities beginning with Matamoros-Brownsville on the East and extending to San Diego-Tijuana in the West. The course will be web enhanced but the URL is not yet available.
Class time: 30% lecture, 20% Closed Circuit TV, 25% Discussion, 25% websites
Work load: 80 pages of reading per week, 8-10 pages of writing per semester, 2 papers
Grade: 60% written reports/papers, 15% in-class presentations, 25% class participation

LAS 3441 Chicana/o History to 1900 (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme
Instructor: Winkler, Anne
Description: When should the history of Mexican Americans begin? Historians are not in agreement. Some argue for beginning more than 10,000 years ago. Others feel the history of Chicanas and Chicanos original Spanish and conduct discussion in Spanish.
Class time: 40% lecture, 40% Discussion
Work load: 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, 5 quizzes
Grade: 15% final exam, 50% written reports/papers, 20% quizzes, 15% class participation
Exam format: essay
Course URL: http://www.hist.umn.edu/hist3441/

LAS 3427 History of Cuba and Puerto Rico (Sec 001); Credit will not be granted if credit has been received for: CHIC 3427, HIST 3427, CHIC 3427, HIST 3427; 3 cr; meets CLE req of International Perspect Theme
Instructor: Winkler, Anne
Description: History of Cuba and Puerto Rico provides an opportunity to tackle some of the most profound questions in Modern World History: the European conquest of the Americas, colonialism, 19th century empires and struggles for independence, the Atlantic slave trade and abolition, U.S. imperialism, 19th and 20th century feminist and labor movements, Race, Racism and Race pride movements, 20th century social revolutions, the Cold War, nationalism, 20th century Independence and neo-colonialism, Communism and Socialism, Globalization and global inequalities in the 21 century. We will talk about all of these issues using these Caribbean island societies as our case studies. A small research project (5-7 pages) provides students with the opportunity to explore a topic of special interest to them. At one point students read one of three different autobiographical narratives and they share their insights with students who read other books. The course is open and appropriate for all undergraduates and has no prerequisites.
Class time: 40% lecture, 40% Discussion, 20% Audio visuals, guest speakers
Work load: 80 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% special projects, 30% class participation
Exam format: Open notebook essay

LAS 3402W Modern Latin America 1825 to Present (Sec 090); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course surveys the social, cultural, economic, and political transformation of Latin America from the formation of new republics to the present. Broad processes and comparisons are emphasized, including: the formation of nations and national cultures, the struggles for social reform, the destruction of slavery and peonage, the changing roles of women and men, the origins and trajectories of revolutionary movements, the influence of demographic change and urbanization, and the influence of industrialization and world capitalism. The history of U.S. relations with Latin America is examined from a Latin American perspective. Although the scope of the course is broad, we do not intend to understand the complexity and subtlety of Latin American historical development. Rather, the course outline recognizes that it is unrealistic to approach a more detailed study of Latin American society and culture without a solid foundation in some of the recurring themes that characterize Latin American history.
Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 20% final exam, 50% written reports/papers, 10% class participation, 20% informal writing assignments
Exam format: essay

LAS 3401W Early Latin America to 1825 (Sec 001); 4 cr; A-F only; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive
Instructor: Chambers, Sarah C
Description: This course surveys the history of Latin America beginning with pre-contact Native American societies and ending with the movements toward independence, but most of the course concentrates on colonialism (1492 to 1825). The central theme is the conflicts and interactions among Europeans (Spanish and Portuguese), various indigenous peoples, African slaves, and a growing population of mixed descent. Topics include military conquest, cultural adaptation and mixing, religion, the economy, slavery, race, gender, and rebellions against colonial rule. Readings include primary documents from the period, and we will discuss how to analyze them. It is a writing-intensive course, which requires writing and revising of papers. Students can view past syllabus at the course website, but specific readings and topics may change from year to year. All students register for a section in which readings will be discussed. If you would like to practice your Spanish, sign up for the FLAC Section 5 (Thurs. 10:10 to 11 a.m.), in which you can read some of the documents in the
should begin in 1521, 1598, 1836, or 1882. The course begins with a
discussion of this debate and then we examine: indigenous societies of
what is today the U.S. southwest; the Spanish conquest of this region;
the U.S. conquest of territory from 1836-1854; the struggle of Mexicans
in the southwest to retain land rights and resist second class
citizenship 1848- 1900; and the first wave of circular migration in the
1880s when workers crossed the border to build railroads and mine
gold, copper, and silver. We compare experiences in California, Texas,
Arizona and New Mexico. Throughout the semester we will keep an
eye on the 21st century and explore how this early history influences
current realities.

Class time: 40% lecture, 40% Discussion, 20% Audio visuals, guest
speakers
Work load: 70-80 pages of reading per week, 5-7 pages of writing per
semester, 3 exams, 1 papers
Grade: 20% written reports/papers, 45% quizzes, 35% class
participation
Exam format: Open notebook essay

Learning and Academic Skills
104 Eddy Hall: 612/624-7546

LASk 1001 Mastering Skills for College Success
(Sec 002-009); 2 cr
Instructor: STAFF
Description: If you're interested in learning strategies that will help you
be a more efficient and effective student throughout the entire
semester, consider enrolling in LASk 1001--Mastering Skills for
College Success. Focus on topics such as: Developing Useful Study
Habits - How much do you learn during a study session? If you think
your habits may be more of a handicap than a help, explore options
that fit your learning style and give your GPA a boost!! Improving
Reading Comprehension - Interested in getting more out of your
(textbook? Learn to improve your ability to answer questions from your
reading assignments and how to use your text to prepare for exams;
Managing Your Time - Want to find enough hours in the day for a good
education and for friends, recreation, and a part-time job? Find out how
to use your most valuable resource to your advantage; Improving
Memory Skills - Having difficulty producing the right information at the
right time? Learn tips for focusing your attention and steps you can
take to aid your memory. Planning Exam Strategies - Want tips on how
to handle those

Class time: 40% lecture, 30% Discussion, 30% Applied activities
Work load: 30 pages of reading per week, 30 pages of writing per
semester, 4 exams, 3 papers
Grade: 30% written reports/papers, 14% quizzes, 5% in-class
presentations, 51% problem solving
Exam format: Multiple choice, True/False, Essay

LASk 1101 Academic Success
(Sec 001-003); 1 cr; S-N only; prereq instr consent
Instructor: STAFF
Description: How are you going to react to the news that you're on
academic probation? Some students quickly dismiss their probationary
status with the remark that, "This really isn't a problem. I'll get back next
semester, and things will be different." Some students are shocked by the
news: "How could this happen to me? I'm an intelligent person!"
Others respond by blaming the system: "How can anyone do well at the
University of Minnesota? It's just too big and impersonal!" Still
others feel embarrassed, wondering what people will think of them. A
even few believe that nothing they do will make any difference and that
their suspension is inevitable. Although these may be your first
reactions, you can overcome them and move ahead. Recognize the
news about you probation as a red flag—something is not going well.
Consider joining other students interested in academic improvement and
enroll in LASk 1101-Academic Success. Explore what makes
learning in college difficult and discover why many students don't meet
their own or the University's standards for achievement. Learn what to
do when 1) Personal factors interfere with performance, 2) You're
unhappy with the institution you're attending. 3) There are problems in
your courses. 4) Your approach to study does not bring good results.
5) You're not really sure you want to be in college. Use what you find
out to build a personal plan for success that gets you off probation and
on with your education.

Class time: 100% LASk is an individualized study course. You meet
weekly with an academic success consultant to develop and carry out
a personal plan for improving your grades.
Work load: 30 pages of reading per week, 15 pages of writing per
semester, 15 personal reflection assignments
Grade: 12% special projects, 40% class participation, 48% Applied
activities
variety of modalities. Study the frontiers of human potential by exploring pertinent literature in biology, psychology, conventional and alternative medicine, eastern and western philosophy, mythology, education/learning theory, cross-cultural anthropology, and theology in order to explore the broad range of factors that contribute to, or impede, the development of optimal human potential.

LS 5100 Liberal Studies Seminar: Emergent Patterns in Human Affairs
(Sec 006); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq Dept consent required
Instructor: Shupe, David Arlin
Description: A critical and collaborative investigation of the appropriateness of applying concepts drawn from the sciences of complexity to the world of human affairs. The seminar will begin with background readings in chaos/complexity theory. Then we will examine several case studies: books that show the generation of complex social/cultural patterns from relatively simple principles. As the seminar progresses, students will have an opportunity to critically examine a topic of their choosing. Throughout this conversation, anticipated questions include: Are the large patterns seen in human affairs like those of natural processes? Does the fact that humans make choices about perspectives and actions make a difference? What meaning can be found in human history? Under what conditions can an individual's actions be decisive? Prior understanding of chaos/complexity theory would be helpful but is not a prerequisite for the course.

Linguistics
215 Tate Center: 612/624-3331

Ling 1907W Freshman Seminar: What's in a Name?
(Sec 001); 3 cr; max crs 6; prereq Fr or no more than 30 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive
Instructor: Downing, Bruce T
Description: Giving, bearing, and using individual names - what people who study human language call Proper Nouns - is a part of everyday life. In this course we will investigate and write about many aspects of human naming practices, creating our own Book of Names. The questions we can ask, and try to answer, include these: what are the naming traditions in different strands of American society and in societies around the world? How do naming practices vary? How and why do people acquire new or alternative names? How does one's given name affect one's identity? How and why are personal names associated with gender, or social status, or race? What's in a name? The main work of this seminar, besides reading and discussing what others have written about proper names and naming, is to carry out projects of informal research, to write about what you learn, to help review and revise your own and others' work, and to compile edited writings into A Book of Names, to be posted on the Web through WebCT. You will need to submit papers on at least four of five assigned topics after the first paper, which will be written collaboratively by the class. Course readings will include "The Language of Names: What We Call Ourselves and Why It Matters," by Justin Kaplan and Anne Bernays, plus a variety of short articles from diverse sources.
Class time: 10% lecture, 50% Discussion, 40% collaborative writing, editing, and publishing
Work load: 20 pages of reading per week, 35 pages of writing per semester, 5 papers, editing, Web publishing
Grade: 75% written reports/papers, 5% special projects, 10% class participation, 10% lab work, 0% up to 5% extra credit for editing and publishing tasks

Ling 3001 Introduction to Linguistics
(Sec 001); Credit will not be granted if credit has been received for: LING 3011, LING 3001H, LING 3001H, LING 5001, LING 5001; 4 cr; meets CLE req of Social Science Core
Instructor: Soh, Hooi Ling
Description: Linguistics is the scientific study of language. This course is an introduction to the various sub-fields of Linguistics. Our emphasis will be on the rules of structural representations found in each of the grammatical components of language: Syntax (phrase and sentence structure), Morphology (word structure), Phonology (sound structure), and Semantics (meaning). Students will learn the essential techniques for describing and analyzing linguistic data through working on examples taken from various languages of the world. the course will be conducted through lectures and discussions. Course requirements include regular assignments, a midterm and a final. Target audience is undergraduate and graduate students in linguistics and related disciplines.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week, 2 exams
Grade: 30% mid-semester exam(s), 35% final exam, 35% problem solving
Exam format: Short answer

Ling 301H Honors: Introduction to Linguistics
(Sec 001); Credit will not be granted if credit has been received for: LING 3001, LING 3001, LING 5001, LING 5001; 4 cr; prereq honors candidate or instr consent; meets CLE req of Social Science Core; meets HON req of Honors
Instructor: Gundel, Jeanette K
Description: This course is an introduction to the scientific study of human language. The course offers basic technical skills and foundational concepts required for language analysis, as well as an enhanced awareness of the goals, problems and promise of linguistic inquiry. Emphasis will be on the structure of human language. General questions include: what are the basic properties of human language? How do languages differ and how are they all alike? To what extent is human language part of the biological endowment of all humans and to what extent must it be learned? We will examine data from a variety of languages at the level of sound, sentence structure, meaning and use, exploring variation and similarity both across and within languages. Specific topics include: phonetics and phonology (how do we describe and analyze the sounds and sound patterns of human languages?), morphology and syntax (what are the structures of words and sentences?), semantics and pragmatics (how do we interpret language?) We will also discuss topics in historical-comparative linguistics (how do languages change over time, how are they related to one another and what methods are used in determining such relationships?), language acquisition (how are languages learned, by children as a first language and by children and adults as a second language?), and the relation between language and culture.

Ling 3051H Honors: Thesis
(Sec 001); 3 cr; prereq Linguistics honors candidate; meets HON req of Honors
Instructor: STAFF
Description: Independent research and writing of honors BA thesis, under the guidance of a faculty member selected according to student's topic. Details of work are determined in consultation with faculty advisor. Target audience: Linguistics majors in CLA Honors Program
Class time: 100% independent research, writing
Grade: 100% Research progress as determined by faculty advisor

Ling 3052H Honors: Thesis
(Sec 001); 3 cr; prereq 3051; meets HON req of Honors
Instructor: STAFF
Description: A continuation of Ling 3051H, with emphasis on writing final version of thesis. Audience: CLA Honors Linguistics majors.
Class time: 100% independent research, writing
Grade: 100% written reports/papers

Ling 3101W Languages of the World
(Sec 001); 3 cr; prereq 3001 or 3011 or instr consent; meets CLE
Ling 3707 Ethnic Bilingualism in the United States  
(Sec 001); 3 cr; prereq Some knowledge of linguistics and a 2nd language helpful; meets CLE req of Cultural Diversity Theme  
Instructor: Downing, Bruce T  
Description: This course is concerned with the linguistic experience of immigrants and ethnic minority groups, especially Asian Americans. Topics include growing up with two languages, keeping or losing one's "heritage language"; the why and how of mixing two languages, and arguments over bilingual education and interpreting services. The course is intended to foster an understanding of the phenomenon of bilingualism in society and in the individual; to provide new insights into the lives of immigrants to America, especially those coming from Asia, and especially the role of language; and to develop an appreciation of public policy issues and individual choices related to the promotion and use of languages other than English in America. Course organization: Background material will be introduced through readings, lectures, and group discussion. Each student will submit a short report on a book of fiction or (auto)-biography from an approved list. Individual or group field trips will be encouraged, for extra credit. Each student will conduct research on a particular (usually Asian-American) ethnic group, working individually or with others. A background report will be due before mid-semester; final projects will generally include research in selected families and subfamilies will be discussed in detail. Students will also have the opportunity to do individual research on a language family of their choice  
Class time: 70% lecture, 30% Discussion  
Work load: 50-60 pages of reading per week, 15-20 pages of writing per semester, 4 exams, 1 papers, data analysis problems  
Grade: 25% final exam, 30% written reports/papers, 20% quizzes, 10% class participation, 15% problem solving  
Exam format: short answer, matching, true/false, multiple choice  
Course URL: http://webct.umn.edu

Ling 5001 Introduction to Linguistics  
(Sec 001); Credit will not be granted if credit has been received for: LING 3001, LING 3001, LING 3011, LING 3001H, LING 3001H; 4 cr; prereq grad or instr consent  
Instructor: Gundel, Jeanette K  
Description: This course is an introduction to the scientific study of human language. The course offers basic technical skills and foundational concepts required for language analysis, as well as an enhanced awareness of the goals, problems and promise of linguistic inquiry. Emphasis will be on the structure of human language. General questions include: what are the basic properties of human language? How do languages differ and how are they alike? To what extent is human language part of the biological endowment of all humans and to what extent must it be learned? We will examine data from a variety of languages at the level of sound, sentence structure, meaning and use, exploring variation and similarity both across and within languages. Specific topics include: phonetics and phonology (how do we describe and analyze the sounds and sound patterns of human languages?), morphology and syntax (what are the structures of words and sentences?), semantics and pragmatics (how do we interpret language?) We will also discuss topics in historical-comparative linguistics (how do languages change over time, how are they related to one another and what methods are used in determining such relationships?), language acquisition (how are languages learned, by children as a first language and by children and adults as a second language?), and the relation between language and culture.  
Class time: 70% lecture, 30% Discussion  
Work load: 30 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 1 papers, 7 assignments/problem sets  
Grade: 25% mid-semester exam(s), 35% final exam, 20% written reports/papers, 20% problem solving  
Exam format: problem sets, short answer, multiple choice

Ling 5105 Field Methods in Linguistics I  
(Sec 001); 4 cr; prereq 5201, 5302 or instr consent  
Instructor: Stenson, Nancy J  
Description: Techniques for obtaining and analyzing linguistic data from an unfamiliar language through direct interaction with a native speaker. Class jointly studies a language by elicitation of speech samples and analysis of patterns that emerge. Periodic discussion of progress and individual elicitation sessions are also components of the course. Audience: graduate students and advanced undergraduates with prior coursework in phonetics, phonology and syntax.  
Class time: 2% lecture, 18% Discussion, 80% Data elicitation and analysis, demonstration  
Work load: 30 pages of reading per week, 30-40 pages of writing per semester, 2 papers, Weekly summaries of work progress, data analysis  
Grade: 75% written reports/papers, 25% class participation

Ling 5202 Syntax II  
(Sec 001); 3 cr; prereq 5201  
Instructor: Soh, Hooi Ling  
Description: This course is concerned with the concepts and principles which have been of central significance in the recent development of syntactic theory, with special focus on the "Government and Binding" (GB) "Principles and Parameters" (P&P) approach. We will examine how languages may differ in the way words are organized into phrases and sentences and how they are the same. We will also discuss the differences between GB and the Minimalist Program and the motivations for the shift from GB to the Minimalist Program.  
Class time: 80% lecture, 20% Discussion  
Work load: 25 pages of reading per week, 35 pages of writing per semester, 1 papers  
Grade: 35% written reports/papers, 5% in-class presentations, 60% problem solving

Ling 5205 Semantics  
(Sec 001); 3 cr; prereq 5201 or instr consent  
Instructor: Kac, Michael B

This information is accurate as of: 5/26/2004 at 3:43 PM
Ling 5461 Conversation Analysis
(Sec 001); Credit will not be granted if credit has been received for: SPCH 5461, LING 5461, COMM 5461, LING 5461, COMM 5461; 3 cr; prereq 3001 or 3001H or 5001 or instr consent
Instructor: Szatrowski, Polly Ellen
Description: In this course we will investigate language in its "natural habitat," everyday talk, and attempt to explain how language shapes and is shaped by social interaction. We will discuss basic features of conversational structure, such as turn-taking, adjacency pairs, overall organization, preference organization, pre-sequences and repair. Then we will analyze how participants use linguistic devices, such as syntactic projection, pause, back-channel utterances ('Uh huh'), laughter, etc., to make invitations, requests, present their opinions, tell stories, create humor, etc. We will also consider the role of interruption, overlap, repetition, preference, co-construction, byplay, and participant status in the interaction. If time permits we will analyze how nonverbal behavior (body and hand movements, head nods, gaze, etc.) contributes to the development of the conversation. We will analyze conversations in a variety of languages, including English, Japanese, French, and German. MAIN TEXTS: Coursepack including 1. Levinson, Steven C. 1983. 6 Conversational structure. Pragmatics, 284-370. Cambridge: Cambridge University Press. 2. Schegloff, Emanuel A. 1995. Talk in interaction: An introduction to conversation analysis. (manuscript) and other research papers PREREQUISITE: LING 3001 or 3011 or 5001 OR permission of the instructor.
Class time: 40% lecture, 30% Discussion, 30% student presentations
Work load: 40-50 pages of reading per week, 1 papers, Pages Writing per Term: paper (undergrad 10-15, grad 20-30) + homework (15 pages)=undergrad 25-30, grad 35-45
Grade: 30% class participation, 40% Major paper, abstract, presentation; 30% Written homework and data collection

Ling 5505 Introduction to Second Language Acquisition
(Sec 001); 3 cr; prereq 3001 or 3011 or 5001, a course on phonological and grammatical structure of a language
Instructor: Tarone, Elaine E UCLA Distinguished Tchg Awd!!
Description: This course is an overview of research on second-language acquisition (SLA): research which examines the way in which human beings acquire second (third/fourth, etc) languages. In this course, you will examine and think about learner language, read summaries of published research on learner language, and consider the implications of your own study and of published research for second-language teaching. The course is intended for students who have already taken an introduction to linguistics and one other course that involves the analysis of phonological, morphological, or syntactic aspects of some language or languages.
Class time: 50% lecture, 40% Discussion, 10% video
Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers
Grade: 20% final exam, 40% written reports/papers, 30% problem solving
Exam format: Essay

Materials Science
151 Amundson Hall: 612/625-1313

MatS 3041 Industrial Assignment I
(Sec 001); 2 cr; A-F only; prereq 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
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 semester/3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester's work assignment.
Class time: 100% On-the-job training
Grade: 100% written reports/papers

MatS 4041 Industrial Assignment II
(Sec 001); 2 cr; A-F only; prereq 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
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.
Class time: 100% On-the-job training
Grade: 100% written reports/papers

MatS 4591 Independent Study in Materials Science
(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci
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
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq upper div MatS; meets HON req of Honors
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.
Math 1001 Excursions in Mathematics
(Sec 010, 020; 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; meets CLE req of Mathematical Thinking Core
Instructor: STAFF
Description: Overview: Introduction to several mathematical ideas having relevance to the contemporary world. Possible topics include: voting systems, methods of sharing and apportionment, graphs and networks, scheduling problems, growth and symmetry, fractal geometry, statistical surveys and studies, descriptive statistic exam. Audience: Students who want to satisfy the CLE Mathematical Thinking requirement and who do not want to take any more math. The prerequisite is the same as for Math 1031 or Math 1051, but the material in Math 1001 has more variety and more immediate interest. This is not an easy course. Students need to be comfortable with Intermediate Algebra. Textbook: Tannenbaum & Arnold, "Excursions in Modern Mathematics," 4th edition.
Class time: 75% lecture, 25% Discussion

Math 1031 College Algebra and Probability
(Sec 001, 010, 020, 040, 050, 060, 070, 080; 3 cr; prereq 3 yrs high school math or grade of at least C- in GC 0731; credit will not be granted if credit received for: 1051, 1155; meets CLE req of Mathematical Thinking Core
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 1038 College Algebra and Probability Submodule
(Sec 001); 1 cr; A-F only; prereq 1051 or 1151 or 1155
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
(Sec 001, 010, 020, 030, 040; 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; credit will not be granted if credit received for: MATH 1031, MATH 1151
Instructor: STAFF
Description: Review of high school algebra. Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms, with applications. Audience: Anyone wanting to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination satisfies prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038 essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.

Math 1131 Finite Mathematics
(Sec 010); 3 cr; prereq 3 1/2 yrs high school math or grade of at least C- in [1031 or 1051]; meets CLE req of Mathematical Thinking Core
Instructor: STAFF
Description: This course contains topics that are useful to students in the Natural and Social Sciences and in Business including probability models, conditional probability, Markov chains, central limit theorem, matrices, linear programming, game theory, and mathematics of mortgage and interest payments. The prerequisite is Math 1031 or Math 1051, but Math 1031 is preferred.

Math 1142 Short Calculus
(Sec 001, 010, 020); 4 cr; prereq 3 1/2 yrs high school math or grade of at least C- in [1031 or 1051]; meets CLE req of Mathematical Thinking Core
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.

Math 1151 Precalculus II
(Sec 001, 020, 030, 040); 3 cr; prereq 3 1/2 yrs high school math or placement exam or grade of at least C- in [1031 or 1051]; credit will not be granted if credit received for: MATH 1155; meets CLE req of Mathematical Thinking Core
Instructor: STAFF
Description: Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeros 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 1155 Intensive Precalculus
(Sec 010, 020); 5 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; meets CLE req of Mathematical Thinking Core
Instructor: STAFF
Description: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms with applications. Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities; real and complex zeroes of polynomials; polar coordinates; DeMoivre’s Theorem; solutions of systems of equations by substitution and elimination; systems of inequalities; arithmetic sequences and geometric series. Fast paced one semester precalculus course. Math 1155=MATH 1051 + 1151. Satisfies the prerequisite for Math 1271 and Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1271 Calculus I
(Sec 001, 010, 030, 040, 050, 060, 070); Credit will not be granted if
credit has been received for: MATH 1142, MATH 1142, MATH 1371, MATH 1371, MATH 1371, MATH 1571, MATH 1571H, MATH 1571H, MATH 1281, MATH 1281, MATH 1281, 4 cr; prerequisite 4 yrs high school math including trig or placement test or grade of at least C- in 1151 or 1155; meets CLE req of Mathematical Thinking Core 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.

Math 1272 Calculus II
(Sec 001, 010, 020, 030, 050); Credit will not be granted if credit has been received for: MATH 1373, MATH 1372, MATH 1572, MATH 1572H, MATH 1572H, MATH 1252, MATH 1252, MATH 1282, MATH 1282; 4 cr; prerequisite [1271 or equiv] with grade of at least C-
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 2243 Linear Algebra and Differential Equations
(Sec 001, 020, 030); Credit will not be granted if credit has been received for: MATH 2373, MATH 2373, MATH 2373; 4 cr; prerequisite 1272 or 1282 or 1372 or 1572.
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/eigenvector, 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 2263 Multivariable Calculus
(Sec 001, 010, 020); Credit will not be granted if credit has been received for: MATH 2374, MATH 2374, MATH 2573, MATH 2573H, MATH 2573H, MATH 3251, MATH 3251; 4 cr; prerequisite 1272 or 1372 or 1572.
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 multiplier, 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 2283 Sequences, Series, and Foundations
(Sec 010); Credit will not be granted if credit has been received for: MATH 3283, MATH 3283W, MATH 3283W; 3 cr; prerequisite concurrent enrollment [2243 or 2263 or 2373 or 2374].
Instructor: STAFF
Description: Math 2283 is intended as a gentle introduction to the type of mathematical reasoning that is used in more advanced mathematics courses. It is recommended that students have the equivalent of at least three semesters of calculus before taking this course. Topics covered include: Truth tables; Universal and existential quantification, Mathematical induction, Completeness of the real numbers, Sequences, Series, Taylor series, Power series solutions of differential equations.

Math 3113 Topics in Elementary Mathematics I
(Sec 001-003); 4 cr; prerequisite Grade of at least C- in 1031 or placement exam.
Instructor: STAFF
Description: This course for which single and multivariable differentiable calculus are prerequisites, treats these topics in more depth than they are treated in the prerequisites courses. This depth has both a calculational aspect (for instance, in studying the gamma function) and a theoretical aspect (for instance, when proving that continuous functions and certain discontinuous functions have integrals). The course is designed to serve two types of students: undergraduate juniors and seniors, primarily mathematics majors, and graduate students from outside mathematics. Such graduate students should confirm that their program accepts this 4xxx-level course for graduate-status credit. Math 4606 is not designed to prepare students
Math 5335 Geometry I
(Sec 001); 4 cr; prereq [2243 or 2373 or 2573], [concurrent enrollment 2263 or concurrent enrollment 2374 or concurrent enrollment 2574]
Instructor: Roberts, Joel L
Description: Please visit the following webpage for a complete course description:
http://www.math.umn.edu/~roberts/math5335/description.html At present, the Fall 2003 version is posted, but changes if any will be very minor.

Work load: 15 pages of reading per week, 3 exams
Grade: 50% mid-semester exam(s), 25% final exam, 25% problem solving, 0% There are 2 midterm exams. Each counts for 23% of the grade.
Exam format: Problem solving
Course URL: http://www.math.umn.edu/~roberts/math5335/

Math 5587 Elementary Partial Differential Equations I
(Sec 001); 4 cr; prereq [2243 or 2373 or 2573], [2263 or 2374 or 2574]
Instructor: Olver, Peter John
Description: Math 5587- Math 5588 is a year course that introduces the basics of partial differential equations, guided by applications in physics and engineering. Both analytical and numerical solution techniques will be discussed. Specific topics to be covered during the year include, in rough order: Classification of PDEs; the heat, wave, Laplace, Poisson and Helmholtz equations; characteristics; the maximum principle; separation of variables; Fourier series; harmonic functions; distributions; Green's functions and fundamental solutions; special functions, including Bessel functions and spherical harmonics; finite element method; Fourier and Laplace transforms; nonlinear PDEs; shocks and solitons. Some mathematical sophistication. Other topics will be introduced as needed. Text Walter A. Strauss, Partial Differential Equations: an Introduction, John Wiley & Sons, New York, 1992.

Class time: 100% lecture
Work load: 30 pages of reading per week, 60 pages of writing per semester, 3 exams
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: Problems --- one page notes allowed
Course URL: http://www.math.umn.edu/~olver/c_/5587.htm

Math 5651 Basic Theory of Probability and Statistics
(Sec 001); Credit will not be granted if credit has been received for: STAT 4101, STAT 4101, STAT 5101, STAT 5101; 4 cr; prereq [2243 or 2374 or 2573], [2243 or 2373]; [2283 or 2574 or 3283]
Instructor: Jain, Naresh C
Description: This is the same course as Stat 5101. It is a calculus-based probability/statistics course that has no probability prerequisite but it makes extensive use of calculus. This course is a prerequisite for Stat 5102 (Theory of Statistics II) and also for Math 5652 (Introduction to Stochastic Processes). This course is also a prerequisite for Math 5654 (Prediction and Filtering). Prerequisite: Single and Multivariable Calculus

Math 5652 Introduction to Stochastic Processes
(Sec 001); 4 cr; prereq 5651 or Stat 5101
Instructor: Zeitouni, Ofer
Description: Topics: Conditioning. Markov chains. Martingales. Poisson processes. Renewal theory. Random walk and Brownian motion. This roughly covers the material in the official textbook: "Essentials of Stochastic Processes" by R. Durrett (Springer, 1999). Each student will be required to take notes from one lecture. The notes will be distributed to the class.

Class time: 100% lecture
Work load: 20 pages of reading per week, 2 exams, 1 papers, 6 homework sheets
Grade: 30% mid-semester exam(s), 40% final exam, 10% written reports/papers, 20% problem solving

Mathematics Education
145 Peik Hall: 612/625-6372

MthE 5939 Directed Studies in Mathematics Education
(Sec 001); 2 cr; max crs 3, 1 repeat allowed; S-N only; prereq Math ed MEd student, instr consent
Instructor: STAFF
Description: Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's advisor as part of MthE program.

Mechanical Engineering
125 Mechanical Engineering: 612/625-0705

ME 3041 Industrial Assignment I
(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program
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.
Class time: 100% On the job training
Work load: Full time work
Grade: 100% written reports/papers

ME 4031W Basic Mechanical Measurements Laboratory
(Sec 001); 4 cr; A-F only; prereq 3322, IE 4521, upper div ME; meets CLE req of Writing Intensive
Instructor: Hubel PhD, Allison
Description: Experimental methods, instrumentation for engineering measurements, statistical estimates of experimental uncertainty, calibration, signal conditioning, selected transducers for mechanical measurements, data acquisition and processing, and presentation of results. Measurement of temperature, pressure, humidity, stress-strain,
force, velocity and flow, and radiative properties.  
Class time: 45% lecture, 55% Laboratory  
Work load: 15 pages of reading per week, 2 exams, 13 papers  
Grade: 14% midterm-exam(s), 16% final exam, 60% written reports/papers, 10% Project  
Exam format: Problem  
Course URL: http://www.me.umn.edu/courses/me4031w

ME 4042 Industrial Assignment II  
(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program  
Instructor: Marple, Virgil A  
Description: Industrial work assignment in mechanical engineering co-op program. Evaluation based on student's formal written report covering a technical investigation.  
Class time: 100% on the job training  
Work load: full-time work  
Grade: 100% written reports/papers

ME 4043W Industrial Assignment III  
(Sec 001); 4 cr; A-F only; prereq 4042; meets CLE req of Writing Intensive  
Instructor: Marple, Virgil A  
Description: Solution of system design problems that require development of criteria evaluation of alternatives, and generation of a preliminary design. Final written report emphasizes design communication and describes design decision process, analysis and final recommendations.  
Class time: 100% on the job training  
Work load: full-time work  
Grade: 100% written reports/papers

ME 4232 Fluid Power Control Lab  
(Sec 001); 4 cr; A-F only; prereq 3281, 4031W. ME upper div  
Instructor: Li, Perry Y (Morse Alumni Award)  
Description: This course's objectives are: 1) Introduce fluid power component, circuits, and systems 2) Provide hands on experience in design, analysis and implementation of control systems for real and physical systems; 3) Provide first-hand experience in modeling, control and other dynamic systems concepts, such as in ME3281. Students will design, build and study hydraulic circuits in the first half of the semester, and design, analyze and implement controllers of different sophistications for electrohydraulic systems in the second half. There will be extensive use of Matlab/Simulink in analysis, implementation and design. This course emphasizes laboratory experience and making connections between physical systems and mathematical models.  
Class time: 33% lecture, 66% Laboratory  
Exam format: There will be one oral final exam  
Course URL: http://www.me.umn.edu/courses/me4232

ME 5103 Thermal Environmental Engineering  
(Sec 001); 4 cr; A-F only; prereq IT upper div or grad, 3322 or 3323  
Instructor: Kuehn, Thomas Howard  
Description: The course introduces students to basic concepts and tools used in designing heating, ventilating and air conditioning systems. Emphasis is on applications to occupied buildings. Topics include moist air thermodynamic properties, the use of psychrometric charts, air handling system operation, clear sky solar radiation models, human thermal comfort, indoor air quality control, winter design heating loads and summer design cooling loads on buildings, and energy estimation methods. Other applications of this material include environmental control in vehicles, aircraft, spacecraft, submarines, clean rooms, greenhouses and animal confinement facilities.  
Class time: 80% lecture, 20% Discussion  
Work load: 20 pages of reading per week, 2 exams, weekly homework assignments  
Grade: 40% mid-semester exam(s), 40% final exam, 20% problem solving  
Exam format: Problem solving, open book/notes

ME 5223 Materials in Design  
(Sec 001); 4 cr; prereq 3221  
Instructor: Ramalingam, Subbiah  
Description: This course introduces principles for the selection of materials to fulfill specific functional requirements, to guard against progressive and/or catastrophic failure, and to meet design/manufacturing requirements. Contemporary designs are characterized by (a) high power density, (b) designs exploiting combination of physical properties, (c) designs based on second order properties, and other engineering schemes. Few products of current technology are purely mechanical. Electrical and electronic functions are increasingly integrated with mechanical functions. Most advanced technology products have become mechatronic. Therefore, the first half of this course stresses both the mechanical aspects of design and the other properties (thermal, electrical, etc) of significance in design. In the last two decades, polymers have emerged as a versatile and widely used engineering material. Engineering with polymers constitutes the second part of this course. Principles of pseudo-elastic design, fracture mechanics, creep, and thermo-rheological modeling including viscoelasticity are introduced. Pair of other primary references used for instruction are also available in the web in full text version. Expected background includes a course each in materials science, deformable body mechanics, and mechanical design. Prior background in CAE would be an advantage. Course credit of 4 hours will require 6 and 8 hours/week of reading, review and work.  
Class time: 80% lecture, 20% Discussion  
Work load: 20-40 pages of reading per week, 3 exams, About 7 to 8 home assignments (problems) through the semester  
Grade: 30% final exam, 5% class participation, 25% problem solving, 40% midterms (2 at 20% each)  
Exam format: Verbal response (part A) + Problem solving (part B)

Medical Technology  
15-170 Phillips Wangensteen Bldg (Box 609 Mayo): 612/625-9490

MedT 4082 Applied Clinical Chemistry  
(Sec 001); 3 cr; S-N only; prereq 4310, 4311, 4320, 4321, enrolled MedT student, instr consent  
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.  
Class time: 100% Laboratory  
Work load: 40 hour week practical experience  
Grade: 5% in-class presentations, 95% lab work

MedT 4085 Applied Clinical Hematology  
(Sec 001); 2 cr; S-N only; prereq 4251, 4252, 4253, enrolled MedT student, instr consent  
Instructor: Swinehart, Cheryl D  
Description: The rotation is designed to: Provide comprehensive training in the techniques of hematology—including blood drawing, morphology, instrumentation, and body fluids. Special techniques in hemostasis and special hematology stains and morphology will also be
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
<th>Schedule Details</th>
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<tr>
<td>MeSt 3610</td>
<td>Topics in Medieval Studies</td>
<td>Lower, Michael T</td>
<td>3 cr</td>
<td>max crs 24, 8 repeats allowed</td>
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<tr>
<td>MeSt 4088</td>
<td>Applied Diagnostic Microbiology</td>
<td>Wells, Carol Lee</td>
<td>2 cr</td>
<td>S-N only; prereq 4100, 4102, enrolled MedT student, instr consent</td>
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<tr>
<td>MeSt 4251</td>
<td>Hematology I: Basic Techniques</td>
<td>Swinehart, Cheryl D</td>
<td>1 cr</td>
<td>maximum credit 24, 8 repeats allowed; prereq MedT, instructor approval</td>
</tr>
<tr>
<td>MeSt 4521</td>
<td>Italian Language: Intermediate</td>
<td>Reyerson, Kathryn L.</td>
<td>4 cr</td>
<td>maximum credit 24, 8 repeats allowed; prereq One yr exotic reading knowledge of Italian; MedT, instructor consent</td>
</tr>
<tr>
<td>MeSt 5610</td>
<td>Advanced Topics in Medieval Studies</td>
<td>Grimstad, Kaaren E</td>
<td>3 cr</td>
<td>max crs 15, 5 repeats allowed; prereq One yr work in some area of Middle Ages, reading knowledge of appropriate language, instr consent</td>
</tr>
</tbody>
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**Medieval Studies 131 Notre Center: 612/626-0805**

**MeSt 3610 Topics in Medieval Studies**  
(Sec 001, 003); 3 cr; max crs 24, 8 repeats allowed  
**Instructor:** Lower, Michael T  
**Description:** History of the Crusades (MEST 3610 001) This course examines how the emergence of a new kind of Holy War at the end of the eleventh century—the crusades—transformed political, commercial, social, and intellectual relations among Christians, Muslims and Jews. The course aims to address the variety of forms of contact between these groups by drawing upon a wide range of primary source materials: chronicles; travelogues; sermons, religious disputations; and exchange contracts. Topics include the founding of a crusader kingdom in the Holy Land and the articulation of a Muslim theory of Holy War, the Jihad, in response; crusader violence against Jewish communities; and the expansion of the crusade idea in the thirteenth century to encompass campaigns against schismatics, heretics, and political enemies of the papacy in Byzantium, southern France, and the Italian Peninsula. This course is intended for undergraduates at the sophomore level and above, and for majors and non-majors alike. Assignments will include both formal and informal writing assignments, along with a final examination.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 60-80 pages of reading per week, 1 exams, 3 papers  
**Grade:** 20% final exam, 40% written reports/papers, 40% Informal writing assignments and class participation  
**Exam format:** Essay  

This information is accurate as of: 5/26/2004 at 3:43 PM
tell us about medieval Icelandic society. Students will read some critical studies of sagas and participate in group discussions. Old Norse Language and Literature (MeSt 5610) This course is devoted to developing an understanding of the grammatical structure and acquiring a reading knowledge of Old Norse by reading texts. Translation techniques include both close reading of texts with parsing and rapid reading for content only. The target audience is broad: upper level undergraduates and graduates, both majors and non-majors. It is helpful if the student has some knowledge of another language, especially one with a complex grammar structure such as Latin or German.

MeSt 5610 Advanced Topics in Medieval Studies
(Sec 002); 3 cr; max crs 15, 5 repeats allowed; prereq One yr work in some area of Middle Ages, reading knowledge of appropriate language, instr consent
Instructor: Reyerson, Kathryn L.
Description: This course, designed for graduate students in all departments and advanced undergraduates in History, will examine France in the Middle Ages through such topics as the construction of the state, national identity, late medieval crises, and the resolution of conflicts. The economy, politics, society, law, and culture will be featured. Students will read classics in French history and recent cutting-edge monographs. Class discussion will focus on methodologies and sources for the study of medieval France. The course will be web enhanced. Students will be directed to the web site for Hist 3616, currently under construction.
Class time: 100% Discussion
Work load: 200-300 pages of reading per week, 20 pages of writing per semester, 1 papers, brief written and oral presentation of books read
Grade: 80% written reports/papers, 20% class participation
Exam format: no exams

Microbiology
1460 Mayo (Box 196); 612/624-6190

MicB 4001 Microorganisms and Disease
(Sec 001); 2 cr; prereq 4 cr biol sci, 7 cr chem or instr consent; not open to microbiology majors; does not count toward 11 upper div cr in biology major
Instructor: Johnson, Russell C
Description: Pathogenic fungi, bacteria and viruses, mechanisms by which they cause disease, host response to infection, disease control, and emerging infectious diseases. The sequence of topics covered is: bacteria, virus, structure and function, anti-microbial agents, host/parasite relationships, non-specific host defenses, acquired immunity, immunological disorders (hypersensitivities, autoimmune diseases), pathogenic fungi, bacteria and viruses. A collection of images of pathogenic microorganisms and the diseases they cause is used throughout the course. This course is primarily designed for undergraduate students of nursing, public health, dental hygiene and other health sciences. Not open to microbiology majors.
Class time: 100% lecture
Work load: 20-30 pages of reading per week, 3 exams
Grade: 50% final exam, 50% 2 exams; 25%/exam
Exam format: multiple choice

MicB 4131 Immunology
(Sec 001); 3 cr; prereq MicB/VPB 2022 or Biol/MicB/VPB 2032 or Biol/MicB 3301, Biol/BioC 3021 or BioC 4331
Instructor: Jemmerson, Ronald R
Description: Molecular, genetic, and cellular bases for humoral and cell-mediated immunity; innate immunity; antigen recognition by B and T lymphocytes; interactions between lymphocytes and other cells of the immune system; cytokines; immunoregulation; key aspects of clinical immunology. Students will learn the basic concepts of immunology with some practical applications. This course is targeted toward undergraduate majors in the biological sciences who have previously been introduced to biology and biochemistry. The material covered in the course will enable those interested to enroll in more advanced courses in this field. See the Course Website for further information.
Class time: 90% lecture, 10% Discussion
Work load: 30-40 pages of reading per week, 4 exams, Six homework assignments turned in, optional quizzes
Grade: 57.5% mid-semester exam(s), 30% final exam, 12.5% problem solving, 0% Quizzes can substitute for one of 3 exams, for up to 20% 
Exam format: Multiple choice/matching/short answer
Course URL: http://www.microbiology.med.umn.edu/programs/CoursesF00/MicB4131

Middle Eastern Languages and Cultures
214 Nolte Center; 612/624-3331

MELC 3531 Central Asian Culture and Literature
(Sec 001); Credit will not be granted if credit has been received for: CAS 3531, MELC 3531, CAS 3531, MELC 3531, CAS 3531, MELC 3531, CAS 3531, GLOS 3641; 3 cr; meets CLE req of International Perspect Theme
Instructor: Bashiri, Iraj !!!CLA Distinguished Tchg Awd!!
Description: Ten years ago, even five years ago, the general public did not know much about Central Asia. Countries like Kazakhstan and Uzbekistan were unheard of. Today, however, we know them as the newly-independent states carved out of the now defunct Soviet Union. The five republics of Central Asia, along with Afghanistan and Iran, form a major block; a particular symbiotic relation informs their ideological, economic, and cultural interactions. Central Asian Culture and Literature examines the struggle of these nations as they experience the pangs of modernization and democratization.
Class time: 70% lecture, 20% Discussion, 10% Video tapes
Work load: 50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, book report
Grade: 9% final exam, 30% written reports/papers, 10% special projects, 27% quizzes, 21% in-class presentations, 3% Attendance
Exam format: Essay
Course URL: http://www.iles.umn.edu/faculty/bashiri/iraj.html

MELC 3601 Persian Fiction in Translation
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core
Instructor: Bashiri, Iraj !!!CLA Distinguished Tchg Awd!!
Description: Prose fiction was introduced to Iranian society in the early 1920's by Iranian intellectuals returning from Europe. In the beginning it had a difficulty finding a place in Persian literature, but finally it found a niche. Spearheaded by Muhammad Ali Jamalzadeh and promoted by Sadeq Hedayat, prose fiction became Iran's most prominent vehicle for self expression. Young authors, first in the urban centers and later in the countryside used this vehicle for familiarizing their countrymen with the new world realities. the development of Persian fiction In the context of Iran's ancient heritage, students become acquainted with both the internal and external forces that bind contemporary Iranian society to world civilization. The works of Jamalzadeh (Persian Is Sugar), Hedayat (The Blind Owl, The Stray Dog), Ali-Ahmad (The China Vase, Fascinated by the West), Behrangi (The Little Black Fish), and others are analyzed and discussed.
Class time: 70% lecture, 20% Discussion, 10% Video tapes
Work load: 50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, Book report
Grade: 10% mid-semester exam(s), 15% final exam, 30% written reports/papers, 20% quizzes, 10% class participation, 12% book report; 3% attendance
Exam format: Essay
Course URL: http://www.iles.umn.edu/faculty/bashiri/iraj.html
MELC 5601 Persian Fiction in Translation
(Sec 001); 3 cr; meets CLE req of International Perspect Theme
Instructor: Bashiri, Iraj !CLA Distinguished Tchg Awd!!
Description: Prose fiction was introduced to Iranian society in the early 1920's by Iranian intellectuals returning from Europe. In the beginning it had a difficulty finding a place in Persian literature, but finally it found a niche. Spearheaded by Muhammad Ali Jamalzadeh and promoted by Sadeq Hedayat, prose fiction became Iran's most prominent vehicle for self expression. Young authors, first in the urban centers and later in the countryside used this vehicle for familiarizing their countrymen with the new world realities. The development of Persian fiction in the context of Iran's ancient heritage, students become acquainted with both the internal and external forces that bind contemporary Iranian society to world civilization. The works of Jamalzadeh (Persian Is Sugar), Hedayat (The China Vase, Fascinated by the West), Behrangi (The Little Black Fish), and others are analyzed and discussed.
Class time: 70% lecture, 20% Discussion, 10% Video tapes
Work load: 60 pages of reading per week, 35 pages of writing per semester, 4 exams, 1 papers, Book report; a five-page paper on a topic assigned by instructor
Grade: 10% mid-semester exam(s), 15% final exam, 30% written reports/papers, 20% quizzes, 10% class participation, 12% book report, 3% attendance
Exam format: essay
Course URL: http://www.iles.umn.edu/faculty/bashiri/iraj.html

Military Science
110 Armory: 612/624-7300

Mil 101 Military Science I Leadership Lab
(Sec 001); 0 cr; A-F only; prereq Enrollment in 1010
Instructor: STAFF
Description: Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building leadership skills that can be applied throughout life.

Mil 201 Military Science II Leadership Lab
(Sec 001); 0 cr; A-F only; prereq Enrollment in 1220
Instructor: STAFF
Description: Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building skills that can be applied throughout life.

Mil 301 Military Science III Leadership Lab
(Sec 001); 0 cr; prereq Enrollment in 3130
Instructor: STAFF
Description: Develop leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply leadership theory and doctrine for small groups.

Mil 401 Military Science IV Leadership Lab
(Sec 001); 0 cr; prereq Student must be enrolled in the Advanced Course and associated Military Science class
Instructor: STAFF
Description: Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply counseling and motivating techniques. This course is open to Military Science IV Cadets only.
Class time: 100% Laboratory
Work load: Planning, Preparing and Rehearsing Instruction
Grade: 33% in-class presentations, 33% class participation, 33% lab work, 1% problem solving

Mil 1001 Military Science I Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 1010
Instructor: STAFF
Description: Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team building leadership skills that can be applied throughout life.

Mil 1003 Military Science II Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 1220
Instructor: STAFF
Description: Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team building leadership skills that can be applied throughout life.

Mil 1005 Military Science III Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 3130
Instructor: STAFF
Description: Develop leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply leadership theory and doctrine for small groups.

Mil 1007 Military Science IV Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 3140
Instructor: STAFF
Description: Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply counseling and motivating techniques.

Mil 1010 Introduction to ROTC
(Sec 001, 002); 1 cr; prereq Enrollment in 1001
Instructor: STAFF
Description: This course focuses on learning leadership fundamentals in both a classroom and field environment preparing students for the challenges of leadership in college and after graduation regardless of chosen career field. Increased self-confidence through team study and activities; learning leadership and team building fundamentals and about the United States Army and the ROTC program.

Mil 1220 Self/Team Development
(Sec 001, 002); 2 cr; A-F only; prereq Enrollment in Basic Course
Instructor: STAFF
Description: Prepares students for the transition from an ROTC Basic Course Cadet to an ROTC Advanced Course Cadet. Focus is on individual and small team leadership development, problem solving, understanding group dynamics and increased self-confidence.

Mil 3130 Leading Small Organizations I
(Sec 001); 3 cr; prereq Enrollment in Advanced Course
Instructor: STAFF
Description: Instruction and case studies which builds leadership competencies and military skills in preparation for future responsibilities as army officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications.

Mil 3140 Leadership Challenges and Goal Setting
(Sec 001); 3 cr; prereq Enrollment in Advanced Course
Instructor: STAFF
Description: Develop staff skills and learn to work as part of a team. Plan, coordinate and conduct cadet battalion operations and training. Assess organizational effectiveness and develop strategies to improve it. Learn to manage resources and further develop leadership skills.

This information is accurate as of: 5/26/2004 at 3:43 PM
Refine counseling and motivating techniques. Identify and resolve ethical dilemmas as a leader and on the modern battlefield. Refine your understanding of the importance of studying military history. Refine writing and briefing skills.

MIL 3970 Directed Studies  
(Sec 001); 3 cr; prereq dept consent  
**Instructor:** STAFF  
**Description:** A writing intensive independent study course, evaluating the student's research and analysis skills. This course is open to ROTC advanced course students only.  
**Work load:** 30 pages of writing per semester  
**Grade:** 100% written reports/papers

**Molecular Veterinary Bioscience**  
455 VetTech Hos: 612/624-9227

**MVB 5594 Directed Research in Molecular Veterinary Biosciences**  
(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Jr  
**Instructor:** STAFF  
**Description:** Laboratory research designed by student and professor to address specific issues in veterinary medicine. Hypothesis testing and scientific thinking are developed through manuscript review and laboratory/science testing. All work is under the guidance of a faculty member.  
**Class time:** 90% Laboratory. 10%  
**Work load:** 10 pages of reading per week, specific numbers of hours in lab to be determined by student and professor  
**Grade:** 100% lab work  
**Exam format:** no exam

**Mortuary Science**  
A-275 Mayo (Box 740): 612/624-6464

**Mort 3021W Funeral Service Psychology**  
(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive  
**Instructor:** Tibbetts, Steven Patrick  
**Description:** This course is designed to provide an understanding of one's own awareness of death, as well as the grief responses of others who have experienced the death of another person. Literature will be studied to examine history in an attempt to build a background for current thoughts about dying and death; but primarily, current psychological data will be examined, which will help to understand both our individual and societal reactions to death. Prereq of General Psychology course recommended; majors and non-majors.  
**Class time:** 60% lecture, 40% Discussion  
**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers  
**Grade:** 25% mid-semester exam(s), 25% final exam, 50% in-class presentations  
**Exam format:** Multiple choice, matching, essay

**Mort 3022W Funeral Service Counseling**  
(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive  
**Instructor:** Tibbetts, Steven Patrick  
**Description:** This is a course about helping people who have suffered the ultimate loss of death. It is also a course about oneself; that is to say, a course which will help each person look at themselves as a helper. The two purposes of the course are: 1) To learn about yourself as a helper; and 2) To learn the necessary skills to be a good counselor. Prereq of General Psychology course recommended; majors and non-majors.  
**Class time:** 60% lecture, 40% Discussion  
**Work load:** 60 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers  
**Grade:** 20% final exam, 30% quizzes, 50% in-class presentations  
**Exam format:** Multiple choice, true/false, matching, essay

**Music**  
100 Ferguson Hall: 612/624-5740

**Mus 1001 Fundamentals of Music**  
(Sec 001-008); 3 cr; prereq For non-music majors; meets CLE req of Other Humanities Core  
**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.)  
**Class time:** 66% lecture, 33% Laboratory  
**Work load:** 8 pages of reading per week, 2 pages of writing per semester, 2 exams, 10 quizzes and 10 assignments  
**Grade:** 10% mid-semester exam(s), 15% final exam, 10% written reports/papers, 20% quizzes, 20% lab work, 25% problem solving  
**Exam format:** Multiple choice and written answer; written and aural examination

**Mus 1013 Rock I: The Historical Origins and Development of Rock Music to 1970**  
(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core  
**Instructor:** Lubet, Alex J !!Morse Alumni Award!!  
**Description:** An examination of the beginnings of rock music from its precursors circa 1900 through the early '70s: emphasis on early Rock and Roll, Rhythm and Blues, Soul Music, the first British Invasion, and the rock counterculture centered in San Francisco beginning in the mid-60s. The focus is upon rock as music, although lyrics and social milieu are also considered. Course work is primarily comprised of readings, music listening in and out of class, frequent quizzes, and a comprehensive final exam.  
**Class time:** 30% lecture, 30% Discussion, 30% Laboratory, 10% quizzes and group work  
**Work load:** 25 pages of reading per week, 25 pages of writing per semester, 1 exams, 8 papers, quizzes virtually every class day  
**Grade:** 20% final exam, 50% written reports/papers, 10% special projects, 20% quizzes  
**Exam format:** multiple-choice and other short answers

**Mus 1051 Class Piano for Nonmusic Majors I**  
(Sec 001-017); 2 cr; meets CLE req of Other Humanities Core  
**Instructor:** STAFF  
**Description:** Mus 1051, Class Piano for Non-Music Majors. A beginning course for non-music majors with little or no keyboard background. Emphasis on basis 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" 6th ed. by Elyse Mach. Mus 1051 covers Units 1-2, 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.  
**Class time:** 10% lecture, 90% Laboratory  
**Work load:** 1 hour practice daily  
**Grade:** 20% mid-semester exam(s), 25% final exam, 40% quizzes, 10% class participation, 5% two written projects
Exam format: Individual keyboard performance (plus some written theory).

Mus 1052 Class Piano for Non Music Majors II
(Sec 001, 002); 2 cr; meets CLE req of Other Humanities Core
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 a 16-unit electronic 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: Keyboard Fundamentals, 3rd ed. by Lyke, Edwards, & Hayden: 1052 covers Chapters 5-7 including harmonizing with I, IV, and V, various accompaniment styles; syncopation and swing rhythms; chromatic, pentatonic, and whole tone scales; chord voicings; and chord inversions.
Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily.
Grade: 20% mid-semester exam(s), 25% final exam, 5% special projects, 30% quizzes, 20% class participation
Exam format: Individual keyboard performance (plus some written theory).

Mus 1151 Piano: Class Lessons I
(Sec 001-005); 2 cr; A-F only; prereq Music major, instr consent
Instructor: STAFF
Description: Mus 1151 Piano: Class Lessons I. 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: "Group Piano for Adults Book 1" by Lancaster and Renfrow, 2nd ed. Mus 1151 covers Units 1-13. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.
Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily
Grade: 25% mid-semester exam(s), 25% final exam, 40% quizzes, 10% class participation
Exam format: Individual keyboard performance

Mus 1155 Keyboard Skills I
(Sec 001, 002); 2 cr; A-F only; prereq [Keyboard major or music major], extensive keyboard background, instr consent
Instructor: Shockley, Rebecca P
Description: Mus 1155 Keyboard Skills I. A functional piano skills course for freshman keyboard majors and other music majors with extensive keyboard background, to be taken with freshman music theory. Emphasis is on reading, transposing, harmonizing, improvising and playing by ear, along with keyboard theory, technique, and music learning skills. Taught in an electronic piano lab. (Advanced non-keyboard majors may substitute one semester of Mus 1521 for Mus 1155-2 with instructor permission.) Text: Harmonization at the Piano (6th ed.) by Frackenpohl plus supplementary materials. 1521 covers chapters 1-6 plus 3-part vocal scores.
Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily
Grade: 30% mid-semester exam(s), 30% final exam, 30% quizzes, 10% class participation
Exam format: Individual keyboard performance

Mus 1471 Guitar: Class Lessons I
(Sec 001-014); 2 cr; A-F only
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.
Class time: 40% lecture, 60% in-class performance
Work load: 3 exams, 3 to 4 hours individual practice per week
Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation
Exam format: performance

Mus 1501 Foundations of Musical Theory: Analysis and Ear-Training I
(Sec 001); 3 cr; A-F only; prereq [Music major or instr consent], permission number
Instructor: STAFF
Description: 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.
Class time: 40% lecture, 40% Discussion, 20% Laboratory
Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, daily homework assignments; weekly skills assignments

Mus 1801W Music, Society, and Cultures
(Sec 001); 3 cr; A-F only; prereq [Music major or instr consent], permission number; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course, taught by Professor Mirjana Lausevic, is designed to enable the students to understand how other people conceptualize music, how musicians across the globe learn, perform and incorporate music into their personal lives and the social fabric of their communities. The students will learn how musical instruments and human voices are employed to serve particular societal needs, and how musical organization both reflects and shapes cultural values. Using musical case studies from around the world, we will explore differences in aesthetics that stem from different lifestyles and values. Music will be used as a starting point for understanding how different societies operate, how they cope with life and death, how they make sense of daily life and the universe. The course objectives will be accomplished through lectures, lots of listening, some hands-on musical experience, selected readings, assigned concert attendance and video viewing. This course is primarily for undergraduate majors.
Class time: 50% lecture, 25% Discussion, 25% workshops, video viewing, concert attendance
Work load: 30 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers, several short assignments (1-2 pages)
Grade: 30% written reports/papers, 10% special projects, 30% quizzes, 30% class participation
Exam format: quizzes, written reports

Mus 3029 Music in the 20th Century
(Sec 001); 3 cr; Mus 3950 Topics: American Popular Music: 1900-1999 replaces this course during May Session 2001.; meets CLE req of Other Humanities Core
Instructor: Jackson, Donna Cardamo
Description: This course is designed expressly for undergraduate non-music majors and it meets the Liberal Education requirement in humanities. Emphasis is placed on active involvement in listening to popular, concert, and ethnic musics, and exploring the codes through which music produces meaning and interprets contemporary human conditions with powerful messages. Issues will be raised with respect to the formation of creative identities by exploring the lives of influential composers and performers in their respective cultural contexts (primarily American and European), including attraction to musical practices associated with non-western cultures. Extensive use is made of videotapes to demonstrate how music enhances the values of other expressive forms such as ballets, films, operas, and musicals.

This information is accurate as of: 5/26/2004 at 3:43 PM
Mus 3230 Chorus (Sec 003); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background, audition, instr consent

Instructor: Romey, Kathy Salath
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.

Class time: 80% rehearsal/lecture; 20% performance

Work load: 3-5 rehearsals each week; 2-3 dress rehearsals; 1-3 performances; one observation of outside rehearsal or concert and a paper; limited reading/listening assignments

Grade: 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 3263 German Diction for Singers (Sec 001); 1 cr; A-F only; prereq Voice or choral music major, concurrent enrollment in applied voice

Instructor: Del Santo, Jean Marie

Description: This course is designed for undergraduate vocal music majors and collaborative piano majors only. Prerequisites are M3261 and M3262. All students must be concurrently enrolled in applied voice or piano lessons. A large portion of class time is dedicated to performance in class and critiques of performances by instructor and peers. It is expected that students registering for this course have a working knowledge of the International Phonetic Alphabet. Topics included in class: Rules for German lyric pronunciation of song texts; IPA transcriptions of songs and arias; Performance of three German songs for critique; Reading of German operatic texts in class and viewing of German opera videos. Assignments: Five listening assignments; Selected readings from various reference sources; Memorization of selected German vocabulary; Preparation of songs to be performed in class.

Class time: 25% lecture, 25% Laboratory, 50% Performances in class

Work load: 5-10 pages of reading per week, 5 exams, Written reports of listening assignments

Grade: 20% mid-semester exam(s), 20% final exam, 20% quizzes, 30% in-class presentations, 10% class participation

Exam format: Short answer, fill in blank, transcriptions

Mus 3340 Jazz Ensemble (Sec 001, 002); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent

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. All jazz ensembles are academic courses carrying one credit. Upon completing the audition process, you will be assigned to an ensemble and must obtain a "magic number" in order to register. You must register in order to play in a University Jazz Ensemble.

Class time: 100% Rehearsal/performance

Mus 3350 Jazz Combo (Sec 001-005); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent

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.

Class time: 100% performance/rehearsal

Mus 3410 University Wind Bands (Sec 001); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent

Instructor: Kirchhoff, Craig James

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.

Class time: Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3410 University Wind Bands (Sec 002); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent

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.

Class time: Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3440 Chamber Ensemble (Sec 002-007); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq instr consent

Instructor: STAFF

Description: Each quarter there are a variety of ensembles which are open to students with musical backgrounds, but not limited to music majors. Emphasis is on developing chamber music performance techniques in small groups. Specific offerings change each term and the student should check the Fall Class Schedule for the current listing. For information about faculty coordinators and permission to register, contact staff in 100 Ferguson Hall or call (612) 624-5740. Normal offerings include: classical guitar ensembles, piano ensembles, trombone ensembles, brass ensembles, New Music Ensemble, Gospel Choir. (Note: The section taught by David Baldwin is typically a brass
quintet and is intended for undergraduate music majors. The brass quintet repertoire spans a wide range of styles and musical eras from editions of Renaissance madrigals to avant garde music of today to pop and show tunes. There is at least one public performance.) Piano Ensemble (Section 004) is for piano majors who wish to study and perform duo piano and duet repertoire with another pianist, or chamber music with other instrumentalists. Each chamber group receives regular coaching by a faculty member or TA. Participants generally perform on the Piano Ensemble Recital at the end of each semester. Contact Rebecca Shockley for further information.

**Mus 3518 Review of Ear-Training and Sight-Singing**

*(Sec 001); 1 cr; A-F only; prereq Theory Placement Exam*

**Description:** A course intended for transfer and graduate music majors who, based on the Placement Exam for Entering Students, require remediation in ear-training and sight-singing. Mus 3518 covers at a fast pace the ear-training content of Mus 1502 (Theory II) and Mus 3501 (Theory III). After Mus 3518, the sequence continues with Mus 3502 (for students who need both theory and ear-training review for the contents of Theory IV) or Mus 3511 (for students who need only ear-training review for the contents of Theory IV).

**Class time:** 40% Discussion, 50% Laboratory, 10% sight-singing auditions

**Work load:** 10 pages of reading per week, 3 exams

**Grade:** 20% midterm exam(s), 20% final exam, 10% quizzes, 50% sight-singing auditions

**Exam format:** dictation

**Mus 5101 Piano Pedagogy I**

*(Sec 001); 2 cr; prereq 8 cr in MusA 1301 or MusA 1401 or instr consent*

**Instructor:** Shockley, Rebecca P

**Description:** First semester of a year-long course, offered jointly through day school and University College.) Demonstration and discussion of teaching techniques, methods, and materials for group and individual instruction. Emphasis on the beginning and intermediate levels. Includes observation, reading, discussion, class presentation and hands-on experience. Text: *The Well-Tempered Keyboard Teacher*, 2nd ed., by Uszler et al., plus supplementary course packet intended for piano majors or pianists with piano teaching experience. Prereq: two years of college-level applied piano instruction or #.

**Class time:** 25% lecture, 25% Discussion, 25% Laboratory, 25% oral reports

**Work load:** 25 pages of reading per week, 2 exams, 1 papers, 1 oral report, 12 observations 1 paper for grad credit

**Grade:** 20% mid-semester exam(s), 20% final exam, 10% quizzes, 50% sight-singing auditions

**Exam format:** essay

**Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians**

*(Sec 001-003); 2 cr; max crs 4*

**Instructor:** STAFF

**Description:** The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems. Its principles address how the daily habits in the use of the self (such as sitting, standing and walking) affect seemingly disparate problems such as stage fright, muscular-skeletal pain, playing induced injuries, and computer use injuries. For musicians, the interplay of unconscious habits and the body mechanics of daily use of the self strongly affect tone production and technique. The Alexander Technique provides tools to enhance fundamental coordination. Its application can lead to greater performance ease and a reduction of chronic aches and pains. Class enrollment is limited and the class will include individual "hands-on" mini-lessons each week. Two texts will be used: *The Use of the Self*, by F. M. Alexander and *Indirect Procedures -- A Musician's Guide to the Alexander Technique* by Pedro de Alcantara. Class discussions will center on assigned readings and each student will be responsible for two short papers on selected portions of the texts. Open to musicians and non-musicians.

**Class time:** 10% lecture, 25% Discussion, 65% individual work with students

**Work load:** 40 pages of reading per week, 4 pages of writing per semester, 2 papers

**Grade:** 100% attendance

**Mus 5230 Chorus**

*(Sec 003); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background; audition, instr consent*

**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 chorale 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.

**Class time:**

- Work load: 3-5 rehearsals each week; 2-3 dress rehearsals; 1-3 performances; one observation of outside rehearsal or concert and a reaction paper; limited reading/listening assignments

- Grade: 0% 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 5250 Opera Workshop and Ensemble**

*(Sec 001, 002); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent*

**Instructor:** Walsh, David Allan

**Description:** The 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'. This class will be determined on the basis of audition and will be restricted to juniors and seniors in the undergraduate programme.

**Class time:** 20% Discussion, 80% Practical instruction in stagecraft

**Work load:** Primarily in-class work. Some outside homework in terms of preparation of scene work, including character research and musical preparation, will be required.

**Grade:** 20% in-class presentations, 80% class participation

**Exam format:** There are no formal exams. The in-class participation and the presentation of improv, script readings and scene studies will be the basis for grading the students accomplishments and progress.

**Mus 5280 Opera Theatre**

*(Sec 001); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq*

This information is accurate as of: 5/26/2004 at 3:43 PM
Mus 5440 Chamber Ensemble  
(Sec 002-008); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent  
Instructor: STAFF  
Description: Each quarter there are a variety of ensembles which are open to students with musical backgrounds, but not limited to music majors. Emphasis is on developing chamber music performance techniques in small groups. Specific offerings change each term and the student should check the Fall Class Schedule for the current listing. For information about faculty coordinators and permission to register, contact staff in 100 Ferguson Hall or call (612) 624-5740. Normal offerings include: classical guitar ensembles, piano ensembles, trombone ensembles, brass ensembles, New Music Ensemble, Gospel Choir. Piano Ensemble (section 004) is for piano majors who wish to study and perform duo piano and duet repertoire with another pianist, or chamber music with other instrumentalists. Each chamber group receives regular coaching by a faculty member or TA. Participants generally perform on the Piano Ensemble Recital at the end of each semester. Contact Rebecca Shockley for further information.  
Class time: 100% Laboratory  
Work load: 1/2-hr per week with faculty, 1-2 hrs per week ensemble, 1/2 hr daily practice  
Grade: 50% class participation, 50% performances  
Exam format: performance

Mus 5490 Percussion Ensemble  
(Sec 001); 1 cr; max crs 10, 10 repeats allowed; A-F only; prereq instr consent  
Instructor: Meza, Fernando A.  
Description: Practice and performance of standard and contemporary compositions for percussion instruments in various combinations.  
Class time: 20% lecture, 80% Laboratory  
Work load: practice time  
Grade: 40% in-class presentations, 60% lab work  
Exam format: no exams

Mus 5950 Topics in Music: Musician in French and Italian Culture, c1100-1600  
(Sec 001); 3 cr; max crs 15, 15 repeats allowed  
Instructor: Jackson, Donna Cardamo

This information is accurate as of: 5/26/2004 at 3:43 PM
MuEd 3301 Teaching Elementary Vocal and General Music  
(Sec 001); 3 cr; A-F only; prereq Music ed major  
Instructor: Addo, Akosua O  
Description: This course is designed to prepare pre-service teachers with materials and strategies to plan and implement multi-cultural music instruction for elementary school children in sequential progression. Students enrolled in this course must have completed the course sequence for music theory, music history and Mus 1401, Piano skills.  
Class time: 20% lecture, 40% Discussion, 40% Laboratory  
Work load: projects  
Grade: 20% final exam, 20% special projects, 20% in-class presentations, 10% class participation, 30% problem solving  
Exam format: Multiple choice and essay  
Course URL: http://webet3.umn.edu/script/mued3301

MuEd 3350 Student Teaching in Classroom Music  
(Sec 001); 4-8 cr; max crs 8, 1 repeat allowed; A-F only; prereq Music ed major, instr consent  
Instructor: Addo, Akosua O  
Description: This course is designed to give students an opportunity to discuss the challenges and triumphs of learning to teach. Course discussions, debriefing sessions, and interactions with other professionals will assist the student-teachers transition into the world of public school teaching. Class assignments include a teaching portfolio, periodic journal reports and in-class presentations. Credential files must be opened by October 8, 2001.  
Class time: 20% lecture, 40% Discussion, 40% Laboratory  
Work load: 10 pages of reading per week, 100 pages of writing per semester, 6 papers  
Grade: 60% special projects, 10% in-class presentations, 10% class participation, 20% problem solving

MuEd 5011 Music in the Elementary Classroom Curriculum  
(Sec 001, 002); 2 cr; prereq Mus 1001, elem ed grad student, dept consent  
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.  
Class time: 20% lecture, 40% Discussion, 40% Laboratory  
Work load: 20 pages of reading per week, 50 pages of writing per semester, 1 exams  
Grade: 25% final exam, 15% written reports/papers, 30% special projects, 20% in-class presentations, 10% class participation  
Exam format: Multiple choice and essay

MuEd 5669 Psychology of Music  
(Sec 001); 3 cr; A-F only; prereq Psy 1001 or Psy 3604 or instr consent  
Instructor: Haack, Paul A  
Description: The Psychology of Music will help you become familiar with basic psychological and psychoacoustical processes involved in human behavior. You should become proficient in understanding and describing socio-cultural effects and influences on musical behavior, music acoustics, music perception/cognition, aesthetic considerations, affect, preference, performance, ability, and the influence of music on human behavior, as well as basic research methodologies and problems relating to the psychology of music.  
Class time: 40% lecture, 40% Discussion, 10% Laboratory, 10% field trips , films  
Work load: 25 pages of reading per week, 13 pages of writing per semester, 5 exams, 5 brief research reports  
Grade: 10% final exam, 25% written reports/papers, 15% special projects, 40% quizzes, 10% lab work, 0% 4 quizzes  
Exam format: objective and short essay

Naval Science  
203 Armory: 612/625-6677

Nav 4401W Leadership and Management I  
(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: This course is an advanced level of study of organizational behavior and management designed to prepare students to balance leadership and management in their role as junior officers in the fleet. This course stresses learner-centered processes, such as collaboration, experiential exercises, reflective writing and group discussion. After an overview of Leadership and Management in Organizations, we will use this learning system to examine the leadership process in the context of the dynamic interaction of The Leader, the Followers, and The Situation. Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts presented in preceding sessions and relate these ideas to the real-life experiences. The course’s theory to application model provides a scholarly framework complemented by direct application in each session. The custom textbook includes classic readings by prominent thinkers from numerous academic disciplines as well as thoughts from great military leaders like Vice Admiral James B. Stockdale, General Walt Ulmer, General S.L.A. Marshall and Major General Perry Smith. This course is designed to arm students with an understanding of the fundamental theoretical concepts of leadership and management, and to give students a set of practical leadership tools that can be derived from the theoretical concepts.  
Class time: 30% lecture, 70% Discussion  
Work load: 30 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, 1 presentation  
Grade: 20% mid-semester exam(s), 15% written reports/papers, 15% in-class presentations, 20% class participation, 10% problem solving, 20% exam  
Exam format: essay and short answer

Neuroscience  
6-145 Jackson Hall: 612/626-6800

NSc 5461 Cellular and Molecular Neuroscience  
(Sec 001); 4 cr; A-F only; prereq NSc grad student or instr consent  
Instructor: Newman, Eric A  
Description: Goals of the course: 1) To understand the principles of cellular and molecular neuroscience that underlie the function of cells in the nervous system. 2) To study key molecules in the nervous system and learn how they determine cellular properties. 3) To understand the cellular and molecular neuroscience that underlie cell signaling and communication in the nervous system. 4) To learn about molecular, genetic, cellular, and electrophysiological approaches to studying the nervous system in health and disease. 5) To learn how to read the primary literature critically and to give effective oral presentations. 6) To learn how to write a concise review of a scientific topic based on primary journal articles.  
Class time: 65% lecture, 35% Discussion  
Work load: 30 pages of reading per week, 40 pages of writing per semester, 4 exams, 1 papers  
Grade: 10% written reports/papers, 35% class participation, 55% 4 experiments  
Exam format: Essay  
Course URL: http://www.courses.ahc.umn.edu/medical-school/NeuroScience/5461/
NSc 5561 Systems Neuroscience
(Sec 001); 4 cr; A-F only; prereq NSc grad student or instr consent
Instructor: Honda, Christopher N
Description: This is an advanced lecture and laboratory course on the principles of organization of neural systems designed for graduate students or advanced undergraduate students in neuroscience or related fields. The objective of this course is to provide a contemporary understanding of neural systems forming the basis for sensation and movement, as well as sensory-motor and neural-endocrine integration. The course is a team-taught comprehensive survey of sensory, motor, autonomic, limbic, and neuroendocrine systems. A combination of lecture and laboratory instruction will stress the relationships between structure and function in the nervous system.
Class time: 50% lecture, 50% Laboratory
Work load: 40 pages of reading per week, 4 exams, 3 hours lecture/week, 3 hours lab/week
Grade: 35% lab work, 65% lecture information
Exam format: multiple choice, essay, laboratory practical
Course URL: http://www.courses.ahc.umn.edu/medical-school/NeuroScience/5561/

Neuroscience Department
6-145 Jackson Hall: 612/626-6800

NSCI 4105 Neurobiology Laboratory I
(Sec 002); Credit will not be granted if credit has been received for: PHSL 3105, BIOL 3105, NSC 3105, BIOL 3105, NSC 3105, BIOL 3105, NSCI 3105, BIOL 3105, BIOL 4105, BIOL 4105; 2 cr; A-F only; prereq [3101 or Biol 3101 or Phsl 3101], [3102W or Biol 3102W], instr consent; credit will not be granted if credit received for: 3105, BIOL 3105, BIOL 4105, Phsl 3105
Instructor: Branton, W Dale
Description: This course serves as an introduction to the principles, methods, and laboratory exercises for investigating neural mechanisms and examining experimental evidence. This course constitutes a part of the core curriculum for Neuroscience majors and is designed to supplement and reinforce the objectives of NSC 3101 by emphasizing experimental approaches to understanding the brain. The course will provide an introduction to the development and structure of the vertebrate brain and the various experimental techniques available for this study. Topics include: Comparative gross and cell anatomy of invertebrate and vertebrate nervous systems; gross dissection of fish and mammalian brains; use of experimental histochemistry and fluorescent tracers to study brain circuitry, neurons and synaptic connections in the rat brain; small animal surgery and microdissection; use of fluorescent, confocal and dissecting microscopes; use of stereotaxic brain atlas. Students can expect 4 hours of laboratory and 2 hours for preparation and analysis per week. The main theme of the course is to learn by observation. The specific observations you make will be mostly self-directed and guided by a written assignment each week. There will be only a limited number of specific exercises with detailed instructions, the rest will depend on your initiative.
Class time: 5% lecture, 95% Laboratory
Work load: laboratory notebook and laboratory project with presentation
Grade: 50% written reports/papers, 20% class participation, 30% final oral presentation of laboratory project
Course URL: http://www.neurosci.umn.edu/courses/4105/4105-home.html

NSCI 4167 Neuroscience in the Community
(Sec 001); 1-3 cr; A-F only; prereq instr consent
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.
Class time: 100% Field work in service learning
Grade: 30% in-class presentations, 30% classroom activities and interactions; 25% teach evaluation of classroom activities and interactions; 15% journal
Course URL: http://www.neurosci.umn.edu/courses/4167/4167-home.html

NSCI 4793W Directed Studies: Writing Intensive
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; 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.

**Work load:** 45 hrs per credit per semester  
**Grade:** 100% written reports/papers  
**Course URL:** [http://www.neurosci.umn.edu/courses/4793W/4793--home.html](http://www.neurosci.umn.edu/courses/4793W/4793--home.html)

**Nsci 4794W Directed Research: Writing Intensive**  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; 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.  
**Work load:** 45 hrs per credit per semester  
**Grade:** 100% written reports/papers  
**Course URL:** [http://www.neurosci.umn.edu/courses/4794W/4794--home.html](http://www.neurosci.umn.edu/courses/4794W/4794--home.html)

**Nsci 4993 Directed Studies**  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements  
**Instructor:** STAFF  
**Description:** Individual study of selected topics with emphasis on selected readings and use of scientific literature. The course objective is to permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Topics and the literature vary according to the needs of the student. Most of the readings will be drawn from the primary research literature of neuroscience and related disciplines, although some monographs and reviews may also be consulted. This directed study course involves a student workload of a minimum of 45 hours work per credit (total workload for the entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be time spent by the student reading appropriate literature and writing an extensive survey of the literature.  
**Work load:** 45 hours per credit per semester  
**Grade:** 100% written reports/papers  
**Course URL:** [http://www.neurosci.umn.edu/courses/4993W/4993--home.html](http://www.neurosci.umn.edu/courses/4993W/4993--home.html)

**Nsci 4994 Directed Research**  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements  
**Instructor:** STAFF  
**Description:** Directed Research is an individualized research experience under the direction of a faculty mentor. The course objective is to provide opportunity for undergraduates (primarily undergraduate majors in neuroscience) to experience laboratory research. This is very important preparation for those who intend to apply for graduate study. Topics vary according to the subject matter of the research project chosen by the student, with assistance from the faculty mentor. Readings will include several papers from the primary research literature as well as some review articles and several papers about appropriate research methods. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature and writing a summary report.  
**Work load:** 45 hours per credit per semester  
**Grade:** 100% written reports/papers  
**Course URL:** [http://www.neurosci.umn.edu/courses/4994W/4994--home.html](http://www.neurosci.umn.edu/courses/4994W/4994--home.html)

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**Norwegian**  
205 Folwell Hall: 612/625-2080  

**Nor 1001 Beginning Norwegian**  
(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 4001, NOR 4001; 5 cr  
**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 Norwegian. 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 Norway is an integral part of the course. See description for Nor 4001 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.  
**Class time:** 10% lecture, 70% Discussion, 20% Laboratory  
**Grade:** 50% written reports/papers, 50% oral/aural  
**Exam format:** structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

**Nor 1003 Intermediate Norwegian**  
(Sec 001); Credit will not be granted if credit has been received for: NOR 4003, NOR 4003; 5 cr; prereq 1002  
**Instructor:** STAFF  
**Description:** This course continues the presentation of Norwegian language skills begun in 1001-2 (or quarter courses 1101-2-3). At this level, students will be reading and listening to more advanced authentic Norwegian material and will expand and refine vocabulary and knowledge of grammar. The 1003-4 course sequence will prepare students for the Graduation Proficiency Test (GPT) that will be taken toward the end of 1004. Students will practice the four language skills (speaking, writing, reading, and listening). Class sessions will emphasize interactive communicative activities in pairs and small groups; 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. See the description for Nor 4003 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.  
**Class time:** 10% lecture, 70% Discussion, 20% Laboratory  
**Grade:** 50% written reports/papers, 50% oral/aural  
**Exam format:** written essays, listening and reading protocols, structural exercises, oral interviews

**Nor 4001 Beginning Norwegian**  
(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 1001, NOR 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student  
**Instructor:** STAFF  
**Description:** See the course description for Nor 1001. This 4xxx-level course designator is a special option for qualified students to take the
1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1003 under the number Nor 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Nor 4003 Intermediate Norwegian
(Sec 001); Credit will not be granted if credit has been received for: NOR 1003, NOR 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student
Instructor: STAFF
Description: See the course description for Nor 1003. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1003 under the number Nor 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Off-Campus Study
220 Johnston Hall: 612/624-7577

OCS 550 National Student Exchange: Off-Campus Study
(Sec 001); 0 cr, 3 repeats allowed; S-N only; prereq dept consent
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.

OCS 1550 National Student Exchange: Off-Campus Study
(Sec 001); 1-15 cr; max crs 15, 3 repeats allowed; S-N only; prereq dept consent
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.

OCS 3550 National Student Exchange: Off-Campus Study
(Sec 001); 0 cr; max crs 15, 3 repeats allowed; S-N only; prereq dept consent
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.
Phil 1001 Introduction to Logic
(Sec 008); Credit will not be granted if credit has been received for: PHIL 1011, PHIL 1001H, PHIL 1001H, PHIL 1001H, PHIL 1021, PHIL 1021; 4 cr; meets CLE req of Mathematical Thinking Core
Instructor: Owens, Joseph I
Description: In this course we will be concerned with two very different things. In the first place we will try to improve certain critical reasoning skills, skills which are essential in every intellectual context; in particular, we will be concerned with honing our ability to recognize, construct and evaluate arguments. Though we all have some intuitive ability in carrying out these tasks, that ability can be improved and we shall aim at doing just that. In learning how to evaluate and construct arguments, we will not simply rely upon 'intuitive insight' upon getting you to 'see it' in some clearer fashion. Our strategy will be very different; it will consist of translating or representing the 'natural argument' in a 'formal' or 'artificial language'. For this artificial language we have precise rules, rules which determine what logically follows from what. Using these rules we evaluate the translation of the original argument. If the translation is no good (if it violates the explicit rules) the original is no good; if the translation is good, the original argument is good. This brings us to the second point of the course: though this course is not primarily intended to be a course in symbolic logic, we do want to provide some indication as to what that discipline is like. In this course we only get a taste of this, but we do get a taste, and there are further courses for those who long for more.
Class time: 90% lecture, 10% Closed Circuit TV

Phil 1002W Introduction to Philosophy
(Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive
Instructor: Root, Michael D
Description: The point of this course is to introduce people to the practice of philosophy and to do this through the careful study and critical discussion of the writings of a few famous philosophers. The course is organized around issues of freedom and authority, the freedom to live as you want to and the authority of government and morality or religion to tell you what you ought to do.
Class time: 70% lecture, 30% Discussion
Work load: 50 pages of reading per week, 1 exams, 4 papers, Quizzes
Grade: 20% final exam, 70% written reports/papers, 10% quizzes
Exam format: Essay
Course URL: http://webct.umn.edu

Phil 1003 Introduction to Ethics
(Sec 001); Credit will not be granted if credit has been received for: PHIL 1003, PHIL 1003W, PHIL 1003W, PHIL 1003W, PHIL 1003V, PHIL 1003V, PHIL 1003V; 4 cr; prereq credit will not be granted if credit received for: 1003W; meets CLE req of Other Humanities Core
Instructor: Hopkins, Jasper

Phil 3302W Moral Problems of Contemporary Society
(Sec 001); Credit will not be granted if credit has been received for: PHIL 3322, PHIL 3322W, PHIL 3322W, PHIL 3402, PHIL 3402; 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive
Instructor: Mason, Michelle N
Description: In this course we will think, discuss, and write critically about some pressing moral issues that confront us in our lives as individuals and citizens, including problems raised by: freedom of expression, the demands and limits of toleration, affirmative action, abortion, vegetarianism, environmentalism, international aid, punishment, and the just conduct of war. Our goal will be to gain competence in interpreting and assessing philosophical arguments and to bring that competence to bear on our understanding of controversial moral issues by submitting our own moral views to reflection. Majors and non-majors welcome. This course will be web enhanced but the URL is not yet available.
Class time: 75% lecture, 25% Discussion
Work load: ~50 pages of reading per week, ~20 pages of writing per semester, 1 exams, 3 papers, (1 of papers tied to student discussion presentation)
Grade: 25% final exam, 65% written reports/papers, 10% class participation, 0% first paper worth 15%; papers 2 and 3 worth 25% each
Exam format: essay

Phil 3993 Directed Studies
(Sec 001, 002); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Students may contact the instructor or department for information.

Phil 4993 Directed Studies
(Sec 001, 002); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phil 5201 Symbolic Logic I
(Sec 001); 4 cr; prereq 1001 or instr consent
Instructor: Hanson, William H
Description: This course is an introduction to the fundamentals of symbolic logic. It is intended for students who have already had some exposure to the subject, such as that offered in Phil 1001. Topics will include syntax and semantics of first-order languages, translation from English to first-order languages and vice versa, natural deduction
Proofs, truth trees, and some basic results of meta-theory (soundness and completeness of the natural deduction system). Requirements will include exercises to be handed in on a regular basis and five exams (including the final exam).

**Class time:** 60% lecture, 40% Discussion

**Exam format:** Mostly problem solving, some short answer

**Phil 5993 Directed Studies**

(Sec 001): 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent

**Instructor:** STAFF

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

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**Physical Education**

**220 Cooke Hall: 612/625-5300**

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**PE 1004 Diving: Springboard**

(Sec 001); 1 cr; OPT No Aud; prereq 1007 or equiv or instr consent

**Instructor:** STAFF

**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.

**Class time:**

- **Work load:** 3 pages of writing per semester, 1 exams, 1 papers
- **Grade:** 10% written reports/papers, 20% quizzes, 50% class participation
- **Exam format:** Multiple choice, matching, fill-in-the-blanks

**PE 1007 Beginning Swimming**

(Sec 001-004); 1 cr; OPT No Aud

**Instructor:** STAFF

**Description:** This course is designed to introduce students to basic aquatic safety and to teach the fundamentals of swimming and hydrodynamics. Students will: gain a basic understanding of the principles of hydrodynamics and stroke mechanics; be introduced to the five basic strokes; demonstrate basic aquatic skills; read about the concepts of hydrotherapy for disabilities and other conditions; and gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. The required textbook is American Red Cross “Swimming and Diving”. This same text will be used for both PE 1007 and PE 1107. Students will be swimming and practicing in the pool for every class meeting with the exception of written exam days. Students are welcome to attend more than one section of class for extra practice time.

- **Class time:** 10% lecture, 90% in-water practice
- **Work load:** 20 pages of reading per week, 4 exams
- **Grade:** 20% mid-semester exam(s), 20% final exam, 25% quizzes, 35% class participation
- **Exam format:** Written exams: 25 questions multiple choice; practical quizzes: in-water skills test

**PE 1014 Conditioning**

(Sec 001-009); 1 cr; OPT No Aud

**Instructor:** STAFF

**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 and conditioning programs, nutrition, weight control, common fitness injuries, and stress management.

- **Class time:** 5% lecture, 95% physical activity
- **Work load:** 12 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers
- **Grade:** 20% final exam, 20% written reports/papers, 30% class participation, 30% attendance
- **Exam format:** Multiple choice, true/false, matching

**PE 1015 Weight Training**

(Sec 001-009); 1 cr; OPT No Aud

**Instructor:** STAFF

**Description:** Designed as an introductory course in weight training, the course stresses the physiological considerations of weight lifting; selecting exercises for a basic program, charting workouts, nutritional considerations and the safety of weight training.

- **Class time:** 70% lecture, 30% Discussion
- **Work load:** 1 exams, 1 papers
- **Grade:** 20% final exam, 10% written reports/papers, 70% class participation
- **Exam format:** Multiple choice, fill in the blank

**PE 1029 Handball**

(Sec 001, 002); 1 cr; OPT No Aud

**Instructor:** STAFF

**Description:** This course is designed to introduce students to basic court skills which are evaluated information learned in class and from readings in the form of a written paper. Requirements for the course are: 1) assigned reading which the student will be required to purchase handball gloves, handballs, and protective eyewear.

- **Class time:** 10% lecture, 90% skills and activities
- **Work load:** 2 exams, Compete in one handball tournament or four handball club matches
- **Grade:** 10% mid-semester exam(s), 10% final exam, 70% class participation, 10% Compete in one handball tournament or four club matches
- **Exam format:** short answer

**PE 1031 Sabre Fencing**

(Sec 001); 1 cr; OPT No Aud

**Instructor:** STAFF

**Description:** Basic Sabre techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

- **Class time:** 10% lecture, 90% Laboratory
- **Work load:** 2 exams
- **Grade:** 10% final exam, 90% lab work
- **Exam format:** multiple choice

**PE 1032 Badminton**

(Sec 001); 1 cr; OPT No Aud

**Instructor:** STAFF

**Description:** This is a beginning-level class designed to introduce the student to the basic fundamentals of badminton. The following topics will be covered: badminton terminology, game rules of singles and doubles, services, shots, returns, and basic strategies. The text for the course will be "Badminton Today" by Wadood and Tan (1990). General requirements for the course are: 1) assigned reading which the student will be able to apply during on-court exercises; 2) be able to document information learned in class and from readings in the form of a written final exam; and 3) demonstrate court skills which are evaluated through on-court performance assessments.

**PE 1033 Foil Fencing**

(Sec 001); 1 cr; OPT No Aud

**Instructor:** STAFF

**Description:** Fencing fundamentals, including basic foil techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

- **Class time:** 10% lecture, 90% Laboratory
- **Work load:** 2 exams
- **Grade:** 10% final exam, 90% lab work
- **Exam format:** multiple choice
PE 1034 Judo  
(Sec 001, 002); 1 cr; OPT No Aud  
Instructor: Cron, 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.  
Class time: 5% lecture, 5% Discussion, 90% 2 handouts, 1 page each, spring semester-class booklet required  
Work load: 2 exams, A 25 page Judo booklet is required reading  
Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation  
Exam format: Matching, multiple choice, true/false  

PE 1035 Karate  
(Sec 001-003); 1 cr; OPT No Aud  
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 mandatory. There will be a $35.00 facility fee.  
Class time: 15% Discussion, 85% 80% training, 5% exams  
Grade: 20% mid-semester exam(s), 70% final exam, 10% Attendance  
Exam format: Mid-term: 20 short multiple choice questions; Final: physical test on basic movements worked on during the semester  

PE 1036 Racquetball  
(Sec 001); 1 cr; OPT No Aud  
Instructor: STAFF  
Description: Learn the fast-paced and exciting sport of racquetball. In addition to learning the skills of racquetball, you will be able to get a workout at the same time. The course will cover the rules, etiquette, basic strategy, and a variety of shots. Students will be introduced to the forehand and backhand drive strokes, lob shots, 2 shots, pinch shots, kill shots, back-wall shots, and a variety of serves. This is an opportunity to start a lifetime sport.  
Class time: 10% lecture, 90% 60% practicing racquetball skills, 30% playing points  
Work load: 8 pages of reading per week, 2 exams, 8 weekly quizzes (true-false)  
Grade: 10% mid-semester exam(s), 20% final exam, 40% class participation, 30% skills test  
Exam format: short answer  

PE 1037 Squash Racquets  
(Sec 001, 002); 1 cr; OPT No Aud  
Instructor: STAFF  
Description: This course has been designed as an introductory-level activity program for squash players. Its intent is to familiarize the individual with the international dimension courts, and basic equipment for novice players. Daily lessons will focus on entry-level technique as well as safety on and around the court. Upon completion of this course, students will: 1) be able to describe the basic dimensions and markings of an international squash rackets court; 2) be able to select and care for equipment; 3) understand and apply basic rules for play; 4) learn the foundations of a competitive swing; 5) acquire simple court strategy. The texts for the course include the well-illustrated "How to Win at Squash" by Wilkinson (1989), and the "International Rules Book". General requirements for the course are: 1) assigned reading which the student will be able to apply during on-court exercises; 2) be able to document information learned in class and from reading in the form of two written exams; 3) demonstrate court skills which are evaluated through on-court performance assessments; 4) complete an outline of one of the assigned readings and be prepared to orally present their summary to the class.  
Class time: 10% lecture, 10% Discussion, 80% court  
Work load: 10 pages of reading per week, 1 page of writing per week.  
Grade: 35% final exam, 15% written reports/papers, 20% class participation, 30% performance evaluation.  
Exam format: multiple choice, essay  

PE 1043 Beginning Horse Riding  
(Sec 001-012); 1 cr; OPT No Aud  
Instructor: Soderberg, Thomas  
Description: Students will study the lifelong sport of horseback riding. Focus will be on techniques, styles and communication. Students will learn riding techniques at a walk and trot. This is an English riding class. There will be a $95.00 facility fee. REVISED - Transportation not provided  
Class time: 5% lecture, 95% Laboratory  
Work load: 5 pages of reading per week, 1 exams  
Grade: 25% final exam, 75% class participation  

PE 1045 Rock Climbing  
(Sec 001, 002); 1 cr; OPT No Aud; prereq Good general health, no [neck or back] problems  
Instructor: Hoffman, Mitchell Lee  
Description: This course starts from square one and covers safety, knots, climbing techniques and basic anchor building. A comprehensive introduction to indoor rock climbing. Much of the time is spent actively climbing on the wall. Active participation and in class activities are the bulk of the grading and curriculum. Course is held at the St. Paul Gymnasium Climbing Wall.  

PE 1046 Tae Kwon Do  
(Sec 001, 002); 1 cr; OPT No Aud  
Instructor: Kim, Jung Heon  
Description: The class is designed to introduce the Fundamentals of Tae Kwon Do. Principles of martial arts, body mechanics of Tae Kwon Do, practical self-defense moves.  
Class time: 8% lecture, 2% Discussion, 90% Tae Kwon Do practice  
Work load: N/S pages of reading per week, 1-2 pages of writing per semester, 2 exams, 1 papers  
Grade: 25% mid-semester exam(s), 30% final exam, 10% written reports/papers, 35% class participation  
Exam format: multiple choice & short essay  

This information is accurate as of: 5/26/2004 at 3:43 PM  
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<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Section/CR</th>
<th>Lecture/Practicum</th>
<th>Credit</th>
<th>Instructor</th>
<th>Description</th>
<th>Exam Format</th>
<th>Work Load</th>
<th>Grade</th>
<th>Class Time</th>
<th>Workload</th>
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<tbody>
<tr>
<td>PE 1047</td>
<td>Backpacking</td>
<td>Sec 001;</td>
<td>2 cr; No Audit</td>
<td>1</td>
<td>Dan McCole</td>
<td>This class is designed to introduce students to the wonderful world of overnight backpacking. Covered topics will include: equipment selection and fitting; safety; map reading; selection of routes; and low-impact camping. The course will include a mandatory 4-day backpacking trip.</td>
<td>true/false, multiple choice, short answer</td>
<td>2-10 pages of reading per week, 1 exams, 2 performance evaluations, 1 project</td>
<td>20% mid-semester exam(s), 20% final exam, 20% special projects, 40% class participation</td>
<td>2% lecture, 20% Discussion</td>
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<tr>
<td>PE 1048</td>
<td>Bowling</td>
<td>Sec 001;</td>
<td>1 cr; No Audit</td>
<td>1</td>
<td>STAFF</td>
<td>Designed as an introductory course in bowling, the course stresses fundamentals of stance, approach and delivery, scoring, bowling terminology, and etiquette. There is a $40.00 facility fee.</td>
<td>multiple choice, fill in the blank</td>
<td>2 exams, 2 homework assignments</td>
<td>10% mid-quarter exam(s), 10% final exam, 80% class participation</td>
<td>25% lecture, 75% Laboratory</td>
<td>10% lecture, 90% Practical practice and application</td>
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<td>PE 1053</td>
<td>Ice Skating</td>
<td>Sec 001, 002;</td>
<td>1 cr; No Audit</td>
<td>1</td>
<td>STAFF</td>
<td>This class is designed for beginning ice skaters. Equipment, safety issues, ice skating techniques, terminology, and other relevant information will be taught. Fundamentals that will be covered include: basic skating, stopping, turning, balance techniques and various other skills from both the forward and backward positions. Skate rental is available on site.</td>
<td>multiple choice, fill in the blank</td>
<td>2 exams, 1 homework assignment</td>
<td>35% final exam, 30% class participation, 35% lab work</td>
<td>25% lecture, 75% Laboratory</td>
<td>15% lecture, 85%</td>
</tr>
<tr>
<td>PE 1055</td>
<td>Golf</td>
<td>Sec 001, 002;</td>
<td>1 cr; No Audit</td>
<td>1</td>
<td>STAFF</td>
<td>Proper grip, stance, ball address, swing, club selection, psychological management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.</td>
<td>multiple choice, fill in the blank</td>
<td>15 pages of reading per week, 1 pages of writing per week, 1 exam, 1 presentation</td>
<td>20% final exam, 20% written reports/papers, 20% in-class presentations, 30% class participation, 10% class attendance</td>
<td>10% lecture, 90% Physical activity and demonstrations</td>
<td>20% final exam, 20% written reports/papers, 60% class participation</td>
</tr>
<tr>
<td>PE 1059</td>
<td>Track and Field</td>
<td>Sec 001;</td>
<td>1 cr; No Audit</td>
<td>1</td>
<td>STAFF</td>
<td>Track and Field is a beginning-level class. It is designed to introduce the student to the nature and significance of Track and Field. The following topics will be covered: conditioning and training, events and skills, strategies, track and field knowledge, equipment, and facilities and technology.</td>
<td>multiple choice, fill in the blank</td>
<td>15 pages of reading per week, 1 pages of writing per week, 1 exam, 1 presentation</td>
<td>20% final exam, 20% written reports/papers, 20% in-class presentations, 30% class participation, 10% class attendance</td>
<td>10% lecture, 90% Physical activity and demonstrations</td>
<td>20% final exam, 20% written reports/papers, 60% class participation</td>
</tr>
<tr>
<td>PE 1065</td>
<td>Beginning Tumbling and Gymnastics</td>
<td>Sec 001;</td>
<td>1 cr; No Audit</td>
<td>1</td>
<td>STAFF</td>
<td>This course is designed for individuals with little or no tumbling/spotting experience. Students will learn the fundamentals of basic tumbling skills including rolls, handstands, cartwheels, extensions, handsprings, and sommies (flips), accompanied by the appropriate spotting techniques. Students will also experience teaching a skill to a small group of classmates. Safety issues in tumbling and gymnastics will be addressed.</td>
<td>multiple choice, T/F, matching</td>
<td>15 pages of reading per week, 2 exams, practical testing</td>
<td>20% mid-quarter exam(s), 35% final exam, 45% class participation</td>
<td>15% lecture, 85%</td>
<td></td>
</tr>
</tbody>
</table>

This information is accurate as of: 5/26/2004 at 3:43 PM
PE 1107 Intermediate Swimming  
(Sec 001-003); 1 cr; OPT No Aud; prereq 1007 or equiv, proficient ability to swim 100 meters or instr consent
Instructor: STAFF
Description: This course is designed to improve a swimmer's stroke proficiency and to develop an appreciation for aquatic safety principles. Students will gain a more advanced understanding of the principles of hydrodynamics and stroke mechanics, develop greater proficiency in their strokes; demonstrate basic pool-side rescue techniques and use of pool safety equipment; gain an understanding of basic diving techniques and will demonstrate a satisfactory level of proficiency in diving skills, develop an understanding of competitive swimming and diving and will be able to perform starts and turns used; learn the principles of aquatic fitness; gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. First day of class we do not swim. Enter through Rec Center main door.
Class time: 10% lecture, 90% in-pool practice
Work load: 30 pages of reading per week, 4 exams
Grade: 20% mid-semester exam(s), 20% final exam, 30% quizzes, 30% class participation
Exam format: written exams- multiple choice; practical exams- in-pool demonstration of skills

PE 1205 Scuba and Skin Diving  
(Sec 001, 003, 005); 1 cr; OPT No Aud; prereq 1107 or equiv or instr consent
Instructor: Karl, Robert J
Description: This course is available to all students and prospective students (through the College of Continuing Education) 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. There will be a $85 course fee.
Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% hands-on skill
Work load: 4 exams
Grade: 25% mid-semester exam(s), 25% final exam
Exam format: multiple choice, essay

Physical Medicine and Rehabilitation  
500 Boynton Health Service (Box 297 Mayo): 612/626-4050

PMed 1002 Orientation to Physical Therapy  
(Sec 001); 1 cr; S-N only
Instructor: STAFF
Description: PMed 1002, Orientation to Physical Therapy is a survey course designed to provide information about physical therapy as a career choice. Lecture topics include physical therapy practice areas of pediatrics, geriatrics, sports medicine, orthopedics and neurological rehabilitation. Lectures on history, general practice issues, patient perspectives, career specialization, pre-requisite courses, clinical exposure and admissions are also included. Students are required to write summaries of selected lectures and to complete a short essay examination.

Physics  
148 Tate Laboratory of Physics: 612/624-7375

Phys 1001W Energy and the Environment  
(Sec 100); 4 cr; prereq 1 yr high school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; 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. 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. The course may include visits to local power plants, guest speakers on renewable energy sources, and films of nuclear power accidents. An interactive web page includes a variety of energy and
environmental resources. 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.

Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 30 pages of reading per week, 30 pages of writing per semester, 3 exams, 4 papers, 12 laboratory reports
Grade: 20% mid-semester exam(s), 20% final exam, 15% written reports/papers, 5% quizzes, 25% lab work, 15% problem solving
Exam format: A combination of short written statements, multiple choice, and short calculations.

Course URL: http://www.physics.umn.edu

Phys 1101W Introductory College Physics I
(Sec 100, 200); 4 cr; prerequisite High school algebra, plane geometry, trigonometry; primarily for students interested in technical areas; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: STAFF

Description: 1101W/1102W 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; we will go at a pace which should make that possible. This it is not a survey of all physics. Phys 1101W will emphasize the dynamics approach to physics with the description of motion of interacting objects and the forces that they exert on each other. We don’t assume that you have taken previous physics courses. But it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, and know some basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean theorem. A laboratory is included to allow 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 recitation section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills.

Class time: 45% lecture, 25% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 20 pages of writing per semester, 5 exams, 7 laboratory reports
Grade: 30% mid-semester exam(s), 30% final exam, 15% written reports/papers, 15% quizzes, 10% lab work, 5% problem solving, 0% The workload, grade and effort percentages in this document are subject to change on the syllabus.

Exam format: A combination of short written statements, multiple choice, and quantitative problem solving.

Course URL: http://www.physics.umn.edu

Phys 1201W Introductory Physics for Biology and Pre-medicine I
(Sec 100, 200); Credit will not be granted if credit has been received for: PHYS 1301, PHYS 1301W, PHYS 1301W, PHYS 1301W; 4 cr; prerequisite High school or college] calculus, trigonometry, algebra; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: STAFF

Description: This 2 semester course is designed primarily for biological science and premed students. A course in calculus taken previously or simultaneously is required, especially a basic knowledge of derivatives. Other calculus will be developed as needed. The course emphasizes an understanding of the fundamental principles of physics and their use in solving complex quantitative problems of the type found in biological applications. The first semester develops the concept of a system and the use of conservation principles and the properties of interactions 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. Students will be expected to solve problems using important physical quantities such as mass, charge, energy, momentum, force, and kinematics in a variety of applications.

Class time: 60% lecture, 15% Discussion, 25% Laboratory
Work load: 15-20 pages of reading per week, 25 pages of writing per semester, 4 exams, 5 homework problems
Grade: 35% final exam, 10% written reports/papers, 45% quizzes, 5% class participation, 5% lab work
Exam format: Problems and Multiple Choice

Course URL: http://www.physics.umn.edu/classes/

Phys 1202W Introductory Physics for Biology and Pre-medicine II
(Sec 100); Credit will not be granted if credit has been received for: PHYS 1302, PHYS 1302W, PHYS 1302W, PHYS 1302W, PHYS 1402, PHYS 1402V, PHYS 1402V; 5 cr; prerequisite 1201; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: STAFF

Description: This is the continuation of physics 1201W designed primarily for premed and biological sciences students. The course will begin with the study of electricity and magnetism then continue to study waves, light, modern physics, and the structure of matter.

Class time: 70% lecture, 30% Laboratory
Work load: 15-20 pages of reading per week, 5 exams, 12 problem sets
Grade: 40% final exam, 10% written reports/papers, 40% quizzes, 10% lab work
Exam format: Multiple choice and problems

Course URL: http://www.biophysics.umn.edu/~classes/1202

Phys 1301W Introductory Physics for Science and Engineering I
(Sec 400); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1401, PHYS 1401V, PHYS 1401V, 4 cr; prerequisite concurrent enrollment Math 1271 or concurrent enrollment Math 1371 or concurrent enrollment Math 1571; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: Ellis, Paul J Clarkin, Joyce Ann

Description: This is the first of a three semester introductory course in physics for students in sciences and engineering. 1301W/1302W/2503 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; we will go at a pace which should make that possible. The emphasis will always be on the application of physics principles to real-life situations, and a large fraction of the problems will be designed to simulate such situations. 1301W will emphasize the application of physics to mechanical systems beginning with the description of motion of interacting objects and the forces that they exert on each other. Conservation ideas will also be used to describe the effect of interactions on systems of objects. This course assumes a background equivalent to high school physics and some familiarity with calculus. Both physics and calculus concepts used in this course will be explained as they are introduced. A laboratory and discussion sessions are included to allow you to apply both the concepts and problem solving skills taught in this course to the real world.

Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 15 pages of reading per week, 30 pages of writing per semester, 5 exams
Grade: 35% final exam, 10% written reports/papers, 45% quizzes, 5% lab work, 5%
Exam format: A combination of qualitative problem solving and short quantitative statements or multiple choice.

Course URL: http://www.physics.umn.edu

Phys 1301W Introductory Physics for Science and Engineering I
(Sec 100, 200, 300, 500); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1301W, PHYS 1401, PHYS 1401V, PHYS 1401V, 4 cr;
emphasize the application of physics to mechanical systems beginning with the description of motion of interacting objects and the forces that they exert on each other. Conservation ideas will also be used to describe the effect of interactions on systems of objects. A laboratory is included to allow 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 will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. This course assumes a background equivalent to high school physics and some familiarity with calculus.

Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 15 pages of reading per week, 4 exams, 8 lab reports
Grade: 35% final exam, 35% quizzes, 25% lab work, 5% HW or ICO's
Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice
Course URL: http://www.physics.umn.edu

Phys 1302W Introductory Physics for Science and Engineering II (Sec 200); Credit will not be granted if credit has been received for: PHYS 1202, PHYS 1202W, PHYS 1302, PHYS 1402, PHYS 1402V, 4 cr; prerequisite concurrent enrollment Math 1272 or Math 1372 or Math 1572; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive Instructor: STAFF
Description: This is the first of a three semester introductory course in physics for students in science and engineering. 1301W/1302W, 2503 is designed to prepare you for work in your field by: building a solid conceptual understanding of real world applications based on a few fundamental principles of physics; practicing solving 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. The emphasis will always be on the application of physics to real life situations and a large fraction of the problems will be designed to simulate such situations. 1301W will emphasize the application of physics to mechanical systems beginning with the description of motion of interacting objects and the forces that they exert on each other. Conservation ideas will also be used to describe the effect of interactions on systems of objects. A laboratory is included to allow 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 will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. This course assumes a background equivalent to high school physics and some familiarity with calculus.

Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 15 pages of reading per week, 4 exams, 8 lab reports
Grade: 35% final exam, 35% quizzes, 25% lab work, 5% HW or ICO's
Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice
Course URL: http://www.physics.umn.edu

Phys 1402W Introductory Physics for Science and Engineering II (Sec 002, 010-016); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, 4 cr; prerequisite concurrent enrollment Math 1272 or Math 1372 or Math 1572; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets HON req of Honors Instructor: STAFF
Description: This is the first of a three semester introductory course in physics for students in the IT Honors Program. 1401V/1402V/2403H 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 pace faster than Physics 1301W and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and a large fraction of the problems will be designed to simulate such situations. 1401V will emphasize the application of physics to mechanical systems beginning with the description of motion of interacting objects and the forces that they exert on each other. Conservation ideas will also be used to describe the effect of the interaction on systems of objects. These fundamental ideas will be applied to complex systems such as continuous material, fluids, and gases. This course assumes a background equivalent to high school physics and some familiarity with calculus. Students should have the ability and desire to use mathematics not yet introduced in math class.

Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 7 exams, 7 labs
Grade: 45% mid-semester exam(s), 20% final exam, 10% written reports/papers, 5% class participation, 20% lab work
Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice
Course URL: http://www.physics.umn.edu

Phys 1401V Honors Physics I (Sec 001); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, 4 cr; prerequisite IT honors or consent of IT honors office; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets HON req of Honors Instructor: Walsh, Thomas Francis Clarkin, Joyce Ann
Description: This is the first of a three semester introductory course in physics for students in the IT Honors Program. 1401/1402/2403 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. To achieve these goals, this course requires you to understand the material in depth; it will go at a pace faster than Physics 1301 and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and a large fraction of the problems will be designed to simulate such situations. 1401 will emphasize the application of physics to mechanical systems beginning with the description of motion of interacting objects and the forces that they exert on each other. Conservation ideas will also be used to describe the effect of the interaction on systems of objects. These fundamental ideas will be applied to complex systems such as continuous material, fluids, and gases. This course assumes a background equivalent to high school physics and some familiarity with calculus. Students should have the ability and desire to use mathematics not yet introduced in math class.

Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 7 exams, 7 labs
Grade: 45% mid-semester exam(s), 35% final exam, 10% written reports/papers, 5% class participation, 5% lab work
Course URL: http://www.physics.umn.edu
Phys 2303 Physics III: Physics of Matter
(Sec 001); Credit will not be granted if credit has been received for: PHYS 2403, PHYS 2403V, PHYS 2404H, PHYS 2404V, PHYS 2403H, PHYS 2503, PHYS 2503, 4 cr; prereq 1302, [Math 1272 or Math 1372 or Math 1572H]
Instructor: STAFF
Description: This is the continuation of a three semester introductory course in physics for students in sciences and engineering. Phys 1301W/1302W/2303 is designed to prepare you for work in your field by emphasizing the applications of physics that have been important in the 20th and early 21st century. The topics include: mechanical and electromagnetic waves, optics, special relativity, quantum theory, and applications of the quantum nature of solids. This course assumes a good working knowledge of the concepts and skills in Phys 1302W.
Because of the nature of this material, this course will be more abstract and mathematical than previous physics courses. This course is not recommended for physics majors since they will take a full semester of quantum physics in Phys 2601. Physics majors, and others, planning to take Phys 2601 should take Phys 2503 for the third semester of introductory physics.
Class time: 90% lecture, 10% Discussion
Work load: 20 pages of reading per week, 4 exams, weekly problem sets
Grade: 45% mid-semester exam(s), 40% final exam, 15% problem solving
Exam format: A combination of quantitative problem solving and qualitative
Course URL: http://www.physics.umn.edu

Phys 2403H Honors Phys III
(Sec 001); Credit will not be granted if credit has been received for: PHYS 2303, PHYS 2303, PHYS 2303, PHYS 2503, PHYS 2503, 4 cr; prereq 1402V, [IT honors or consent of IT honors office]; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive
Instructor: Marshall, Marvin L. Clarkin, Joyce Ann
Description: A 3-semester intro course in physics for students in the IT Honors Program. 1401/02/2403 is designed to prepare students for work in their 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/quantitative problem solving skills; applying those physics concepts/problem solving skills to new situations; and learning to effectively communicate technical information. This course requires you to understand the material in depth; we will go at a faster pace than Physics 2303 and at a higher math level. The emphasis will be on the application of physics principles to interesting situations, and some of the problems will be designed to simulate such situations. 2403 will emphasize the application of physics which have been important in the 20th century; including electromagnetic waves, optics, special relativity & quantum theory. This course assumes a good working knowledge of the concepts/skills in 1402. A lab is included to allow you to apply both the concepts and problem solving skills taught in this course to the real world. Also emphasized are technical communications skills. A rec sect will give you the opportunity to discuss your conceptual understanding/practice your problem solving skills. In the lab/rec sect, there will be a strong emphasis on group problem solving both as a learning tool and as prep for in your profession.
Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 5 exams, 7 lab reports
Grade: 45% mid-semester exam(s), 35% final exam, 10% written reports/papers, 10% class work
Exam format: A combination of quantitative problem solving and qualitative questions.
Course URL: http://www.physics.umn.edu

Phys 2503 Physics III: Foundations of Modern Physics
(Sec 001); Credit will not be granted if credit has been received for: PHYS 2303, PHYS 2303, PHYS 2303, PHYS 2403, PHYS 2403V, PHYS 2404H, PHYS 2404V, PHYS 2403H, PHYS 2403H; 4 cr; prereq 1302W, [Math 1272 or Math 1372 or Math 1572H]
Instructor: STAFF
Description: This is the continuation of a three semester introductory course in physics for students in sciences and engineering who wish to emphasize physics at the macroscopic scale or will take Phys 2601 for their background in quantum physics. Phys 1301W/1302W/2503 is designed to prepare you for work in your field by emphasizing the applications of macroscopic physics that have been important in the 20th and early 21st century. The topics include: mechanical and electromagnetic waves, optics, thermodynamics, and special relativity. This course assumes a good working knowledge of the concepts and skills in Phys 1302W. Because of the nature of this material, this course will be more abstract and mathematical than previous physics courses. This course is recommended for physics majors and others planning to take Phys 2601 as their introduction to quantum physics.
Class time: 90% lecture, 10% Discussion
Work load: 20 pages of reading per week, 4 exams, weekly problem sets
Grade: 45% mid-semester exam(s), 40% final exam, 15% problem solving
Exam format: A combination of quantitative problem solving and qualitative questions.
Course URL: http://www.physics.umn.edu

Phys 3071W Laboratory-Based Physics for Teachers
(Sec 002); 4 cr; prereq No IT credit, college algebra; designed for students intending to be education majors; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive
Instructor: Cattell, Cynthia Anne Clarkin, Joyce Ann
Description: This course is intended to provide a rich hands-on experience in a selection of elementary physics material especially chosen to be useful for potential elementary teachers. The course is activity-based (performing experiments and working with computers) and discussion-oriented (discussing ideas with your classmates) with four major goals: (1) to help you construct a set of physics ideas that you can apply to explain phenomena that are intrinsically interesting at a level appropriate to an elementary school science curriculum; (2) to help you develop more positive attitudes about science; (3) to help you learn the nature of science, so you will have more confidence in your ability to do science, and (4) to help you become more aware of, and more in control of, your own learning. You will find many of our teaching and learning strategies valuable and appropriate for you to use when you begin your teaching career.
Class time: 5% lecture, 10% Discussion, 85% Laboratory
Work load: 3 exams, 2 papers
Grade: 37% mid-semester exam(s), 25% final exam, 25% written reports/papers, 12% problem solving
Exam format: in-class problems primarily of a conceptual nature
Course URL: http://www.physics.umn.edu

Phys 3071W Laboratory-Based Physics for Teachers
(Sec 001); 4 cr; prereq No IT credit, college algebra; designed for students intending to be education majors; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is intended to provide a rich, hands-on experience in a selection of elementary physics material especially chosen to be useful for potential elementary teachers. The course is activity-based (performing experiments and working with computers) and discussion-oriented (discussing ideas with your classmates) with four major goals: (1) to help you construct a set of physics ideas that you can apply to explain phenomena that are intrinsically interesting at a level appropriate to an elementary school science curriculum; (2) to help you develop more positive attitudes about science; (3) to help you learn the nature of science, so you will have more confidence in your ability to do science, and (4) to help you become more aware of, and more in control of, your own learning. You will find many of
teaching and learning strategies valuable and appropriate for you to use when you begin your teaching career.

**Class time:** 15% Discussion, 85% Laboratory

**Work load:** 3 exams, 4 homework sets

**Grade:** 30% mid-term exam(s), 20% final exam, 30% written reports/papers, 10% class participation, 10% problem solving

**Exam format:** In class problems, primarily of a conceptual nature

**Course URL:** http://www.physics.umn.edu

**Phys 4001 Analytical Mechanics**

*(Sec 001); 4 cr; prereq [2303 or 2601 or Chem 3501 or Chem 3502], two sems soph math*

**Instructor:** STAFF

**Description:** Analytic course in Newtonian mechanics. The course will emphasize a mathematically sophisticated reformulation of Newtonian mechanics. Mathematics beyond prerequisites developed as required.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 15 pages of reading per week, 3 exams, weekly problem sets

**Grade:** 50% mid-term exam(s), 25% final exam, 25% problem solving

**Exam format:** Quantitative problems

**Course URL:** http://www.physics.umn.edu

**Phys 4051 Methods of Experimental Physics I**

*(Sec 001); 5 cr; prereq 2605 or equiv lab experience or instr consent*

**Instructor:** STAFF

**Description:** This course is the first of a two semester sequence on the techniques used in a modern laboratory. Because of the importance of electronic instrumentation, the first semester of the laboratory will deal with the use of digital and analog techniques for acquiring electronic signals and on computer interfacing to prepare those signals for analysis. In addition the course develops the techniques of writing scientific reports suitable for publication. It is designed for science and engineering students who have successfully completed Physics 2605 or the equivalent. Although required for upper division Physics and Astronomy students, this course is also an excellent introduction to modern laboratory techniques for upper division and graduate students in other scientific or technological fields.

**Class time:** 40% lecture, 60% Laboratory

**Work load:** 30 pages of reading per week, 30 pages of writing per semester, 3 exams, 6-8 hours of laboratory work per week

**Grade:** 20% mid-term exam(s), 10% final exam, 65% written reports/papers, 5% problem solving

**Exam format:** Quantitative and qualitative problems.

**Course URL:** http://www.physics.umn.edu

**Phys 4101 Quantum Mechanics**

*(Sec 001); 4 cr; prereq [2303 or 2601 or Chem 3501 or Chem 3502], two sems soph math*

**Instructor:** STAFF

**Description:** This is an intermediate course in Quantum mechanics. It will focus on the Schrodinger Equation in one and three dimensions, the quantum mechanical treatment of angular momentum and spin. The course will also introduce approximation methods such as Perturbation Theory and the Variational Technique. Applications such as scattering will also be discussed.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 20 pages of reading per week, 3 exams, weekly problem sets

**Grade:** 30% mid-term exam(s), 40% final exam, 30% problem solving

**Exam format:** Quantitative problems

**Course URL:** http://mxp.physics.umn.edu

**Phys 4111 History of 19th-Century Physics**

*(Sec 001); 3 cr; prereq general physics or instr consent*

**Instructor:** Stuewer, Roger H

**Description:** In this course we begin by recalling the legacy of the Scientific Revolution of the 17th century and by providing an overview of the social, political, and institutional contexts in Europe and the United States in which the major experimental discoveries and theoretical innovations in physics occurred during the 19th century. We then examine these developments in detail. In the first half of the 19th century, they include the origin of the wave theory of light, the rise and fall of the caloric theory of heat, the birth of the modern atomic theory, the discovery of electromagnetism, the birth of field theory, and the discovery of the law of conservation of energy. In the second half of the 19th century, they include the discovery of the entropy principle, the discovery of the electromagnetic theory of light, and the birth of the kinetic theory of gases and statistical mechanics. These profound achievements led some physicists to believe that by the end of the 19th century physics was in principle complete. We conclude by showing how this belief was shattered by the discoveries of X rays, radioactivity, and the electron between 1895 and 1897, thus opening up new vistas in physics to explore during the 20th century. To supplement the lectures, students will read articles by historians and philosophers of physics aimed at interpreting these developments and original scientific papers to gain a flavor of 19th -century physics.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 100 pages of reading per week, 30 pages of writing per semester, 3 exams, or 2 exams and 1 paper

**Grade:** 10% class participation, 90% take-home exams/paper

**Exam format:** Take-home essay

**Phys 4201 Statistical and Thermal Physics**

*(Sec 001); Credit will not be granted if credit has been received for: PHYS 5201; 3 cr; prereq 2601*

**Instructor:** STAFF

**Description:** This is a course in thermodynamics and statistical mechanics in which the properties of materials are developed using a microscopic statistical point of view. In this course, the basic definitions and concepts of statistical physics, temperature, entropy, free energy, partition function, grand partition function, etc., will be developed in-depth. Students are expected to be upper division physics majors; beginning graduate students in physics, or other physical sciences and engineering students.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 20 pages of reading per week, 3 exams, 1 homework set per week

**Grade:** 30% mid-term exam(s), 40% final exam, 30% problem solving

**Exam format:** Quantitative and qualitative problems

**Course URL:** http://www.physics.umn.edu

**Phys 4303 Waves, Optics, and Relativity**

*(Sec 001); 3 cr; prereq 4001, 4002*

**Instructor:** STAFF

**Description:** This course will cover a variety of topics on waves, electromagnetic radiation, and special relativity. Applications will include topics like tsunamis, radiation back-reaction, and space travel.

**Class time:** 100% lecture

**Work load:** 3 exams, weekly problem sets

**Grade:** 30% final exam, 70% problem solving

**Exam format:** Final exam is problem solving

**Course URL:** http://www.physics.umn.edu

**Phys 5001 Quantum Mechanics I**

*(Sec 001); 4 cr; prereq 4101 or equiv or instr consent*

**Instructor:** STAFF

**Description:** Part I of a year-long course sequence in quantum mechanics for first-year graduate students in physics and other fields. Familiarity with quantum mechanics at the level of an upper division undergraduate physics course in the subject, such as Physics 4101, will be assumed. The course will include such topics as the Schroedinger Equation and the general formalism of quantum mechanics, bound state and scattering problems in one and three dimensions, angular momentum, the hydrogen atom, approximation methods in stationary and time dependent problems, and the

**Course URL:** http://www.physics.umn.edu

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interaction of electromagnetic radiation with atoms.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 15 pages of reading per week, 3 exams

**Grade:** 40% final exam, 40% quizzes, 20% problem solving

**Exam format:** problems to be solved

**Course URL:** http://www.physics.umn.edu

**Phys 5011 Classical Physics I**

*(Sec 001); 4 cr; prereq 4001, 4002 or instr consent*

**Instructor:** STAFF

**Description:** This is the first semester in a year sequence of Classical Physics, intended primarily for first-year graduate students. Preparation at the level of Phys 4001-4002 is assumed. Classical Mechanics, including Lagrange's approach to various physics problems, relativity, and and nonlinear phenomena are covered in the fall semester.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 35 pages of reading per week, 3 exams, 13 problem sets

**Grade:** 33% final exam, 32% quizzes, 35% problem solving

**Exam format:** problem solving

**Course URL:** http://www.physics.umn.edu

**Phys 5041 Analytical and Numerical Methods of Physics I**

*(Sec 001); 4 cr; prereq Grad or instr consent*

**Instructor:** STAFF

**Description:** The course introduces students to some of the more advanced mathematical methods most widely used in physics. The emphasis is on the analytical methods and their computational implementation using symbolic calculations software, such as Mathematica. Basic numerical methods are presented with the emphasis on the ways to evaluate their accuracy and effectiveness. Major topics to be covered include complex analysis, Fourier transforms, probabilities, and asymptotics. An additional goal of the course is to expose the students to the use of mathematics in contemporary physics research.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 30 pages of reading per week, 3 exams, 1 problem set per week

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% problem solving

**Exam format:** Problem solving

**Course URL:** http://www.physics.umn.edu

**Physiology**

6-125 Jackson Hall: 612/625-5902

**Phys 1001 Human Physiology**

*(Sec 001); 3 cr; prereq high school chem, high school biol*

**Instructor:** Bloom, George R

**Description:** Basic Human Physiology (1001) is primarily for non-science majors who are interested in how their own bodies work. It is a survey of how the major organ systems function including nerve, muscle, circulation, respiration, endocrine, renal, gastrointestinal, temperature regulation and energy metabolism. Emphasis on function in terms of mechanism; presented in terms of the ideas and methods of science, however, a scientific background is not assumed. This class is only offered fall semester.

**Phys 3095 Problems in Physiology**

*(Sec 001); 1-5 cr; max crs 20, 20 repeats allowed; prereq concurrent enrollment in college physiology, instr consent*

**Instructor:** Bloom, George R

**Description:** Individualized study in physiology. Students will address a selected problem in physiology through library or laboratory research under the guidance of Physiology faculty. This course may stand alone or be used to augment other regular courses in physiology.

**Phl 4095 Honors Problems in Physiology**

*(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq concurrent enrollment 3071, physiology honors candidate, director of undergraduate studies in physiology consent; meets HON req of Honors*

**Instructor:** Bloom, George R

**Description:** Honors students in physiology pursue a selected topic in physiology on an individual basis through library or laboratory research under the guidance of physiology faculty. Open only to undergraduate honors candidates in physiology. Not suitable for graduate credit.

**Plant Biology**

220 Biological Sciences Center: 612/625-1234

**PBio 4321 Taxonomy of Minnesota Flora**

*(Sec 001); 3 cr; prereq Biol 2202 or Biol 3007*

**Instructor:** Cushing, Edward J

**Description:** The identification of common vascular plants of Minnesota and surrounding region. Emphasis is on the use of technical keys and comparison with herbarium specimens rather than on-site recognition. By the end of the course, students should be able to (1) Describe an unknown plant with proper morphological terms; (2) Identify the plant to species from the keys and descriptions given in Gleason & Cronquist's "Manual"; and (3) Explain how it differs from similar species. They should also know the distinguishing characteristics of the most common plant families and selected genera. Both native and naturalized species are used as examples. Students are expected to describe, identify, press, and label 30 plants that they have collected in the field. Ten of those are to be mounted in a herbarium. One 1-hour lecture and two 2-hour labs per week. One Saturday field trip is required. Laboratory sessions will include a survey of common plant families, the practice identification of unknown plants, occasional field trips on or near campus, and time to identify personal collections with the instructor's supervision. Textbooks: (1) Smith, J.P. Jr., 1977, "Vascular Plant Families"; (2) Gleason, H.A. & Cronquist, A., 1995. "Manual of Vascular Plants of Northeastern United States and Adjacent Canada." A hand lens is also required.

**Class time:** 18% lecture, 73% Laboratory, 9% field trip

**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 2 exams, 30 plant specimens collected and identified

**Grade:** 30% mid-semester exam(s), 20% final exam, 15% quizzes, 35% lab work

**Exam format:** short answer

**Course URL:** http://webct.umn.edu

**PBio 4793W Directed Studies: Writing Intensive**

*(Sec 001-025); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent; meets CLE req of Writing Intensive*

**Instructor:** STAFF

**Description:** Contract between student and advisor required, plus department approval. Credits arranged.

**PBio 4794W Directed Research: Writing Intensive**

*(Sec 001-025); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive*

**Instructor:** STAFF

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495 Borlaug Hall: 612/625-8200

PIPa 3090 Research in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat 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.
Class time: 100% Laboratory
Work load: research paper
Grade: 100% lab work

PIPa 4096 Professional Experience Program: Internship
(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, complete internship contract available in COAFES Career Services before registering; UC only
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.
Grade: 100% Job performance, self-evaluation

PIPa 5090 Issues in Plant Pathology
(Sec 001); 2-4 cr; max crs 4, 1 repeat 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.
Class time: 50% lecture, 50% Discussion
Work load: depends on topic and instructor
Grade: 100% special projects, 0% depends on topic and instructor

Polish
215 Nolte Center: 612/624-3331

Plsh 1101 Beginning Polish
(Sec 001); 5 cr
Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: This course is first in a sequence of courses (Plsh 1101 and 1102) designed to develop basic proficiency in Polish in listening, speaking, reading, and writing, and to acquaint students with Polish culture. Students do regularly assigned grammar exercises, listen to tapes, and are required to participate in each class session through individual recitation, and whole-group and small-group interactive communicative activities. Two textbooks are used: Oscar Swan's "First Year Polish", and Leonard Polakiewicz's "Supplemental Materials for First Year Polish". Both textbooks are accompanied by audio tapes. As part of the four semester Polish language sequence, this 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, students who intend to engage in business in Poland and East-Central Europe, and those pursuing Slavic Studies.
Class time: 30% lecture, 70% recitation and interactive activities
Work load: 100 pages of reading per week, 25 pages of writing per semester, 10 exams, 10 pages of reading per week, 25 pages of writing per semester, 3 exams, 4 papers
Grade: 60% mid-semester exam(s), 10% final exam, 30% written reports/papers
Exam format: Essay
Course URL: http://www.polisci.umn.edu/courses/fall2003/1101/001/

1414 Social Sciences Tower: 612/624-4144

Political Science

Pol 1001 American Democracy in a Changing World
(Sec 002); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core
Instructor: Flanigan, William H.
Description: This is a lecture course that will introduce you to the major features of American politics: the constitutional framework, political parties and interest groups, the president, congress, and the courts. Readings outside the main text will be available on the Web. Attention will be given to events following September 11 and surrounding the war in Iraq. The course is intended for all undergraduates.
Class time: 85% lecture, 15% Discussion
Work load: 100 pages of reading per week, 25 pages of writing per semester, 3 exams, 4 papers
Grade: 60% mid-semester exam(s), 10% final exam, 30% written reports/papers
Exam format: Essay

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institutions, policies and political processes of national politics in the United States. We will explore topics including: the ideas underlying the nation's founding; the nation's constitutional framework; civil rights and civil liberties; the role of the US in an increasingly globalized world; political parties, interest groups and social movements; the politics of race, ethnicity, class, gender, national origin, and sexuality; the policymaking process; public opinion and voting behaviour; and the presidency, congress, and the courts. By the end of the semester, students should have a better understanding of the structure and function of government in the US, an increased ability to critically reflect on the degree to which democracy in the US lives up to its promises, and perhaps even a desire to do something about the ways in which they think it falls short!

Class time: 70% lecture, 30% Discussion  
Work load: 100-120 pages of reading per week. 8-10 pages of writing per semester, 2 exams, 1 papers
Exam format: multiple choice, short answers

Pol 1001H Honors Course: American Democracy in a Changing World  
(Sec 001); 4 cr; prereq =1001, 1002; honors; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets HON req of Honors  
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? 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 situations and processes live up to the expectations placed on them. The honors section will include additional reading and longer writing assignments.  
Class time: 50% lecture, 30% Discussion, 20% media  
Work load: 75-100 pages of reading per week, 3 exams, 5 papers  
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% class participation

Pol 1015 Mass Politics in a Media Age  
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme  
Instructor: Druckman, Jamie  
Description: Over the last quarter century, American politics has fundamentally changed. Sound bites are shorter, cynicism is higher, hard news has given way to soft news, and new media has made information and images ubiquitous. In this new media-driven world, do we remain as democratic citizens -- fulfill our obligation to be "good citizens"? Do we make rational voting decisions? Are we politically engaged? Is the public interest served? By the end of the semester, students should have a better understanding of the structure and function of American mass politics in a media age. We will explore topics including: the ideas underlying the nation's founding; the nation's constitutional framework; models of democracy; the role of the US in an increasingly globalized world; political parties, interest groups and social movements; the politics of race, ethnicity, class, gender, national origin, and sexuality; the policymaking process; public opinion and voting behaviour; and the presidency, congress, and the courts. By the end of the semester, students should have a greater understanding of the structure and function of mass politics in a media age, an increased ability to critically reflect on the degree to which mass politics in a media age lives up to its promises, and perhaps even a desire to do something about the ways in which they think it falls short!

Class time: 60% lecture, 30% Discussion, 10%  
Work load: 140 pages of reading per week, 25 pages of writing per semester, 2 papers, In-class presentation  
Grade: 60% written reports/papers, 30% in-class presentations, 10% class participation

Pol 1025 Global Politics  
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core  
Instructor: Freeman, John Roy !ICLAL Distinguished Tchg Awd; Morse Alumni Award!!  
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.

Work load: 100 pages of reading per week, 4 exams  
Grade: 60% mid-semester exam(s), 40% final exam  
Course URL: http://www.polisci.umn.edu

Pol 1026 We and They: U.S. Foreign Policy  
(Sec 001); 4 cr; meets CLE req of International Perspect Theme  
Instructor: Sampson, Martin Wright !!Morse Alumni Award!!  
Description: What do Americans think their government's policy toward the rest of the world should be? What drives U.S. foreign policy? How do others view U.S. foreign policy? Course goal is that by December 2004 students have an articulate sense of the processes that determine U.S. foreign policy; historical themes and markers of this policy; key debates and disputes about the U.S. policy process and policy itself; and current U.S. policy toward selected regions and issues. No prerequisite. Students of all backgrounds welcomed.

Class time:  
Work load: 80 pages of reading per week, 2 exams, Writing assignment is a two part rolling paper; revisions of part 1 may help with part 2  
Grade: 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% class participation, 0% The above is tentative.  
Papers help prepare students for final Exam format: Study guide provided. Questions are essay and short answer.

Pol 1909W Topics: Freshman Seminar: Empire, International Community, or Anarchy?  
(Sec 001); 3 cr; A-F only; prereq Fr with no more than 29 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive  
Instructor: Duvall, Raymond D !ICLAL Distinguished Tchg Awd; Morse Alumni Award!!  
Description: The contemporary system of international relations is described in quite disparate terms by a variety of informed observers. At least three different images are frequently invoked to characterize world politics today. Sometimes we hear reference to an international community, as when claims are made that particular actions (e.g. humanitarian interventions) are or are not widely supported. Others emphasize the absence of structures of effective global authority over sovereign states, and highlight the ensuing struggles for power and security in an international context of pervasive anarchy. Yet a third image has come increasingly into vogue in recent years in the form of a new international system of power that seems to occupy a position of dominance in global affairs. On the face of it, three of these images-anarchy, community, empire-appear to be mutually incompatible. How, then, can they all be used to describe the same thing? In this class, we will address that question. Specifically, we will examine the appropriateness and implications of each of the three images for understanding how and why international politics take the forms that they do in the current era. This course will be web enhanced but the URL is not yet available.

Class time: 25% lecture, 60% Discussion, 15% group assignments  
Work load: 80 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers, brief presentation to the seminar; group assignment  
Grade: 20% final exam, 50% written reports/papers, 10% in-class presentations, 10% class participation, 10% problem solving  
Exam format: essay

Pol 1909W Topics: Freshman Seminar: Democracy and the Foreigner/Other  
(Sec 003); 3 cr; A-F only; prereq Fr with no more than 29 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive  
Instructor: Guisan-Dickinson, Catherine Blanche  
Description: Massive human migration to the wealthy democracies of
North America and Europe compels American and European citizens to rethink the shifting ground that separates insiders from outsiders. When and how does one cease to be a foreigner to become a full-fledged member of a polity or community? Why does this matter to democracy? We will discuss these questions in a historical and comparative perspective by reading works of democratic theory and political science, always keeping in mind the concrete facts these works address. With Hannah Arendt, Franz Fanon and Viktor Frankl we will discuss several forms of exclusionary politics and their consequences for democracy, first during the revolutionary period in France and the US. Acquaint European Colonialism and in the deeply fractured Europe of the 1930s. But today's democracies experience twin pressures. On the one hand mass immigration challenges established identities and institutions. On the other hand, globalization means that transnational forces - multinational corporations, NGOs, international institutions - increasingly impact national processes of decision-making. Is this legitimate? Can it be made legitimate? With contemporary American, Canadian, French, German and Italian political thinkers we will also examine recent debates on exclusion and inclusion within and between democratic societies. Freshman seminar; satisfies CLA requirements for International Perspectives Theme and for Writing-Intensive Syllabus. 

**Class time:** 55% lecture, 30% Discussion, 15% guest speaker, video clips

**Work load:** 60-80 pages of reading per week, 18 pages of writing per semester, 1 exams, 4 papers, All papers thought pieces based on readings. Fourth paper is a rewrite and extension of third paper.

**Grade:** 10% final exam, 70% written reports/papers, 20% class participation

**Exam format:** Short factual questions on history, thinkers and ideas covered in course.

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**Instructor:** Shively, W Phillips

**Description:** This course introduces students to the major questions and concepts of political science, through a broad comparative survey of politics in various systems around the world. The United States is included as one of those systems examined. Major topics include: the nature of power; the nature of the state; major modern political ideologies; market vs. command mechanisms for public policy-making; justice and fairness; democratic political processes, including esp. comparisons of parliamentary and presidential government; the nature of citizenship; non-democratic forms of politics; and politics among states. The course is presented as a lecture, but with a good deal of interaction between instructor and students. It is intended for students at an introductory level. There will be one paper, which will go through successive drafts; and the weighting of grades will be: 20% midterm exams, 60% final exam, 20% written paper.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 60% final exam, 20% written reports/papers

**Exam format:** Half essay, half broad identification questions

**Course URL:** http://www.polisci.umn.edu/courses/index.html

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**Pol 3070 Faculty-Supervised Individual Field Work**

**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 worked. Assignments will include: daily journal, 5-7-page essay, 10-page research paper. Acceptable internships include: MN state legislature, federal, state, and local govt agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. Students must arrange for credit no later than the end of the second week of the semester.

**Class time:** 100% Fieldwork/Participant-Observation

**Work load:** 20 pages of reading per week, 30-50 pages of writing per semester, 0-2 papers

**Grade:** 0% Weighting of assignments varies with credit level.

**Course URL:** http://www.polisci.umn.edu/courses/fall2001/3070/001/kiosk.asp

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**Pol 3080 Faculty-Supervised Individual Internships**

**Instructor:** Soper, Paul W

**Description:** Students working as interns for members of the U.S. Congress, either in Washington, D.C., or in Minnesota district offices, 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: daily journal, 5-7 page essay, 10 page research paper. Readings and assignments will focus on both the policymaking process within Congress and the operation of members' offices. Students must arrange for credit no later than the end of the second week of the semester.

**Class time:** 100% Fieldwork/Participant-observation

**Work load:** 20 pages of reading per week, 30-50 pages of writing per semester, 0-2 papers

**Course URL:** http://www.polisci.umn.edu/courses/fall2001/3080/001/kiosk.asp

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**Pol 3085 Quantitative Analysis in Political Science**

**Instructor:** Luks, Samantha C

**Description:** This course is an introduction to quantitative methods for testing hypotheses in political science research. We will cover basic topics in research design and statistics and consider many examples of such research along the way. The three primary goals of this course are: (1) to provide students with analytic tools that will help them understand how political scientists do research, (2) to learn the strengths and limitations of quantitative methods, and (3) to teach students how to be critical consumers of quantitative research. In addition to a midterm and a final exam, students will be asked to carry out a research project that includes the collection and analysis of their own data. No mathematical or statistical background is necessary.

**Class time:** 60% lecture, 25% Discussion, 15% Laboratory

**Work load:** 75-100 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 15% written reports/papers, 40% special projects, 15% in-class presentations, 10% class participation

**Exam format:** short answer

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**Pol 3210 Practicum**

**Instructor:** Farr, James

**Description:** 4210 for 3 credits; 3210 for 2 credits; must be taken together. Pol 4210 enters the public debates about citizenship, democracy, and education by focusing on the role of universities and schools. It asks and tries to answer crucial questions: Why does democracy depend on citizens and education? How can students become more engaged as citizens with public lives? What is (or is not) democratic about today's universities and schools? Where can U of M students make a difference? In a relatively small seminar setting, we will take up these questions by reading some important works of democratic theory and some on the state of civic education today. 3210 will also address questions of democracy, politics, and citizen education practically, in the form of an educational practicum. Students will put their education and democratic citizenship into practice by serving as Public Achievement `coaches' for middle and high school students (in a school in St. Paul) who are engaging issues and problems in and around their school and community. The practicum is a required complement to 4210; that is, both are to be taken together.

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The fundamental premise of 4210 and 3210, taken together, is that we learn theoretically about citizenship and education in large part by being engaged practically as citizens and educators. Or to put it differently: to learn what must be learned about democratic education just is to be engaged in the practice of educating democrats.

**Pol 3319 Education and the American Dream**
(Section 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core

**Instructor:** Abernathy, Scott F

**Description:** What role does education play in achieving the American dream? What role should it play? Does American education, particularly public education, live up to our hopes and expectations as democratic citizens? To fully understand what it means to be an American citizen one needs to examine the role of educational institutions in securing opportunity for all Americans and creating the democratic citizens of the future. This course is intended as introduction to politics and education in the United States. It is designed for any student who might have an interest in exploring education, public policy, or American government. Topics will include equality of educational opportunity, educating democratic citizens, school finance, the role of policy institutions in making educational policy, and efforts to reform and remake American education, including charter schools and private school vouchers. By the end of the course students should have a basic understanding of the provision of education in the United States, including the ways in which education is governed and the institutions involved in that governance. Students should be able to critically reflect on the degree to which American education fulfills the sometimes-competing goals Americans have for our schools.

**Class time:** 60% lecture, 40% Discussion
**Work load:** 80-100 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers
**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation
**Exam format:** essay

**Pol 3451W Politics and Society in the New Europe**
(Section 001); Credit will not be granted if credit has been received for: SOC 3351, SOC 3351W, SOC 3351W; 3 cr; prereq 3051 or Soc 1001 or instr consent; meets CLE req of Writing Intensive

**Instructor:** Reutter, Werner

**Description:** It is almost a trivial statement that the performance and the stability of political systems depend on social, cultural, and economic preconditions. However, more closely examined this relationship between politics and society proves to be more complicated and to have more ramifications than the overall statement may suggest at first sight. In this course we study politics and society in selected West European countries. First, after an introduction in Comparative Politics, we focus upon the history, and the social and political developments in Germany, France, and the United Kingdom. Then we examine major political and social structures in a comparative perspective thus trying to reach some general conclusions. Required reading: Geoffrey K. Roberts, Patricia Hogwood, European Politics Today, Manchester: Manchester University Press 1997; David P. Conradt, The German Polity, 7th edition, New York: Longman 2001; Philip Norton, The British Polity, 4th edition, New York: Longman 2001; William Safran, The French Polity, 5th edition, New York: Longman 1998.

**Class time:** 60% lecture, 20% Discussion, 20% Presentation of students
**Work load:** 70-100 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers
**Grade:** 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
**Exam format:** essay

**Pol 3739 Politics of Race, Class, and Ethnicity**
(Section 001); 3 cr; prereq 6 cr in soc sci; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme

**Instructor:** Nimtz Jr, August H !CLA Distinguished Tchg Awd!!

**Description:** What similarities are there, if any, between the conflicts in the former Yugoslavia, South Africa, Northern Ireland, Rwanda, and Palestine/Israel? Why does racial and ethnic conflict persist in so many regions of the world? To what extent does racial conflict in the U.S. reflect the increasing disparities in wealth? How is racial/ethnic oppression similar and different from sexual oppression? These are some of the questions that this course will address and attempt to answer. This will be done primarily through a comparative analysis of racial/ethnic/class conflict in the U.S., South Africa, and Cuba with particular attention on the experiences of Blacks in the three countries.

**Class time:** 75% lecture, 25% Discussion
**Work load:** 100 pages of reading per week
**Grade:** 25% mid-semster exam(s), 50% final exam, 25% written reports/papers
**Exam format:** Essay

**Pol 3766 Political Psychology**
(Section 001); 3 cr; prereq 1001 or equiv or instr consent; meets CLE req of Citizenship/Publ Ethics Theme

**Instructor:** Miller, Joanne Marie

**Description:** This course will provide an introduction to the interdisciplinary field of political psychology. We will use theories and findings from both political science (particularly in the areas of public opinion and political behavior) and psychology (particularly in the areas of social psychology and personality) to better understand politics, with a special focus on understanding ordinary citizens’ political attitudes and behaviors. Students do not have to have prior coursework in both political science and psychology for this class. However, prior coursework in one of the two fields (especially in the areas mentioned above) is recommended.

**Class time:** 80% lecture, 20% Discussion
**Work load:** 50-75 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers
**Grade:** 25% mid-semster exam(s), 30% final exam, 40% written reports/papers, 5% special projects
**Exam format:** short answer/essay

**Pol 3835 International Relations**
(Section 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core

**Instructor:** Duvall, Raymond D !CLA Distinguished Tchg Awd!!
**Morse Alumni Award!!

**Description:** This course is meant to provide the skills for analyzing issues in world politics through examination of influential theoretical approaches. Emphasis will be placed on developing usable knowledge of various theories for analyzing cooperation and conflict at the international and global levels in the contemporary era. Specific topics covered by the class will include: the importance of the modern territorial (or, nation-)state system, international organizations, and non-state actors; the causes, forms and consequences of wars; the role of international norms and law; and the structuring of interests and relations of power and domination around such contemporary issues as globalization, environmental change, violence, military capabilities, and cultural difference. The course is primarily lecture format, although students are encouraged to participate in classroom discussions. It is intended for students who wish to have a better grasp of key theories, which can be used to improve understanding of global politics. Some background in the subject matter, such as is acquired through POL 1025, is recommended. This course will be web enhanced but the URL is not yet available.

**Class time:** 75% lecture, 25% Discussion
**Work load:** 100-150 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers
**Grade:** 30% final exam, 70% written reports/papers
**Exam format:** Essay

**Pol 4210 Topics in Political Theory: Democracy and Education**
(Section 001); 3-4 cr; max crs 8; A-F only; prereq concurrent enrollment in 3210, dept consent

**Instructor:** Farr, James

**Description:** 4210 for 3 credits; 3210 for 2 credits; must be taken
Pol 4210 Topics in Political Theory: The Rule of Law
(Sec 002); 3-4 cr; max crs 8; A-F only; prereq concurrent enrollment in 3210, dept consent
Instructor: Scheuerman, William
Description: The Rule of Law is widely considered an essential component of any decent political order. Yet the Rule of Law remains a controversial notion about which citizens, politicians, and scholars continue to disagree. Not surprisingly, it has been the centerpiece of many recent political battles. This course begins with a discussion of the historical and conceptual foundations of the Rule of Law. We then examine different ways in which recent political trends and events (globalization, terrorism, the so-called "war on crime") pose challenges to the Rule of Law. We consider the possibility that the Rule of Law is experiencing serious decline in even the most robust liberal democracies. Finally, we confront the possibility that the Rule of Law has been overrated by some political thinkers. Might its present-day fragility offer opportunities for political and social reform rather than reason for anxiety? Please note that this is NOT primarily a course on the actual details of the legal system; those interested in such courses might prefer to take Judicial Behavior, Constitutional Law, or Civil Liberties. Instead, the course focuses on the ideal of the Rule of Law, one of the key achievements of western political thought, and then attempts to determine the contemporary relevance of the Rule of Law.
Class time: 75% lecture, 25% Discussion
Work load: 100-125 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation
Exam format: Short essays for exams.

Pol 4308 Congressional Politics and Institutions
(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq 1001 or 1002, non-pol sci grad major or instr consent
Instructor: STAFF
Description: This course is a comprehensive introduction to the workings of the contemporary U.S. Congress. We will examine the basic features of Congress in the first and second parts of the course, e.g., the background and election of members of Congress, the committee system, the different lawmaking processes in the House and Senate, as well as the different roles of parties and leaders in the two chambers. We will also look at Congress from a contemporary angle, taking stock of the changes in the operation of the House and Senate, especially the development of what one scholar has termed unorthodox lawmaking. In other words, we will not be studying the textbook Congress, but the Congress that really exists and sometimes even works. In the third part of the course we will look at Congress' role as a policymaker. How does Congress make public policy? What factors inhibit legislative productivity? Who has input into the process? What considerations do members of Congress take into account? Finally, we will assess the performance of Congress. Is contemporary policymaking too partisan? Is the public's disapproval of Congress justified?
Class time: 70% lecture, 30% Discussion
Work load: 100-125 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers, 15% quizzes, 5% in-class presentations
Exam format: 50% multiple choice; 50% essay

Exam format:

Pol 4410 Topics in Comparative Politics: Comparative Constitutionalism
(Sec 002); 3 cr; meets CLE req of International Perspect Theme
Instructor: Hilbink, Lisa
Description: It is hardly possible to open the international section of the newspaper today without coming upon an article on constitutional drafting, amendment, or interpretation. How should engaged citizens respond to these developments and debates? How do constitutional principles matter in different polities, and/or how can they be made to matter? What purposes, general or specific, do we want constitutions to serve? And under what conditions are those goals
likely to be achieved? This course seeks to answer these and other questions through an examination of the theory and practice of constitutionalism a variety of countries, including but not limited to: the U.S., Germany, Japan, Hungary, Russia, and South Africa. Discussions will focus particularly on evaluating the likelihood of success for constitutionalism in Afghanistan and Iraq. This course will be web enhanced but the URL is not yet available.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 125 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers, 5 one-page responses to readings

**Grade:** 20% mid-semester exam(s), 50% written reports/papers, 15% class participation, 15% responses to readings

**Exam format:** essay and short answer

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**Pol 4473 Chinese Politics**  
*Sec 001*: 3 cr; max crs 4, 1 repeat allowed; meets CLE req of International Perspect Theme

**Instructor:** Kellher, Daniel R!!John Tate Award Ugrad Adv!!

**Description:** After analyzing the revolutionary and ideological origins of China’s political system, this course focuses on fundamental conflicts in Chinese politics: fights over the democracy movement, class divisions, urban - rural competition, gender issues, and capitalist vs. socialist development strategies. The approach of the course is from the bottom up; my goal is for students to gain a sense of how ordinary Chinese experience politics. The course also makes regular comparisons with politics and society in the United States and other countries. Students with no knowledge of China and no political background are welcome. (In most cases I am happy to sign overrides so you can take the class without the prerequisites mentioned in the catalogue.) 4 cr.

**Class time:** 60% lecture, 30% Discussion, 10% Films

**Work load:** 120 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 1 paper

**Grade:** 20% mid-semester exam(s), 30% final exam, 35% written reports/papers, 15% special projects

**Exam format:** Essays

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**Pol 4479 Latin American Politics**  
*Sec 001*: 3 cr; max crs 4, 1 repeat allowed; prerequisite 1054 or 3051 or non-pol sci grad or instr consent

**Instructor:** Hilbink, Lisa

**Description:** The course examines twentieth century Latin American politics by introducing historical and contemporary patterns of democracy and development. It focuses, in particular, on the origins and effects of Latin America’s “dual transitions” to political democracy and market-led economics in the 1980s-90s, analyzing the continued challenges to the focus, in particular, of democacy and to sustainable and equitable economic growth in the region. The course presents competing theoretical approaches and evaluates them against the political trajectories of six Latin American cases: Argentina, Brazil, Chile, Colombia, Mexico, and Venezuela. This course will be web enhanced but the URL is not yet available.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 125 pages of reading per week, 15 pages of writing per semester, 2 exams, Five one-page response papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 25% class participation, 25% Response papers

**Exam format:** Essay (may be take home) and short answers

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**Pol 4487 The Struggle for Democratization and Citizenship**  
*Sec 001*: 4 cr; prerequisite non-pol sci grad; meets CLE req of Citizenship/Publ Ethics Theme

**Instructor:** Nimtz Jr, August H!!CLA Distinguished Tchg Awd!!

**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.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 50% final exam, 25% written reports/papers

**Exam format:** Essay

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**Pol 4501 The Supreme Court and Constitutional Interpretation**  
*Sec 001*: 3 cr; prerequisite 1001 or 1002 or equiv or [non-pol sci] grad student or instr consent; meets CLE req of Citizenship/Publ Ethics Theme

**Instructor:** Farganas, Dion

**Description:** This highly interactive course examines the U.S. Supreme Court and its increasingly controversial power of judicial review. Our main focus this semester will be on the Court's decisions affecting national governmental power. How do judges make decisions in these cases? What are those decisions? Are they good ones? We will look at landmark cases involving issues like presidential war powers, interstate commerce, federalism, civil rights, impeachment, and election controversies. We will also keep an eye on cases making headlines today, such as those involving suspected terrorists detained by the U.S. military.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 3 exams, 5 papers

**Grade:** 15% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% quizzes

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**Pol 4810 Topics in International Politics and Foreign Policy: American Hegemony & Its Discontents**  
*Sec 001*: 3-4 cr; max crs 8

**Instructor:** Kahl, Colin H

**Description:** This course will examine the origins and implications of America's status as the world's sole superpower. The course is divided into three main sections. The first is historical. This section will discuss the growth of American power from the Founders to the present, as well as the historical traditions shaping U.S. policy-makers' perceptions of the country's role in the world. The second major section will analyze contemporary military dimensions of U.S. hegemony, including an examination of the causes of, and international reactions to, U.S. military policy. Other specific topics in this section will include a discussion of the moral and ethical responsibilities attached to American military might and a detailed discussion of the war on terror. The third and final section will focus on political, cultural, and economic dimensions of U.S. hegemony, including discussions of democracy promotion, human rights, and economic globalization. This course will be web enhanced but the URL is not yet available.

**Class time:** 60% lecture, 30% Discussion, 10% films/documentaries

**Work load:** 100-200 pages of reading per week, 25-30 pages of writing per semester, 2 exams, 1 papers. In addition to one research paper or critical book review (10 pages), there will be several short reaction papers (2-3 pages) based on the week's readings.

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% written reports/papers

**Exam format:** Take-home exams

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**Pol 4810 Topics in International Politics and Foreign Policy: The Middle East & U.S. Foreign Policy**  
*Sec 003*: 3-4 cr; max crs 8

**Instructor:** Sampson, Martin Wright!!Morse Alumni Award!!

**Description:** This course examines US foreign policy toward the Arab
Port 1103 Intermediate Portuguese

Intermediate Portuguese: Speaking and comprehension, reading and writing, basic grammar, cultural aspects of the language and Portuguese-speaking countries (Portugal, Brazil, Mozambique, Angola, Cape Verde, Guinea Bissau, and Sao Tome and Principe).

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. 

Class time: 20% lecture, 10% Closed Circuit TV, 60% Discussion, 10% in-class writing

Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 8 papers

Grade: 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% in-class presentations, 20% class participation

Port 3003 Portuguese Conversation and Composition

Portuguese Conversation and Composition

(Sec 001); 4 cr; prereq 1104, 3001, Port LPE

Instructor: Briggs, Kathleen Helen

Description: This course will be a directed dialogue focusing on basic and intermediate language skills between students. It will provide an opportunity to practice Portuguese in a natural, conversational setting.

Class time: 70% lecture, 30% Discussion

Work load: 45% lecture, 25% Closed Circuit TV, 10% Discussion, 10% in-class writing

Grade: 40% written reports/papers, 20% class participation, 20% quizzes, 10% class participation

Port 3003W Literatures and Cultures of Lusophone Africa

3 cr; prereq 3001, 3403, 3903V, 3503V; 3 cr; prereq 3001; meets CLE req of Writing Intensive

Instructor: Arenas, Fernando

Description: This course will be advanced-level introduction to the cultures and literatures of Portuguese-speaking Africa, namely, Angola, Cape Verde, Guinea Bissau, Mozambique, and Sao Tome & Principe. Through an interdisciplinary focus that includes history, literature, intellectual thought/critical theory, film, and popular music, students will become acquainted with the key cultural problems related to Lusophone Africa and the various individual countries in question.

Some of the more compelling topics in the humanities today will be studied through the cultural and historical prism of the Lusophone African experiences: colonialism and (post-) or (neo-)colonialism; Pan-Africanism and Negritude; wars of liberation and Third World Marxism; national identity formations; the politics of race, gender, and sexuality; the travails of democratization and modernization; the challenges of reconstruction and peace-making; and a possible future for (Lusophone) Africa in a globalized world. Throughout this course, important cultural links will be established with other regional or national realities such as Africa (as a whole), Brazil, Portugal, Spanish-speaking America, and the United States. This course will be taught in Portuguese.

Class time: 45% lecture, 20% Closed Circuit TV, 35% Discussion

Work load: 150 +/- pages of reading per week, ~20 pages of writing per semester, 7 papers

Grade: 60% written reports/papers, 40% class participation

Port 5970 Directed Readings

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent

Instructor: STAFF

Description: Lusophone Studies (Portuguese-speaking Africa, Brazil and Portugal) Thematic areas not covered in other courses. Students submit reading plans for particular topics, figures, periods or issues.

Psychology

N-218 Elliott Hall: 612/625-4042

Psych 1001 Introduction to Psychology

(Sec 001, 024); Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of internet delivered; meets DELM req of classroom

Instructor: Briggs, Kathleen Helen

Description: Psy 1001 is a 4 credit introduction to the scientific study of human behavior and mind, and a prerequisite for all advanced Psychology courses. Students meet three times a week in a huge lecture class for multi-media lectures by a team of faculty and once a week in small activity-oriented discussion sections. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. We focus on the problems, methods and research findings of psychology and introduce students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior.

Class time: 70% lecture, 30% Discussion

Work load: 45% lecture, 25% Closed Circuit TV, 10% Discussion, 10% in-class writing

Grade: 40% written reports/papers, 20% class participation, 20% quizzes, 10% in-class presentations, 20% class participation

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Psy 1001 Introduction to Psychology
(Sec 030); Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of internet delivered; meets DELM req of classroom

Description: Psy 1001 is a 4 credit introduction to the scientific study of human behavior and mind, and a prerequisite for all advanced Psychology courses. Students meet the first week for a course introduction and the last week for a final exam. They complete online exercises and quizzes with WebCT over the Internet. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. It deals with the problems, methods and research findings of psychology and introduces students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior.

Class time: 100% WebCT Internet exercises and quizzes

Work load: 700 pages of reading

Grade: 30% final exam, 5% written reports/papers, 65% quizzes

Exam format: multiple choice and fill-in

Course URL: http://webct3.umn.edu/webct/

Psy 3005W Introduction to Research Methods and Statistics
(Sec 001, 014-015); 4 cr; A-F only; prereq 1001, [soph or jr or sr]; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

Instructor: STAFF

Description: PSY 3005 is an introduction to the basic concepts and procedures used to conduct and evaluate research, especially research in the social sciences. Emphasis is placed on understanding the benefits and limitations of traditional research methods, evaluating scientific claims, using statistics to describe and interpret research outcomes, and writing descriptions of experimental research. During class time students listen to lectures, participate in small group activities, and plan, conduct, and participate in experiments. Target audience of course: undergraduates, both Psychology majors and non-Psychology majors; required for Psychology majors and minors.

Prerequisite: Psy 1001 and sophomore standing

Class time: 50% lecture, 25% Discussion, 25% Laboratory

Work load: 50 pages of reading per week, 45 pages of writing per semester, 4 exams, 9 papers, 10 quizzes; 8 statistical computation assignments; required attendance and group participation

Grade: 14% final exam, 18% written reports/papers, 21% special projects, 8% quizzes, 9% class participation, 8% problem solving, 21% for 3 exams (7% per exam)

Exam format: multiple choice

Course URL: http://www.psych.umn.edu/psycourses/psy3005

Psy 3011 Introduction to Learning and Behavior
(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core

Instructor: Peterson, Gail Burton !!!CLA Distinguished Tchg Awd!!

Description: Basic methods and findings of research on learning and behavior change. Survey of 20th century theoretical perspectives, including contemporary models. Emphasis on animal learning and behavioral psychology.

Class time: 90% lecture, 10% Discussion

Work load: 30 pages of reading per week, 50 pages of writing per semester, 4 exams, Exams include essay items. All possible essay questions are distributed ahead of time. Pre-exam preparation of drafts of answers is included in the estimate of pages of writing.

Grade: 65% mid-semester exam(s), 35% final exam

Exam format: Essay and multiple choice.

Psy 3031 Introduction to Sensation and Perception
(Sec 001); 3 cr; prereq 1001

Instructor: Burkhardt, Dwight A

Description: This course is concerned with understanding how humans and animals perceive and respond to the external world. It thus deals with “universals” spanning generations, cultures, civilizations and the biological kingdom. Vision and hearing are emphasized. The approach includes psychological experiments on human perception as well as the study of nerve cells and the brain in animals and humans. The general question -of how we perceive the sensory world-is a central question in psychology and contemporary neuroscience. Topics: Taste, Neurons and Brain. Olfaction. Touch. Pain. Hearing: Speech and Brain. Music Perception. Eye and images. Visual adaptation. Contrast perception. Perception of Form, Structure and function of nerve cells in the retina and visual brain. Perception of Depth and Size and Movement. Illusions. Color vision in humans and animals. Target students: Psychology majors, Liberal Arts undergraduates in general (juniors and seniors) with interest and introductory background in psychology and/or neuroscience.


Class time: 100% lecture

Work load: 40 pages of reading per week, 3 exams, 40 pages or reading per week = approximately 6-7 hours of reading

Grade: 60% mid-semester exam(s), 40% final exam

Exam format: multiple choice

Course URL: http://www.psych.umn.edu/psycourses/Burkhardt/psy3031/

Psy 3051 Introduction to Cognitive Psychology
(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core

Instructor: STAFF

Description: Scientific study of the mind in terms of representation and processing of information. Research and theory on cognitive abilities such as perception, attention, memory, language, and reasoning. Aspects of computational modeling and neural systems.

Psy 3061 Introduction to Biological Psychology
(Sec 001); Credit will not be granted if credit has been received for: PSY 5061, PSY 5061; 3 cr; prereq 1001 or Biol 1009

Instructor: STAFF

Description: Basic neurophysiology/neuroanatomy, neural mechanisms of motivation, emotion, sleep-wakefulness cycle, learning/memory in animals/humans. Neural basis of abnormal behavior, drug abuse.

Psy 3604 Introduction to Abnormal Psychology
(Sec 001); Credit will not be granted if credit has been received for: PSY 5604, PSY 5604H; 3 cr; prereq 1001

Instructor: Iacono, William George

Description: This course will provide a broad survey various aspects of abnormal behavior. Emphasis will be placed on an empirical view. The bulk of the course will cover the various categories of adult and child psychopathology. The lectures will focus primarily on a description of various forms of psychopathology. While assessment and treatment will be considered as they relate to specific disorders, those with primary interests in treatment should take other offerings (Psy 3607, Survey of Clinical Intervention Methods), likewise for assessment, treatment, and other issues in clinical psychology (Psy 3617, Introduction to Clinical Psychology).

Class time: 90% lecture, 10% Discussion

Work load: 30 pages of reading per week, 2 exams

Grade: 50% mid-semester exam(s), 50% final exam

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We will examine why these papers were so significant and how they review original research and theories which changed/shaped the field. Focus on seminal studies in the science of psychology. Students will spend a significant amount of time developing the proposals during the semester, 1 papers

**Psy 3960 Undergraduate Seminar**
(Sec 001); 2 cr; max crs 45, 9 repeats allowed; prereq 1001
Instructor: Sullivan, Brandon Anthony
Description: Striking a Deal; The Psychology of Negotiation and Conflict Resolution This course will focus on the social psychology of negotiation and conflict resolution. Students will learn about the psychological variables underlying the process of negotiation as well as some specific forms of negotiation (e.g., cooperative versus competitive negotiations). In addition to readings and case studies, there will be several opportunities to experience what we discuss through a variety of negotiation exercises conducted with other class members. The class discussions, readings, and practice opportunities will be integrated to provide students with a solid foundation in the science of negotiation as well as a first-hand understanding of how this science plays out in actual negotiations. Some specific topics covered in this course include: 1) common biases, cognitive errors, and attributions made by negotiators and how they influence the negotiation process, 2) how the interpersonal context matters: long-term versus short-term relationships, 3) judgement and decision-making, 4) when to be cooperative, when to be competitive, and when to do some of each, 5) effective and ineffective negotiation tactics, 6) the importance of strategy and creativity, 7) the role of rationality and emotions in negotiations, 8) negotiating with groups, and 9) social justice and fairness.

**Psy 3993 Directed Study**
(Sec 001); 1-6 cr; max crs 24, 8 repeats allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Directed studies allow undergraduates to gain knowledge about a topic in psychology in a manner not available in traditional course offerings. Students work with a faculty/adjunct faculty member. Activities may include conducting literary research, writing a paper or developing an individual project. Directed Studies require a special contract with signed approval of a faculty member, student and psychology advisor. The contract and registration instructions are available in 105 Elliot Hall. Undergraduate students may register for Directed Studies for 1-6 credits per semester.
Class time: 100% Determined by faculty advisor
Work load: 3 Hours each week per registered credit.
Grade: 100% Determined by faculty advisor
Exam format: Typically, there are no exams

**Psy 3994 Directed Research**
(Sec 001, 002); 1-6 cr; max crs 24, 8 repeats allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Directed research allows undergraduates to gain research experience by working as a research assistant for a faculty/adjunct faculty member. Activities may include data analysis, running labs, learning about instrumentation, etc. Students must also write a minimum of a 5 page APA format paper. Data entry and reading relevant articles do not qualify as directed research. However, these activities may comprise part of the research experience. Directed research requires a contract with signed approval of a faculty member, student, and psychology advisor. The contract and registration instructions are available in 105 Elliot Hall. Undergraduate students may register for Directed Research for 1-6 credits per term.
Class time: 100% Determined by faculty advisor
Work load: 3 hours work each week per registered credit.
Psy 4133 Psychological Testing and Assessment
(Sec 001); 3 cr; prereq 3005W
Instructor: STAFF
Description: Survey of psychological tests, assessment instruments. Methods for developing, administering, scoring tests. Criteria for evaluating test/assessment adequacy. Examples relevant to clinical psychology (e.g., abilities, personality, mental disorders). Handson opportunity to design/evaluate a psychological test. Small groups.

Exam format: Typically, there are no exams

Psy 4501 Psychology of Women
(Sec 001); 3 cr; prereq 1001 or instr consent
Instructor: STAFF
Description: This course covers current theories and research regarding the psychology of women and psychological sex differences. This includes topics that relate uniquely to women (e.g., pregnancy) as well as differences and similarities between men and women. It is primarily geared toward upper-level psychology majors. More specific topics include sex differences in infancy; sex differences in personality and abilities in adulthood; gender stereotypes; menstruation; sexuality; pregnancy, childbirth and motherhood; women, achievement and work; women and psychotherapy; specific psychological disorders common in women (e.g., eating disorders); violence against women; heterosexual and lesbian relationships; and older women. The emphasis of the course is on critically evaluating the research literature on gender differences and similarities. Class time is divided between lectures, small group discussions, and large group discussions. There will also be occasional guest speakers and videotapes.

Psy 4902V Honors Project
(Sec 001); 1-6 cr; max crs 5; A-F only; prereq Honors, instr consent, dept consent; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: STAFF
Description: The Honors Project is a critical literature review or empirical study undertaken in consultation with a faculty/adjunct faculty advisor. Projects may be developed independently or through previous work on faculty research projects, but in either case must be sponsored by a faculty member. Students may enroll for a total of 6 credits across one or more terms. Total credit depends upon the nature and scope of the thesis. Psychology majors enrolled in the Honors Program are eligible. Typically taken during the senior year. For details regarding selection of an advisor and registration, see an advisor in 105 Elliot Hall. Registration requires completion of a contract form and faculty advisor and Psychology departmental approval.
Class time: 100% Determined by faculty advisor
Work load: 3 hours of work each week per credit
Grade: 100% Determined by faculty advisor

Psy 4994V Honors Research Practicum
(Sec 001); 4 cr; prereq 3005W, honors psych; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Fletcher, Charles R
Description: The major goals of this course are to familiarize you (as a Psychology Department honors major) with research opportunities available in the University of Minnesota Psychology Department, provide you with practical experience conducting psychological research, and prepare you to write an honors thesis in psychology. To achieve these goals you will be required to work approximately nine hours each week on a research project designed and supervised by a faculty member or graduate student, make a formal in-class presentation, and write a 10 - 15 page research report. You will also be required to attend class each week and complete the required readings and assignments before each class.
Class time: 25% lecture, 75% work on individual research projects
Work load: 20 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 in-class presentation, 6 reviews of other student's papers
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation
Exam format: none

Psy 5002 Learning and Cognition in Animals
(Sec 001); 4 cr; prereq 3011 or 4011 or honors or grad student or instr consent; meets CLE req of Writing Intensive
Instructor: Overmier, J. Bruce
Description: Are you "smarter" than a rat? How can you know? This course provides review and evaluation of historical and contemporary approaches to key questions, theories, methods, and data about different forms of learning, behavior, and elementary cognitive processes. Although the emphasis is on animal models, implications of the findings for insights into human learning, behavior, and cognition are considered. The course uses primarily lecture format. It is intended for advanced undergraduates and beginning graduate students in the behavioral, biological, and educational sciences.
Class time: 85% lecture, 10% Discussion, 5% video
Work load: 40 pages of reading per week, 3 exams, paper required for graduate students, optional for undergraduates
Grade: 50% mid-semester exam(s), 50% final exam, 0% Paper can modulate grade
Exam format: multiple choice and short essay

Psy 5015 Cognition, Computation, and Brain
(Sec 001); 3 cr; prereq 3051 [except for honors/grad student]
Instructor: Marsolek, Chad James
Description: This course covers human cognitive abilities, such as perception, memory, and attention, from different perspectives. The first part of the course examines such abilities from the perspective of cognitive psychology. An emphasis is placed on the behavioral/functional approach to research and theory, and limitations of this approach are discussed. The second part of the course examines these abilities from the perspective of cognitive neuroscience. An emphasis is placed on the neural processing subsystems that underlie these abilities and on a theoretical framework that integrates cognitive, computational, and neuroscientific evidence.
Ways in which this approach overcomes limitations of the cognitive psychological approach are highlighted.

**Class time:** 80% lecture, 20% Discussion

**Work load:**
- 50 pages of reading per week, 7 pages of writing per semester, 3 exams, 1 papers
- Grade: 40% mid-semester exam(s), 30% final exam, 30% written reports/papers

**Exam format:** Short answer

**Course URL:** http://levels.psych.umn.edu/5015

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**Psy 5036W Computational Vision**

**(Sec 001); 3 cr; prereq [3031 or 3051], [Math 1272 or equiv] or instr consent; meets CLE req of Writing Intensive**

**Instructor:** Kersten, Daniel John

**Description:** One of the great mysteries of psychology and brain science is how the human visual system determines what and where objects are just by looking. This is the problem of vision. The perception of what is out there in the world is accomplished continually, instantaneously and usually without conscious thought. The very effortlessness of perception disguises the underlying difficulty of the problem. Vision is important because it is one of the principle routes to our acquisition of knowledge, as well as a guide to its utilization. The study of vision has attracted researchers from many disciplines outside of psychology, including computer science, mathematics, physics, engineering, and neuroscience. This class takes a multi-disciplinary approach to vision, combining lectures and interactive computer programming exercises to learn how the visual system functions.


**Grade:** 0% There will be a mid-term, final examination, programming assignments, as well as a final project. Weighting: Homework/programming : 28%, Mid-term examination 16%, Final examination: 16% Final project : 40% (three parts: 2%+5%+33%)

**Course URL:** http://gandalf.psych.umn.edu/~kersten-lab/courses/Psy5036W/SyllabusF2002.html

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**Psychological Measurement: Theory and Methods**

**Psy 5862**

**(Sec 001); 3 cr; A-F only; prereq 3201 or honors or grad student or instr consent**

**Instructor:** STAFF

**Description:** Conceptual/methodological strategies for scientific study of individuals and their social worlds. Applications of theory/research to issues of self, identity, and social interaction.

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**Public Affairs**

**PA 1907W Freshman Seminar: Cultural Diversity**

**(Sec 001); 2 cr; max crs 6, 3 repeats allowed; prereq fr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive**

**Instructor:** Myers, Samuel L

**Description:** Racial discrimination is illegal in America. Racism, however, is not illegal. Anti-discrimination policies may have reduced the most blatant forms of racial discrimination in American life. But have these same policies eradicated racism? Could these policies have driven racism underground? Are the current efforts to dismantle anti-discrimination initiatives fueled by genuine desires to create race-neutral policies or are they promoted by a new form of racism? This seminar explores the connection between racism and public policy. Through readings, films, guest lectures, field trips and visits to inner city schools and jails, students will grapple with the meaning of racism and the types of policies that seem to work and those that do not seem to work in creating a truly bias-free environment. Four 3-page essays will be required, providing a summary and synthesis of an argument: an analysis of a case; an evaluation of a strategy; an assessment or prediction about the likely effectiveness of a policy alternative. This course will be web enhanced but the website is currently under construction but see http://www.hhh.umn.edu/centers/wilkins for more information.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 30-50 pages of reading per week, 20 pages of writing per semester, weekly or biweekly essays

**Grade:** 30% written reports/papers, 20% in-class presentations, 20% class participation, 30% problem solving

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This information is accurate as of: 5/26/2004 at 3:43 PM
PA 1961W Personal Leadership in the University  
(Sec 003); Credit will not be granted if credit has been received for: EDPA 1301, EDPA 1301W; 3 cr; prereq Fr or soph; meets CLE req of Writing Intensive  
Instructor: Melin, LeeAnn Jessen  
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, 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.

PA 1961W Personal Leadership in the University  
(Sec 005); Credit will not be granted if credit has been received for: EDPA 1301, EDPA 1301W; 3 cr; prereq Fr or soph; meets CLE req of Writing Intensive  
Instructor: Whyte, Amelious N  
Description: This 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, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and the larger community, and learn about the importance of personal development. The class is geared primarily towards first and second year students. The instructors will try to strike a balance among various teaching styles, including lecture, small group discussion and guest speakers.

Class time: 40% lecture, 60% Discussion  
Work load: 30 pages of reading per week, 18 pages of writing per semester, 1 exam, 1 paper. In this class, there are several written assignments including: 10 one-papers, a community service paper (3 pages), a leader profile (5 pages), and a portfolio assignment which requires writing.

Grade: 15% final exam, 45% written reports/papers, 20% special projects, 5% in-class presentations, 15% class participation  
Exam format: take home final

PA 1961W Personal Leadership in the University  
(Sec 001); Credit will not be granted if credit has been received for: EDPA 1301, EDPA 1301W; 3 cr; prereq Fr or soph; meets CLE req of Writing Intensive  
Instructor: Zentner Bacig, Karen  
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, 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.

PA 3961W Leadership, You, and Your Community  
(Sec 001); Credit will not be granted if credit has been received for: EDPA 3302, EDPA 3302W, EDPA 3302W; 3 cr; prereq [1961 or EdPA 1301], [undergrad leadership minor or jr or sr]; meets CLE req of Writing Intensive  
Instructor: Werner, Linnette Robin  
Description: This course will examine leadership and leadership capacities, incorporating multicultural and multidimensional perspectives. Students taking this course will have the opportunity to examine their own views on leadership and social change, learn about leadership theory and practices, and apply knowledge to practice.

PA 3961W Leadership, You, and Your Community  
(Sec 002); Credit will not be granted if credit has been received for: EDPA 3302, EDPA 3302W, EDPA 3302W; 3 cr; prereq [1961 or EdPA 1301], [undergrad leadership minor or jr or sr]; meets CLE req of Writing Intensive  
Instructor: Long, Durwin Alan  
Description: 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.

PA 4200 Urban and Regional Planning  
(Sec 001); 3 cr  
Instructor: Krizek, Kevin J  
Description: This course is designed for upper division undergraduates and graduate students who may be curious about a career in urban and regional planning or simply want to know how planning works and affects our lives. The course aims to give students a feel for the hands-on work of city planning, while also providing conceptual understanding of the historical, political, legal, social and environmental contexts that surround and affect it. Key topics include: - Why plan? - How we got here: A quick history of urbanization and planning - Planning for the twenty-first century .  
Class time: 70% lecture, 30% Discussion  
Work load: 30 pages of reading per week  
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% special projects, 10% class participation  
Exam format: short essay

PA 5441 Education Policy and the State Legislature  
(Sec 001); 3 cr; prereq Grad or instr consent  
Instructor: Nathan, Joe  
Description: Want to learn how you can influence Minnesota's legislature, and help improve the world? Want to understand how the legislature makes decisions about education issues, elementary, secondary and higher ed? Want to meet with legislators, reporters, lobbyists? Want to discuss how the Internet can be used to help influence legislators? If so, this is a good class for you. Classroom debates, discussions and roleplays play a key part. There also is a field trip to state legislature. Students will help write a guide for others on what people do to get things done at the legislature. Target audience: mature undergraduates, community members, graduate students  
Class time: 20% lecture, 45% Discussion, 35% 20% conversations; 10% role plays, 5% field trip  
Work load: 70 pages of reading per week, 25 pages of writing per semester, 1 exam, 2 papers, Three minute speech  
Grade: 30% final exam, 50% written reports/papers, 15% in-class presentations, 5% class participation  
Exam format: Take-home final exam

PA 5511 Community Economic Development  
(Sec 001); 3 cr; prereq Grad or instr consent  
Instructor: STAFF  
Description: Contexts/motivations behind community economic development activities. Alternative strategies for organizing/initiating
PA 5521 Development Planning and Policy Analysis
(Sec 001); 4 cr; prereq [[5031 or equiv], [5501 or equiv], grad student] or instr consent
Instructor: Assaad, Ragui A
Description: Examines techniques/assumptions of development planning and policy analysis at the national & regional & project levels. Focus on modeling techniques & planning applications rather than theory. Students assumed to have a background in theories of economic development and to have had previous preparation in quantitative methods. The point of the course is to introduce you to some widely-used modeling techniques that you may come across in the literature, professional practice or future careers. The goal is not to make you experts in any particular method. Instead, you should come away with an appreciation of the promise and pitfalls of quantitative modeling, while acquiring a specific set of skills through hands-on application. Models in the course are used to analyze direct and indirect effects of government interventions in the economy, with a stress on intersectoral linkages. Planning & policy analysis techniques such as macroeconomic modeling, input-output analysis, social accounting matrices & multipliers are covered. Techniques used in project appraisal and evaluation such as cost-benefit analysis will be examined. While focus will be on developing countries, many techniques covered will have applications in the U.S. context.
Class time: 67% lecture, 33% Laboratory
Work load: 50 pages of reading per week, 1 exams, Three 15 page project reports done in groups
Grade: 15% mid-semester exam(s), 85% special projects
Exam format: short essay, short answer

PA 5701 Science and State
(Sec 001); 3 cr; prereq Grad or instr consent
Instructor: Keller, Kenneth H

Public Health
A-302 Mayo (Box 197): 612/624-6669

PubH 1003 Alcohol and College Life
(Sec 001, 002); 1 cr; prereq PSEO or fr or soph; meets DELM req of internet delivered
Instructor: Rothenberger, James Henry !!Outstanding Service Award!!
Description: This course provides first year students with unbiased factual information about how alcohol affects college life. It reinforces personal prevention strategies as well as aims at maximizing student and campus safety. Practical hints about social, academic, and residence hall skills are presented in the context of research and students telling their own stories. For more information about this course please visit our web-site at http://www.collegelife.umn.edu.
Class time: 100% Distance learning, web-based
Work load: 15 pages of reading per week, 5 exams, 2 papers
Grade: 40% written reports/papers, 60% quizzes
Exam format: Multiple choice
Course URL: http://www.collegelife.umn.edu

PubH 3001 Personal and Community Health
(Sec 001); 2 cr; prereq credit will not be granted if credit received for: 3004; meets DELM req of classroom
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; This information is accurate as of: 5/26/2004 at 3:43 PM

emphasis on role of education in health conservation, disease control, and drug use. The full syllabus for the course can be found on the Division of Epidemiology website at:
http://www.epi.umn.edu/epi_pages/syllabi/default.html
Class time: 95% lecture, 5% Discussion
Work load: 20 pages of reading per week, 3 pages of writing per semester, 3 exams, 1 papers
Grade: 40% final exam, 10% written reports/papers, 25% On each of two mid-term exams
Exam format: Multiple choice, fill-in-the-blank
Course URL: http://www.epi.umn.edu/academic/pdf/s04_3001.pdf

PubH 3003 Fundamentals of Alcohol and Drug Abuse
(Sec 001); 2 cr; prereq credit will not be granted if credit received for: 5004, 5003; meets DELM req of classroom
Instructor: Rothenberger, James Henry !!Outstanding Service Award!!
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 on the Course URL, listed below.
Class time: 100% lecture
Work load: 15 pages of reading per week, 3 pages of writing per semester, 3 exams, 1 papers
Grade: 40% final exam, 10% written reports/papers, 25% Each on two mid-term exams
Exam format: multiple choice and short answer
Course URL: http://www.epi.umn.edu/academic/pdf/s04_3003.pdf

PubH 3003 Directed Study: Public Health
(Sec 002); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent; meets DELM req of independent study
Instructor: Farley, Dana Mark
Description: Independant study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3003 Directed Study: Public Health
(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent; meets DELM req of independent study
Instructor: Rothenberger, James Henry !!Outstanding Service Award!!
Description: Independant study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3201 Issues in Environmental and Occupational Health
(Sec 001); 3 cr; prereq credit will not be granted if credit received for: 5201; meets CLE req of Environment Theme; meets DELM req of internet delivered; meets DELM req of classroom
Instructor: Olson, Debra Kay
Description: The intent of this course is to have you become sensitized to environmental health issues that are affecting you and your community, and which you and your community may be affecting in turn. We all live out our lives in an environment, and, whether we are aware of it or not, are constantly modifying our environment to protect our lives and the lives of others. The focus is on the interaction of humans and the natural environment and how this interaction affects the health of communities. One hundred thirty five hours of student effort are anticipated for this 3-credit semester based course as necessary for an average student to achieve an average grade in the course. This includes 45 hours of content offered in an on-line learning environment and 90 hours including text readings in Nadakavukaren 2000 and a course packet, participating in on-line discussion assignments and quizzes and a written analysis of an environmental health issue of concern in your community. Content will be presented in a password protected site on the Internet with no face-to-face attendance on campus required. The on-line course is available for undergraduate students. Experience with web browsing and navigating within the WebCT framework is required. For additional information on the course check online resources found at http://www.publichealthplanet.org

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Radiation Therapy
101 Wesbrook Hall: 612/624-4000

RTT 3001 Radiation Therapy: Introduction to Radiation Therapy
(Sec 500): 1 cr; A-F only
Instructor: STAFF
Class time: 25% lecture, 50% Discussion, 25% Laboratory

Radiology
2-300 Fairview University Medical Center (Box 292): 612/626-6004

Rad 125 Cardiovascular Roentgenologic Conference
(Sec 001): 0 cr
Instructor: Hunter, David W
Description: The lecture is a review of the history of the development of x-rays and an overview of medical imaging in today's practice.
Class time: 100% lecture
Work load: A large measure of intellectual curiosity
Grade: 0% No information form this lecture will be utilized for any test or grading purposes—although it should enhance their understanding of modern medical diagnosis

Recreation, Park, and Leisure Studies
220 Cooke Hall: 612/625-5300

Rec 1501 Orientation to Leisure and Recreation
(Sec 001): 3 cr
Instructor: McCole, Dan
Description: The course will primarily focus on an introduction to the history and development of the parks and recreation movement; an overview of sociological, economical, psychological, and political considerations of leisure and recreation in contemporary society; an understanding of the interrelationship between professional leisure service organizations; and an orientation to the professional field of leisure and recreation.
Class time: 50% lecture, 25% Discussion, 25% Group work
Work load: 30-50 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 5 papers. Students will participate in a 10-hour field experience outside of class.

Rec 2151 Outdoor and Camp Leadership
(Sec 001): 3 cr; A-F only
Instructor: Gassner, Michael E
Description: This course will cover methods, resources, and techniques appropriate for developing, implementing, delivering, and leading outdoor and camp programs. Emphasis will be on the development of practical skills, leadership theories, and good practices in the field. An optional 3 - day backpacking trip will be offered in early October.
Class time: 30% lecture, 50% Discussion, 20% Approximately 20% will be small group work and out of class experiences.
Work load: 20-30 pages of reading per week, 15-20 pages of writing per semester. 1 exams, Three 2-4 page reflection papers and one 6-10 page paper
Grade: 20% final exam, 44% written reports/papers, 16% special projects, 20% class participation
Exam format: Multiple choice, short answer, practical
Course URL: http://webct.umn.edu

Rec 3281 Research and Evaluation in Recreation, Park, and Leisure Studies
(Sec 001): 4 cr; A-F only; prereq 1501 or instr consent
Instructor: Outley, Corliss
Description: Basic techniques; emphasis on social research and evaluation methodology; survey of present status of recreation and park research and evaluation.

Rec 3541W Recreation Programming
(Sec 001): 3 cr; A-F only; prereq 1501 or instr consent, Rec major; meets CLE req of Writing Intensive
Instructor: Feldman, Harvey M
Description: This 3-credit course is designed to introduce the student to a variety of methodologies, skills, and materials needed for planning, developing, implementing, and evaluating professional recreation programs for diverse populations in a variety of settings. Course Objectives: 1) Understand the ethical principles and professionalism as applied to all professional practices, attitudes, and behaviors in leisure service delivery. 2) Understand the importance of and resources for professional development. 3) Understand and have the ability to use diverse community, institutional, natural, cultural, and human service resources to promote and enhance the leisure experience. 4) Know the role and content of leisure programs and services. 5) Have the ability to develop outcome oriented goals and objectives for individuals and groups. 6) Understand the concept and use of leisure resources to facilitate participant involvement. 7) Know marketing techniques and strategies. 8) Understand and have the ability to implement public relations and promotion strategies. 9) Have the ability to utilize effectively the tools for communication, including technical writing, speech, and audiovisual techniques.
Class time: 50% lecture, 30% Discussion, 20% Laboratory
Work load: 31 pages of reading per week, 16 pages of writing per semester, 2 exams, 4 papers
Grade: 15% mid-semester exam(s), 15% final exam, 40% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: true/false, multiple choice, essay
Course URL: http://webct.umn.edu

Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies
(Sec 001): 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec sr, instr consent
Instructor: Feldman, Harvey M
Description: Supervised field experience for pre-professional students in selected agencies. It is essentially a full-time continuing experience in a leisure services assignment. The internship placement is related to the students option area. The internship is an in-depth supervised laboratory experience where the student can implement and test her/his classroom learning. Objectives and Outcomes: 1) To
Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies (Sec 002); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec 5900, instr consent

Instructor: Tabourne, Carla E S

Description: Culminating 480 hours minimum field experience as recreational therapy interns delivering services to patients/clients in clinical or community-based setting under the supervision of certified Therapeutic Recreation Specialists. Registration is limited to students who have completed all prerequisite TR content coursework, general professional coursework, and appropriate supplemental courses, plus at least 360 hours of documented recreation leadership and skills experience post-high school.

Work load: 20 pages of reading per semester, 480 hours main project, patient/client caseload.

Grade: 20% written reports/papers, 20% special projects, 60% Professional level demonstration of TR skills and knowledge

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies (Sec 002, 006, 012); 1-9 cr; max crs 24, 24 repeats allowed; prereq Rec major or instr consent

Instructor: STAFF

Description: A self-directed scholarly pursuit of information, related to the practice of recreational therapy, that is not readily available through current course offerings. Directed Study provides the opportunity to extend knowledge of classroom content to its application in field based projects or analyze status of existing practice based on standards and best practice. Required amount of work = 3 hours per credit for 14 weeks. Approval via signature of cooperating faculty on Directed Study contract.

Rec 5011 Foundations of Recreation (Sec 001); 3 cr; A-F only; prereq MEd or grad student or instr consent

Instructor: STAFF

Description: Investigation of the rational, sociological, psychological and philosophical foundations of the recreational use of leisure in contemporary society. Course objectives/outcomes: 1) Demonstrate an understanding of significant issues/theories within the leisure and recreation areas. 2) Articulate both historical and current philosophical issues which have shaped the direction and scope of leisure, recreation and play. 3) Identify specific concerns and issues regarding leisure/recreation services and resources. 4) Examine leisure/recreation policy issues and how those policy issues affect leisure/recreation services, resources, service providers and consumers. 5) Examine general issues and problems related to research and disciplined inquiry. This course is taught by Corliss Outley.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

Grade: 20% mid-semester exam(s), 20% final exam, 60% written reports/papers

Rec 5191 Commercial Recreation and Tourism (Sec 001); 3 cr; A-F only; prereq 3551 or instr consent

Instructor: Feldman, Harvey M

Description: This course is designed to provide students with a broad understanding of the private-for-profit leisure services sub-system (also called "commercial" recreation). Commercial recreation projects can have significant economic impacts on a community, including the creation of new jobs, and ancillary development projects, as well as, negative impacts if not properly planned. A major portion of the course will be used to introduce the travel and tourism segment of the commercial recreation field.

Class time: 70% lecture, 30% Discussion

Work load: 28 pages of reading per week, 15 pages of writing per semester, 1 exam, 3 papers

Grade: 25% mid-semester exam(s), 50% special projects, 5% class participation, 20% lab work

Exam format: True/false, multiple choice, and essay

Course URL: http://www.umn.edu/WebCT

Rec 5211 Introduction to Therapeutic Recreation (Sec 001); 3 cr; A-F only; prereq 1501 or concurrent enrollment 5101, rec major or instr consent

Instructor: Tabourne, Carla E S

Description: Overview of the field of recreational therapy/therapeutic recreation as purposeful intervention and outcomes based services. Content includes roles of certified therapeutic recreation specialists within health care systems, private practice, and in community services. Course includes field experience. Target audience: TR majors, Rec 1501 prerequisite, and students interested in TR as allied health or complementary therapy.

Class time: 40% lecture, 30% Discussion, 30% Practicums/Speakers/problem solving

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 40 hour practical experience

Grade: 10% mid-semester exam(s), 10% final exam, 30% written reports/papers, 20% quizzes, 10% class participation, 10% problem solving, 10% Practicum

Exam format: short answer, fill-in, matching, case study

Course URL: http://webct.umn.edu

Rec 5311 Programming Outdoor and Environmental Education (Sec 001); 3 cr; A-F only

Instructor: Lindley, Betsy Rebecca

Description: Methods, materials, and settings appropriate for developing and conducting outdoor and environmental education programs. Emphasis will be on the development of practical environmental education skills. Topics include: benefits of outdoor education, environmental education, environmental interpretation, planning and evaluating programs, integrating persons with disabilities into outdoor and environmental education programs, current issues in environmental education. A number of field visits will made to local environmental sites. An optional 4 day field trip will give students an opportunity to put theory into practice. Field trip is a canoe trip on the St. Croix River Sept 23-26.

Class time: 40% lecture, 40% Discussion, 10% Laboratory, 10% Work load: 65 pages of reading per week, 30 pages of writing per semester

Grade: 60% written reports/papers, 20% special projects, 20% in-class presentations

Rec 5900 Special Topics: Contemporary Issues in Leisure Services: Challenge Course Facilitation (Sec 001); 1 cr; max crs 12, 1 repeat allowed

Instructor: McCole, Dan

Description: This is a special topics class on challenge course facilitation. The course will focus on the following topics: The uses of challenge courses with different populations including, children, corporate groups, therapeutic groups, etc.; introduction to different challenge course activities and their uses; facilitation techniques; and challenge course safety.

Class time: 25% lecture, 25% Discussion, 50%

Work load: 20-30 pages of reading per week, 5-10 pages of writing per semester, 1 papers, challenge course facilitation
RelA 1082 Jesus in History
(Sec 002, 006, 012); 1-3 cr; max crs 9, 9 repeats allowed
Instructor: STAFF
Description: Independent study opportunity to conduct in-depth review of the literature on a particular topic. The student works with the faculty to outline a plan of work for the semester including the method by which the student will demonstrate his/her ability to analyze, synthesize, and evaluate the information.

Exam format:
Grade:
Work load:
Class time:

RelA 1034 Introduction to Judaism
(Sec 002, 006, 012); 1-12 cr; max crs 30, 30 repeats allowed; prereq MEd or grad student or instr consent
Instructor: STAFF
Description: Independent study of issues related to recreation as intervention modalities and outcome based services in allied health, health care and health promotion arenas. The study is intended to involve scholarly projects, systematic evaluations, preliminary investigation leading to research topics or further formal education of TR content and process, service delivery, policy and legislation, public relations and advocacy, or other endeavors. This opportunity is NOT intended for additional clinical fieldwork or programming experience.

Roman. How unusual was Jesus in his own day? What were his death? We ask how Jesus fit within his own world - Jewish, Greek, and ancient person who is still worshipped daily almost 2000 years after his death? We ask whether or how we might manage to correlate these competing portraits of Jesus. Structure: We have two lectures and one discussion section each week. Conversation is always welcome. We engage in close readings of the Gospel of Mark, thought to be the oldest gospel that still survives intact, as well as parts of other biblical and apocryphal texts from ancient Christianity. Each student writes seven brief reports (1-2 pp.) on assigned topics or problems; these reports form the basis of discussion in our Tuesday or Thursday sections. Brief quizzes each week test reading comprehension.

Class time: 65% lecture, 35% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, Read the assigned texts, show up for class, and be prepared to talk in section. Produce seven brief analytical reports (1-2 pages, on suggested topics). Brief weekly quizzes in section (short answer, IDs). Take-home final essay exam.
Grade: 25% final exam, 40% written reports/papers, 20% quizzes, 15% class participation
Exam format: There is a take-home final exam, in which students write essays evaluating different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

RelA 1082H Honors Course: Jesus in History
(Sec 001); 4 cr; prereq honors; meets CLE req of Historical Perspective Core; meets HON req of Honors
Instructor: Sellew, Philip H
Description: In this course we study Jesus of Nazareth in his original setting: first-century Jewish Palestine. How did the image of Jesus shift in changing cultural circumstances? How do modern scholars approach the historical figure of Jesus? What special issues and problems emerge as we try to apply scholarly methods of inquiry to an ancient person who is still worshipped daily almost 2000 years after his death? We ask how Jesus fit within his own world - Jewish, Greek, and Roman. How unusual was Jesus in his own day? What were his intentions? What attracted people to him? What led to his arrest, trial, and execution? We consider the various stories told in the gospel writings of the early churches about Jesus the healer, Jesus the teacher, Jesus the prophet, Jesus the man on a (temporary) visit from Heaven. We ask whether or how we might manage to correlate these competing portraits of Jesus. Structure: We have two lectures and one discussion section each week. Conversation is always welcome. We engage in close readings of the Gospel of Mark, thought to be the oldest gospel that still survives intact, as well as parts of other biblical and apocryphal texts from ancient Christianity. Each student writes seven brief reports (1-2 pp.) on assigned topics or problems; these reports form the basis of discussion in our Tuesday or Thursday sections. Brief quizzes each week test reading comprehension.

Class time: 65% lecture, 35% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, Read the assigned texts, show up for class, and be prepared to talk in section. Produce seven brief analytical reports (1-2 pages, on suggested topics). Brief weekly quizzes in section (short answer, IDs). Take-home final essay exam.
Grade: 25% final exam, 40% written reports/papers, 20% quizzes, 15% class participation
Exam format: There is a take-home final exam, in which students write essays evaluating different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

RelA 1034 Introduction to Judaism
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core
Instructor: Sellew, Philip H
Description: This course is designed to acquaint you with the varieties of classical and modern Judaism and the enduring ideas and structures that mark its importance as a world civilization. We will place special emphasis on the formation of ideas and practices in each major stage of their historical development. You will be required to know the major events that shaped Judaism and their significance. More special emphasis will also be placed on the use of primary texts/original documents in translation that will enable students to practice hands-on analysis?and on the types of questions scholars bring to bear on source material. This course is also an exploration of the world of Jewish Studies?the ways Judaism and the Jewish people are studied in the university in fields such as history, literary studies, sociology, religious studies, philosophy, anthropology, musicology, and film studies. This course is appropriate for undergraduates who wish to pursue further courses in Jewish Studies, and for anyone seeking an overview of the subject. Students will be expected to read approximately 100 pages per week. There will be 3 exams (1 mid-term and a final). These exams will be in-class and will include both brief identifications and essays. In addition, there will be 4 short papers (3 pages each) due throughout the course of the semester.

Class time: 80% lecture, 20% Discussion
Work load: 100 pages of reading per week
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% Class participation and evidence of willingness to learn.

Exam format: Brief identification and essay.

RelA 1082 Jesus in History
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core
Instructor: Sellew, Philip H
Description: In this course we study Jesus of Nazareth in his original setting: first-century Jewish Palestine. How did the image of Jesus shift in changing cultural circumstances? How do modern scholars approach the historical figure of Jesus? What special issues and problems emerge as we try to apply scholarly methods of inquiry to an ancient person who is still worshipped daily almost 2000 years after his death? We ask how Jesus fit within his own world - Jewish, Greek, and Roman. How unusual was Jesus in his own day? What were his intentions? What attracted people to him? What led to his arrest, trial, and execution? We consider the various stories told in the gospel writings of the early churches about Jesus the healer, Jesus the teacher, Jesus the prophet, Jesus the man on a (temporary) visit from Heaven. We ask whether or how we might manage to correlate these competing portraits of Jesus. Structure: We have two lectures and one discussion section each week. Conversation is always welcome. We engage in close readings of the Gospel of Mark, thought to be the oldest gospel that still survives intact, as well as parts of other biblical and apocryphal texts from ancient Christianity. Each student writes seven brief reports (1-2 pp.) on assigned topics or problems; these reports form the basis of discussion in our Tuesday or Thursday sections. Brief quizzes each week test reading comprehension.

Class time: 65% lecture, 35% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, Read the assigned texts, show up for class, and be prepared to talk in section. Produce seven brief analytical reports (1-2 pages, on suggested topics). Brief weekly quizzes in section (short answer, IDs). Take-home final essay exam.
Grade: 25% final exam, 40% written reports/papers, 20% quizzes, 15% class participation
Exam format: There is a take-home final exam, in which students write essays evaluating different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

RelA 3034 Introduction to Judaism
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core
Instructor: STAFF
Description: This course is designed to acquaint you with the varieties of classical and modern Judaism and the enduring ideas and structures that mark its importance as a world civilization. We will place special emphasis on the formation of ideas and practices in each major stage of their historical development. You will be required to know the major events that shaped Judaism and their significance. More
important, you will learn to analyze the texts, themes, and symbols of Judaism, and to form opinions about them from various perspectives. Special emphasis will also be placed on the use of primary texts/original documents in translation that will enable students to practice hands-on analysis?and on the types of questions scholars bring to bear on source material. This course is also an exploration of the world of Jewish Studies?the ways Judaism and the Jewish people are studied in the university in fields such as history, literary studies, sociology, religious studies, philosophy, anthropology, musicology, and film studies. This course is appropriate for undergraduates who wish to pursue further courses in Jewish Studies, and for anyone seeking an overview of the subject. Students will be expected to read approximately 100 pages per week. There will be 2 exams (a mid-term and a final). These exams will be in-class and will include both brief identifications and essays. In addition, there will be 4 short papers (3 pages each) due throughout the course of the semester.

Class time: 80% lecture, 20% Discussion
Work load: 100 pages of reading per week
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% Class participation and evidence of willingness to learn.
Exam format: Brief identification and essay.

ReIA 3070 Topics in Ancient Religion: Death and Afterlife in the Ancient World
(Sec 001); 3 cr; max hrs 18, 6 repeats allowed
Instructor: Sellew, Philip H
Description: Death and the Afterlife in the Ancient World. This class (open to majors or non-majors) will consider attitudes toward death and the afterlife in the cultures of ancient Egypt, Greece, Rome, Israel, and the early Christian world. We will examine burial practices, funerary rituals, and reports of visits to heaven or the underworld. Material for our consideration will include archaeological data, painted representations of the afterlife, and a wide spectrum of literary accounts. Readings will come from the Egyptian Book of the Dead, the Homeric Hymn to Demeter, Orphic and other mystery initiation cults, funerary inscriptions, Odysseus’ trip to Hades (Odyssey 11), Cicero’s Dream of Scipio, Jewish apocalyptic, Christian martyrologies, and finally the “Dormition of the Virgin Mary.”
Class time: 40% lecture, 60% Discussion
Work load: 100 pages of reading per week, 25 pages of writing per semester
Grade: 25% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 15% class participation
Exam format: essays

RelA 3201 The Bible: Context and Interpretation
(Sec 001); 3 cr; meets CLE req of Literature Core
Instructor: STAFF
Description: The Hebrew Bible (Old Testament) is a repository of ancient Israelite religious, political, social, historical and literary traditions. For the modern reader these ancient traditions are often obscured by a focus on the text as revelation. The purpose of this course is to introduce students to the biblical world by reading the Hebrew Bible on its own terms, as a body of literature that evolved in an ancient Near Eastern context. The Bible itself will be the primary text for the course, but students will also be exposed to the rich and diverse textual traditions of the ancient Near East, including Mesopotamia, Egypt, Moab and Ugarit. In addition, this course will explore the impact of early biblical interpretation on shaping the monothestic traditions inherited in the West. Students will be required to read critically and analytically, and will be guided in their reading towards specific elements of content. As participants in a secular course on the Bible, students will be challenged to question certain cultural assumptions about the composition and authorship of the Bible, and will be expected to differentiate between a text’s content and its presumed meaning. A willingness to be challenged intellectually, and an openness to new ways of thinking and reading will be essential to students’ success in this course.
Class time: 100% lecture
Grade: 25% mid-semester exam(s), 45% final exam, 30% written reports/papers

RelA 5070 Topics in Ancient Religion: Death and Afterlife in the Ancient World
(Sec 001); 3 cr; max hrs 18, 6 repeats allowed; prereq RelA 3071 or 3072 or 3073 or 5071 or 5073 or any RelS course or instr consent
Instructor: Sellew, Philip H
Description: Death and the Afterlife in the Ancient World. This class (open to majors or non-majors) will consider attitudes toward death and the afterlife in the cultures of ancient Egypt, Greece, Rome, Israel, and the early Christian world. We will examine burial practices, funerary rituals, and reports of visits to heaven or the underworld. Material for our consideration will include archaeological data, painted representations of the afterlife, and a wide spectrum of literary accounts. Readings will come from the Egyptian Book of the Dead, the Homeric Hymn to Demeter, Orphic and other mystery initiation cults, funerary inscriptions, Odysseus’ trip to Hades (Odyssey 11), Cicero’s Dream of Scipio, Jewish apocalyptic, Christian martyrologies, and finally the “Dormition of the Virgin Mary.”
Class time: 40% lecture, 60% Discussion
Work load: 100 pages of reading per week, 25 pages of writing per semester, oral presentation
Grade: 25% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 15% class participation
Exam format: essays

Religious Studies
330 Folwell Hall: 612/625-5353

ReIS 3070 Topics in Religious Studies
(Sec 001); 3 cr; A-F only
Instructor: Edelheil, Joseph A
Description: Explores issues that stem from the long history of Christian anti-Judaism and how it affected anti-Semitism, Christian behavior--complicity and rescue--during the Holocaust, and issues that have affected post-Holocaust theology and caused numerous levels of soul-searching by the Churches. The most famous response has been Pope John Paul II’s 1998 encyclical, “We Remember.” Course will feature guest speakers by Christian clerics of various denominations. Supported by a grant from the Jewish Chautauqua Society of New York.

Respiratory Care

RC 3101 Respiratory Care Modalities and Equipment I
(Sec 001); 4 cr; A-F only; prereq 2210 or equivalent
Instructor: STAFF
Description: Students will become competent in the implementation and operation of a range of invasive monitoring devices and life support technology used in care of the critically ill patient. This will include airway management, hemodynamic & respiratory monitoring, and mechanical ventilation for perinatal, pediatric and adult patients. The course will conclude with completion of the American Heart Association’s course in advanced cardiac life support (ACLS). Laboratory exercises will allow simulated patient care for a range of scenarios representing cases seen in the emergency room or intensive care units. In cooperation with Mayo School of Health Sciences, Rochester.

RC 3201 Cardiopulmonary Patient Assessment
(Sec 001); 4 cr; A-F only; prereq 2210 or equiv
Instructor: STAFF
RC 3301 Clinical Practice I (Sec 001); 4 cr; A-F only; prereq 2210 or equiv
Description: Students begin a series of rotations including 18 different clinical areas at the Mayo Medical Center. Each rotation requires completion of specific competencies. Those areas include 9 intensive care units, the operating room, emergency room, general floor care areas, pulmonary function labs, sleep disorders center, smoking cessation clinic, pulmonary rehabilitation program, home care, and an outpatient clinic. Students will perform respiratory care procedures and diagnostic testing with the supervision of a clinical instructor. In cooperation with Mayo School of Health Sciences, Rochester.

RC 3401 Seminar in Respiratory Care I: Case reports and Fundamentals of Research (Sec 001); 1 cr; A-F only; prereq 2210
Description: Students will attend weekly conferences and seminar to discuss cases of clinical importance in respiratory care. The professional medical literature will be critically reviewed both from the standpoint of scientific method and clear writing style. Students will review patient cases with attention to events that required problem solving and critical thinking. Students will collaborate on a class research project leading to abstract submission. (1 hour (either Pulmonary & Critical Care Medicine Case Conference or Combined Crit Care Conference and 2 hour seminar weekly. In cooperation with Mayo School of Health Sciences, Rochester.

Rhet 1101 Writing to Inform, Convince, and Persuade (Sec 001, 012-013); 4 cr; A-F only; credit will not be granted if credit received for: GC 1422, 1423 or 1424; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core
Description: We will carry around in our heads and hearts images of what family life is supposed to be. This course is about the expression of family life in literature as the cultural context for our own individual attitudes. We will see both WHAT is said about family lives as well as how it is said. The goal is to help you develop a clear thesis in a written paper and support that thesis with appropriate sources. Time will be spent discussing rhetorical elements in writing such as audience, purpose, and argumentative structure. In addition, you will practice steps in the writing process such as invention, research, organization, drafting, revision, and editing. Your assignments will report, synthesize, and draw conclusions regarding the significance of why you read. Assignments may include: 1) summary or abstract 2) rhetorical analysis 3) short thesis paper, 4) prospectus, 5) evaluation or review of literature; 6) research paper. Some courses are taught in a computer classroom and some in a traditional classroom.
Grade: 100% written reports/papers

Rhet 1302 Science, Religion, and the Search for Human Nature (Sec 001); 3 cr; meets CLE req of Other Humanities Core
Instructor: Nichols, Capper Edward
Description: This course is an introductory survey of the interactions between science and religion in Western culture, examining prominent historical and contemporary methods and theories of science and their implications for the concepts of God and human nature. Topics include: myth and metaphor, miracles and falsification, cosmology and theology, creation and evolution, and process theology and environmental ethics. Questions we will ask include: Are science and religion intellectually incompatible? What are their strengths and weaknesses as ways of knowing? Does science preclude the existence of a personal God? Does belief in God alter scientific practice? What is the theological significance of quantum physics, the "Big Bang," and Darwinian evolution? Is there more to life than just chemistry? Do humans have a place in the universe? What can chaos and complexity theories tell us about the natural world? Does the universe have any purpose? What are the roles and responsibilities of science and religion in a time of ecological crisis?
Class time: 30% lecture, 70% Discussion
Work load: 60 pages of reading per week, 3 papers, weekly reading journal, presentation
Grade: 30% written reports/papers, 10% in-class presentations, 10% class participation, 50% reading journal

Rhet 1311 The Family in American Experience (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core
Instructor: Scanlan, Thomas M !!COAFES Distinguished Tchg Awd; Morse Alumni Award!!
Description: This course introduces the writing process and types of academic writing you may be expected to complete in your college career such as research papers, argumentative papers, and literature reviews. The course is designed to help you develop a clear thesis in a written paper and support that thesis with appropriate sources. Time will be spent discussing rhetorical elements in writing such as audience, purpose, and argumentative structure. In addition, you will practice steps in the writing process such as invention, research, organization, drafting, revision, and editing. Your assignments will report, synthesize, and draw conclusions regarding the significance of why you read. Assignments may include: 1) summary or abstract 2) rhetorical analysis 3) short thesis paper, 4) prospectus, 5) evaluation or review of literature; 6) research paper. Some courses are taught in a computer classroom and some in a traditional classroom.
Grade: 100% written reports/papers
Rhet 1315 The Land in American Experience
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core
Instructor: Philippin, Daniel J
Description: This version of “The Land in American Experience” will focus on the environmental history of Minnesota: how people have interacted with the Minnesota landscape through time. It will explore some of the many ways the land that is now the State of Minnesota has been perceived, represented, and altered by its inhabitants and visitors over the last three centuries. We will begin by defining the discipline of environmental history, the concept of “place,” and the Minnesota landscape as both real and imagined. We will then consider the First People of Minnesota, asking how they modified and understood the land. We will next discuss the cultural encounters of these Native American residents with European American immigrants in the eighteenth and nineteenth centuries by looking in detail at the fur trade, changes in land use practices, and the Dakota Conflict of 1862. Our survey continues with a study of Minnesota’s “three frontiers”—agriculture, forestry, and mining—through the period of industrialization, and we conclude with an examination of how environmentalism, urbanism, and consumerism have shaped the Minnesota landscape we know today. Our texts will consist of spoken, written, and visual resources from a variety of disciplines, including literature, history, sociology, and geography. Requirements include a journal of your own interactions with a piece of land and a final paper on the environmental history of a place of your choosing.
Class time: 40% lecture, 60% Discussion
Work load: 75 pages of reading per week, 25 pages of writing per semester, 5 quizzes, 3 papers, 1 journal, 1 final report
Grade: 70% written reports/papers, 20% quizzes, 10% class participation
Exam format: Quizzes—various formats
Course URL: http://www.agricola.umn.edu/rhet1315/spring04/

Rhet 1381W Rhetorical Fictions and 20th Century Conflicts: West Africa, Vietnam, and t
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive
Instructor: Walzer, Arthur Eugene
Description: This course examines selected 20th-century documentary novels—novels claimed to be based on historical fact, or at least set against a background of actual events. We will look at these novels as persuasive documents that attempt to influence the reader’s view of a particular conflict or culture. Since this course is intended to help students explore how literature works—especially how it persuades—we may compare fictional treatments of specific events with historical or journalistic accounts. The course is also intended to help students explore how writers from different cultures represent the same pivotal events of the twentieth century; to this end students will be asked to compare African or Palestinian novels with those written about the same events by British or American writers. Conflicts discussed include imperialism in Africa, the Holocaust, the Vietnam War, and the Israeli-Palestinian conflict. Course is “writing intensive.”
Class time: 25% lecture, 75% Discussion

Work load: 100 pages of reading per week, 20 pages of writing per semester, 5 papers, 9 Quizzes
Grade: 40% written reports/papers, 30% quizzes, 30% class participation
Exam format: Quizzes will include both short answer questions and essays.
Course URL: http://www.agricola.umn.edu/rhet1381/

Rhet 3257 Scientific and Technical Presentations
(Sec 001-003); 3 cr; prereq 1223 or instr consent
Instructor: STAFF
Description: An advanced class in oral presentation, designed so students can continue to enhance and improve their public speaking skills. Learn presentation software and other computer technology, and understand the complexities of presenting scientific or technical information. Students will be asked to focus on presenting scientific or technical information to a general audience. Course focuses on learning theories and techniques for effective communication through verbal presentation, visual communication, and supplemental materials. Analysis and critical thinking skills are also emphasized. Class participation is an essential element of this course.

Rhet 3266 Group Process, Team Building, and Leadership
(Sec 001, 002); 3 cr; prereq 1223 or equiv or instr consent; meets CLE req of Citizenship/Publ Ethics Theme
Instructor: STAFF
Description: Learning how communication interactions influence outcomes of the group process is the primary focus of this course. Goals for the semester include learning: 1) to become critical observers of communication behavior and interactions in yourself and others; 2) to analyze and evaluate communication behavior based on desired goals and outcomes of the group process; 3) specific theories and techniques which will help facilitate the group process; 4) to apply theories and techniques through in-class practice in group interactions.
Class time: 20% lecture, 40% Discussion, 40% In class activities
Work load: 40 pages of reading per week, 15 pages of writing per semester, 2 papers, 2 quizzes

Rhet 3291 Independent Study
(Sec 001); 1-3 cr; max hrs 3, 1 repeat allowed; prereq instr consent, dept consent
Instructor: STAFF
Description: Supervised reading and research on topics not covered in regularly scheduled course offerings. Students negotiate a topic and assignments with a chosen faculty member.

Rhet 3361 Literature of Social Movements in the United States: 1950 to 2000
(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core
Instructor: STAFF
Description: This course examines the personal and political reasons why people become involved in social movements, and how they express their arguments and ideologies when they move into the public arena. It also investigates how these arguments and ideologies, these personal and political reasons, are represented in works of fiction (novels, drama and film) and in memoirs and documentaries. Six social movements will be examined within the course: Civil Rights, Women’s Movement, Anti-Vietnam War, AIDS Activism, Chicano/Latino Movement and Environmental Movement. Through class discussion and reading, we will identify the persuasive strategies involved in these movements, (the rhetorical stances that people for and against the movement might take) the motivations for involvement and commitment on one side or the other, the public expression of these ideals and commitments, and the degree and kind of action taken. We then identify the literary expression of the ideals of each movement as interpreted by the novelist, playwright, documentary filmmaker, and popular filmmaker. We also examine how memory and retelling of personal stories affects the autobiographer or memoir writer.
Class time: 15% lecture, 85% Discussion

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Work load: Two take-home exams, in-class readings, quizzes  
Grade: 15% quizzes, 20% class participation, 0% Exam 1, 30%; Exam 2, 35%

Rhet 3371 Technology, Self, and Society  
(Sec 001): 3 cr; prereq [Jr or sr]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core  
Instructor: Scanlan, Thomas M ICOAFES Distinguished Tchg Awd; Morse Alumni Award!!  
Description: This course is a cultural history of technology which examines the meanings, implicit and explicit, which technology has for Americans. It asks what sorts of attitudes and values—personal/social/intellectual—are encouraged or discouraged by technologies and technology systems and how these meanings have been constructed historically. Issues of power, work, identity and our relation to nature are recurring themes. We may examine: the shift to mass production/mass consumption; the agricultural revolutions of mechanization and science; technology in art and industrial design; the "magic" of electricity; the car and the computer as icons of progress; issues implied by genetic engineering; and the tension between environmentalism and technology. Literature, art, reportage, and the social history of particular technologies provide the materials, both of celebration and of critique. I regularly give "have-you-read-it" quizzes along with brief papers and a final exam.  
Class time: 50% lecture, 50% Discussion  
Work load: 60 pages of reading per week  
Grade: 40% final exam, 10% written reports/papers, 30% quizzes, 20% class participation  
Exam format: Essay

Rhet 3376 Terrorism  
(Sec 001): 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of International Perspect Theme  
Instructor: Gross, Alan G  
Description: Terrorism is not only an ethical but an international problem; indeed, with the end of the Cold War, it is often one of the few sources of our awareness that we live in an international world, vulnerable to some extent to the pressures of that world. Different cultures have created different historical trajectories for terrorism; to illustrate this, the course contrasts Algerian, Irish, and Arab terrorism. From these examples, we can see that terrorism is about the thinking of political destiny in terms of violence, about legitimizing violence as an instrument of politics by those who feel they have been deprived of justice by the violence of the state. Four books will be read, Bruce Hoffman's history and analysis of contemporary terrorism, "Inside Terrorism," Frantz Fanon's "The Wretched of the Earth," a philosophical and psychological rationale for terrorism, Eamon Collins's "Killing Rage," an autobiographical account of a former terrorist, and Foud Ajami's "The Arab Predicament." We will also view the films, "The Battle of Algiers," and "Mikhail: Into the Mind of a Terrorist," an interview with a Hamas terrorist, made for Israel television, "One Day in September," about terrorism at the Munich Olympics, and "End Game in Ireland," a documentary of the Irish peace process. The primary audience is juniors and seniors with a genuine interest in the subject and a desire to explore it more deeply.  
Class time: 60% lecture, 40% Discussion  
Work load: 70 pages of reading per week, 15 multiple choice quizzes, one per week. The course grade will be determined by the quiz grades.  
Grade: 99% quizzes  
Exam format: multiple choice  
Course URL: http://www.umn.edu/home/agross

Rhet 3382 War  
(Sec 001): 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core  
Instructor: Gross, Alan G  
Description: Peace, the ancient Greek historian, Thucydides truly said, is an armistice in a war that is continuously going on. The American case is exemplary of this maxim: the Revolutionary War, the War of 1812, the Mexican War the Civil War, the Indian Wars, the Spanish American War, World War One, World War Two, Korea, Vietnam, Panama, Granada, the Gulf War, the Afghan War. To understand war, then, is to understand ourselves and our relationship with other nations. Accordingly, this course looks at war from two perspectives: that of the soldier who must fight it and that of commanders who hold in their hands the lives of those they command. It also looks at the theory of war, that is, the science of strategy: war is an intellectual enterprise as well as violent one. Finally, because war is a civilized enterprise, there is, even in war, a right and a wrong; there is an ethics of war that we must scrutinize. While the core of this course is intellectual, it will be enhanced by the films, music, and poetry that war has inspired. In this course we will read an autobiography of a combat marine, E.B. Sledge's "With the Old Breed at Peliliu and Okinawa," an analysis of generalship, John Keegan's "The Mask of Command," Edward N. Luttwak's radical and masterly "Strategy: The Logic of War and Peace," and James Turner Johnson's "Morality and Contemporary Warfare." The primary audience is juniors and seniors with a genuine interest in the subject and a desire to explore it more deeply.  
Class time: 60% lecture, 40% Discussion  
Work load: 70 pages of reading per week, 12-15 multiple choice exams  
Grade: 100% quizzes  
Exam format: multiple choice  
Course URL: http://www.umn.edu/home/agross

Rhet 3383 In Search of Nature  
(Sec 001): 3 cr; meets CLE req of Environment Theme; meets CLE req of Other Humanities Core  
Instructor: Philippon, Daniel J  
Description: This course is an introductory survey of ideas of nature in Western culture. It explores the many perspectives through which human beings have envisioned and affected the nonhuman world, including ethics, aesthetics, religion, economics, politics, science, and technology. Some of the questions we will ask are: What are the varieties of environmental ethics? What is Romanticism and why does it matter? How have religious traditions responded to the nonhuman world? How have systems of production and consumption affected ecological systems? How have the conservation, preservation, and environmental movements affected governmental policies? How have scientific and technological developments affected both ideas about nature and the physical realities of nature? How have the categories of human identity (such as race, class, gender, and place) influenced human relationships to nature? In asking these questions, we will also examine a number of contrasting ways to view nature, such as either wild or managed, stable or chaotic, real or artificial, pure or polluted, and savage or sentimental. Readings will include several books and a collection of essays, and class time will be divided between lecture and discussion. We will also watch several excellent documentaries, screen a full-length feature film, and take at least one field trip.  
Class time: 50% lecture, 50% Discussion  
Work load: 75 pages of reading per week, 20 pages of writing per semester, 5 papers, 5 quizzes  
Grade: 65% written reports/papers, 25% quizzes, 10% class participation  
Exam format: quizzes: various formats  
Course URL: http://www.agricola.umn.edu/rhet3383/fall04/

Rhet 3562W Technical and Professional Writing  
(Sec 001, 075, 095-096): 4 cr; A-F only; prereq [1101 or 1152W or EngC 1011 or equiv]; [Jr or sr]; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Rhetoric 3562W focuses on writing a variety of documents for technical audiences, e.g., letters, resumes, instructions, memos, proposals, and reports. Students will select a client in their field of study for this class, and many of the documents they create will be directed toward that client. This course stresses the importance of process, audience analysis, technical communication, oral communication, visual design and usability.  

Rhet 3577W Rhetoric, Technology, and the Internet  
(Sec 001): 3 cr; A-F only; prereq [1101 or equiv], [3401 or equiv];
Meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive
Instructor: Logie, John
Description: This course is designed to provide you with: 1) a grounding in elements of rhetorical theories particularly suited to analyzing, critiquing, and understanding the Internet; 2) a sense of the Internet as a historical and cultural phenomenon; 3) an opportunity to examine and understand the technologies underpinning the Internet, and the people developing and implementing these technologies; 4) a clear sense of the Internet as a communicative space, and the likely consequences of our use of this new medium.
Class time: 20% lecture, 70% Discussion, 10% Laboratory
Work load: 100 pages of reading per week, 30 pages of writing per semester, 3 papers, Class participation in discussions, a weblog, and short writing assignments will be expected.
Grade: 70% written reports/papers, 10% class participation, 20% Twenty percent is based on regular contributions to a class weblog or blog.
Course URL: http://www.logie.net/3577

Rhet 3671 Project Design and Development I
(Sec 002); 3 cr; A-F only; prereq [3562, STC major] or instr consent
Instructor: Longo, Bernadette
Description: This course will cover the fundamentals of project management for technical documents. Students will complete a project with a community partner during the course. You can view previous course materials at my website listed below. This is an ITV course.
Course URL: http://www.ttc.umn.edu/~blongo

Rhet 4105W Corporate Video for Technical Communicators
(Sec 001); 4 cr; A-F only; prereq 3562 or equiv or instr consent; meets CLE req of Writing Intensive
Instructor: Becker, Sandra J.
Description: You will gain a new appreciation for video design and production and the professionals who work in this medium. This is NOT a production class. Rather, it serves students who need to understand video and DVD design so they can be knowledgeable when called upon to buy production and editing services, work on video or DVD projects, and/or write scripts for training, internal or external communications, or marketing. Goals: 1) Make rhetorical judgments about appropriate uses of video (tape, CD-ROM and DVD, streaming video, teleconferencing, video walls, etc.) 2) Describe the pre-production, production, post-production processes and the roles of those on the video team who are involved in each phase. 3) Apply rhetorical principles as you analyze videos. 4) Analyze and evaluate videos in terms of script, direction, talent, music, sound effects, graphics, digital effects, and editing. 5) Begin to approximate a budget for a production. 6) Write for sight and sound, thus making the leap from writing for print to writing for the screen. 7) Analyze selected ethical and legal issues. 8) Demonstrate understanding of the production process well enough to pass an exam and make judgments (aesthetic and budgetary) when writing a treatment and script.
Class time: 25% lecture, 25% Discussion, 25% Laboratory, 25% Guest speakers or field trips
Work load: 25 pages of reading per week, 40 pages of writing per semester, 1 exams, 4 papers, Proposal, treatment, script, annotated bibliography
Grade: 15% mid-semester exam(s), 15% written reports/papers, 50% special projects, 15% class participation, 10% Oral presentations
Exam format: Essay

Rhet 4165 Managerial and Organizational Communication, Planning, and Change
(Sec 001); 3 cr; A-F only; prereq 3266 or instr consent
Instructor: Anderson, Janel
Description: Organizations play a ubiquitous role in modern life. We are simultaneously members of corporations, schools, churches, community groups, and volunteer groups—each with many roles in many different kinds of organizations. Increasingly, the nature of organizational life spans country and cultural borders. This course explores the role of the organization by looking at various organizational theories and emphasizing the practical matter of relating theory to practice. Against this backdrop, this course looks into the practical matter of communicating effectively in the roles we play in organizations. To accomplish this, the course uses case studies and analysis of internal organizational communication (employee-managerial relations, male-female relations, etc.) and external organizational communication (i.e., how organizations communicate with the public). In addition to case studies, assignments include short papers, presentations, and class discussions.
Course time: 60% lecture, 40% Discussion
Work load: 30-40 pages of reading per week, 20 pages of writing per semester

Rhet 4166 Internship in Scientific and Technical Communication
(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq STC major, instr consent
Instructor: STAFF
Description: Internships are designed to allow students to take classroom skills and knowledge into the workplace and apply these skills in a practical setting; in addition, students learn about working as a technical communicator in an organizational setting. See Rhetoric Internship Guide for more information.

Rhet 4561 Editing and Style for Technical Communicators
(Sec 001); 3 cr; prereq [3562, [STC major or rhetoric minor or grad student[] or instr consent
Instructor: STAFF
Description: In this course you will learn a set of strategies for editing and revising the kinds of writing you are likely to encounter as an editor of scientific and technical prose. We will spend much of the semester practicing editing and proofreading skills, but we will also discuss an editor's responsibilities, her/his relationship to the writer and role(s) of an editor within an organization. As well, we will be concerned with organizational style guides, on-line vs. hard copy editing and proofreading, forms of technical editing in different industries, and the impact of technology on editing and style. I will ask you to do two course projects and there will be one midterm, as well as weekly assignments and oral presentations.
Class time: 25% lecture, 75% Discussion
Work load: 30-35 pages of reading per week, 30-50 pages of writing per semester, 1 exams, 2 papers, Editing and proofreading exercises each week
Grade: 20% mid-semester exam(s), 20% written reports/papers, 35% in-class presentations, 15% class participation, 15% problem solving, 0% Short presentation, 20%, Assignment 2-Long presentation 25 on Presentation 35%
Exam format: Essay

Rhet 5111 Information Design: Theory and Practice I
(Sec 075); 3 cr; A-F only; prereq Grad student or instr consent
Instructor: Wahlstrom, Billie J
Description: Audience analysis, media selection, message design through various theoretical perspectives, including cognitive/schema, social construction, feminist, intercultural theories. Usability testing, contextual inquiry as means to study effectiveness of messages.

Rhet 5196 Internship in Scientific and Technical Communication
(Sec 001, 002); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq STC grad or instr consent
Instructor: STAFF
Description: Internship sites may include the University, industry, or government agencies. An internship proposal, progress report, internship journal (optional) and final report, with a letter from the internship supervisor are required. See Rhetoric Internship Guide for more information.

Rhet 5258 Information-Gathering Techniques in Scientific and Technical Communication
(Sec 001); 3 cr; A-F only
Instructor: Mc Dowell, Earl Ernest
Description: Questionnaire development, informational interviewing, and focus group interviewing. Emphasis on guides, schedules, questioning techniques, and communication theories. Descriptive statistics used to analyze data for various projects. This course is designed for technical communication students and other students who want to learn how to conduct interviews, as well as participate as interviewees, in employment, exit appraisal, persuasive and problem-solving interviews. I am the author of the textbook used in the course.
Class time: 20% lecture, 80% Discussion
Work load: 30 pages of reading per week, 50 pages of writing per semester
Grade: 47% written reports/papers, 20% in-class presentations, 33% class participation
Exam format: Essay

Rhet 5664 Science Writing for Popular Audiences
(Sec 001); 3 cr; A-F only; prereq Rhet 3562 or instr consent
Instructor: Logie, John
Description: This course will examine how scientific information is transformed as it moves from disciplinary journal articles (and other scientific discourse) to articles for popular audiences, such as those in the New York Times’ "Science Times" section, or in magazines like Discover. Students will read science and technology articles directed at lay readers and will trace out the journal articles and other sources of this reporting. Students will use rhetorical and other theories to examine and critique popularized articles. During the course of this criticism, students will develop a heuristic for writing such articles. Along with their critiques and analyses, students will also use their knowledge to research a scientific or technical topic and write an article for a specific popular audience. Some practical advice will be given on how to launch a career as a science writer. When possible, the class will also attend a lecture by a science writer.
Class time: 15% lecture, 70% Discussion, 15% Writing workshops
Work load: +/- 100 pages of reading per week, 40 pages of writing per semester, 4 papers
Grade: 90% written reports/papers, 10% class participation

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arguments effectively. Unacceptable projects include book reports, plot 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**  
*(Sec 001)*; 3-4 cr; A-F only; prereq credit will not be granted if credit has been received for Russ 3311, Russ 3312; Russ maj, instr consent  
**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 summum 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, plot 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.  
**Class time:** 25% Discussion, 75% guided research  
**Work load:** 20-25 pages of writing per semester, 1 papers  
**Grade:** 100% finished research paper

**Russ 3421 Literature: Middle Ages to Dostoevsky in Translation**  
*(Sec 001)*; Credit will not be granted if credit has been received for: RUSS 5421; 3 cr; meets CLE req of Literature Core  
**Instructor:** Jahn, Gary R  
**Description:** This is an historical survey of the development of Russian literature from its origins in the tenth century until the onset of the most celebrated period in Russian literary history, that of Realism, in the middle of the 19th century. The course consists of a combination of lecture and class discussions. Students will read a representative sampling of works from various periods. These will include selections from Old Russian Literature (chronicle accounts, hagiographic works, "The Life of Archpriest Avvakum", and others) and from the literature of the 18th century (selections from Lomonosov, Sumarokov, and Karamzin). Approximately three-fifths of the course will be devoted to the literature of the first half of the 19th century. Students will read works by Pushkin, Gogol, Dostoevsky, and Turgenev. All told, required reading amounts to approximately 2,000 pages. Grades in this course are based upon performance on the mid-term and final examinations, on contributions to class discussion, and on the quality of the term paper. The term paper is optional for those enrolled in Russian 3421 and required of those enrolled in Russian 5421.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 60 pages of reading per week, 2 exams  
**Grade:** 30% mid-semester exam(s), 50% final exam, 20% class participation  
**Course URL:** http://www1.umn.edu/locus-russ/hpgary/gary.htm

**Russ 3512 Russian Art and Culture from Peter I to the Present**  
*(Sec 001)*; 3 cr; meets CLE req of Other Humanities Core  
**Instructor:** Corten, Irina H  
**Description:** The purpose of this course is to study several key aspects of Russia's artistic and intellectual culture from the 18th century to the present. Students are introduced to Russian visual arts, music, cinema, literature, and folklore. Among the topics covered are: the question of national identity; ideology and censorship; influences of West (Europe) and East (Asia); the status of women, et al. The material is presented through lectures, discussions, and audio-visual material. Evaluation of achievement is based on two book review essays and two examinations (midterm and final). Active class participation earns points. The course is required for Russian majors and recommended for Russian minors. It also is suitable for anyone else interested in Russian art and culture. No knowledge of Russian language is required.  
**Class time:** 30% lecture, 30% Discussion, 40% audio-visual presentations  
**Work load:** 15-20 pages of reading per week, 7-10 pages of writing per semester, 2 exams, two book reviews  
**Grade:** 35% mid-semester exam(s), 35% final exam, 30% written reports/papers  
**Exam format:** Take-home essays

**Russ 3993 Directed Studies**  
*(Sec 001, 002)*; 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent, dept consent, college consent  
**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 5421 Literature: Middle Ages to Dostoevsky in Translation**  
*(Sec 001)*; Credit will not be granted if credit has been received for: RUSS 3421; 3 cr  
**Instructor:** Jahn, Gary R  
**Description:** This is an historical survey of the development of Russian literature from its origins in the tenth century until the onset of the most celebrated period in Russian literary history, that of Realism, in the middle of the 19th century. The course consists of a combination of lectures and class discussions. Students will read a representative sampling of works from various periods. These will include selections from Old Russian Literature (chronicle accounts, hagiographic works, "The Life of Archpriest Avvakum", and others) and from the literature of the 18th century (selections from Lomonosov, Sumarokov, and Karamzin). Approximately three-fifths of the course will be devoted to the literature of the first half of the 19th century. Students will read works by Pushkin, Gogol, Dostoevsky, and Turgenev. All told, required reading amounts to approximately 2,000 pages. Grades in this course are based upon performance on the mid-term and final examinations, on contribution to class discussion, and on the quality of the term paper. The term paper is optional for those enrolled in Russian 3421 and required of those enrolled in Russian 5421.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 60 pages of reading per week, 2 exams, 1 papers  
**Grade:** 25% mid-semester exam(s), 45% final exam, 20% written reports/papers, 10% class participation  
**Exam format:** essay, short answer  
**Course URL:** http://www1.umn.edu/locus-russ/hpgary/gary.htm

**Russ 5993 Directed Studies**  
*(Sec 001, 002)*; 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent  
**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,
Scan 3501W Scandinavian Culture Past and Present
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive
Instructor: Houe, Poul
Description: This course introduces undergraduate students to cultural, social, and political developments in Scandinavia past and present. It outlines the area’s most distinctive physical and historical features, circumscribes some of its principal views and core values, investigates a selection of its major cultural and political figures, and discusses the popular mentality in the five countries. In addition to contributions by the instructor, the course features invited lectures on central topics and selected themes. Discussions in class will serve to connect the outcome of these special presentations with the regular class presentations and class materials. Besides readings of primary and secondary materials, the syllabus will include slide shows, documentary and feature films, and recordings of Scandinavian music.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week, 1 exams, 2 papers
Grade: 50% written reports/papers, 20% class participation, 30% exam
Exam format: take home essay

Scan 3504 The Immigrant Experience
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme
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.
Class time: 50% lecture, 50% Discussion
Work load: 100 pages of reading per week
Grade: 30% written reports/papers, 50% special projects, 20% in-class presentations
Exam format: Take-home exam; paper (part of project)

Scan 3601 Great Literary Works of Scandinavia
(Sec 001); 3 cr; meets CLE req of Literature Core
Instructor: Houe, Poul
Description: The course examines major works of Scandinavian literature from the Middle Ages to the present: An Icelandic saga (13th C); tales by Hans Christian Andersen (early to mid 19th C); one play by Ibsen and one by Strindberg and a novel by Hamsun (late 19th C); poems by Edith Svedberg (early 20th C); and two international bestsellers from the 1990s by Scandinavian authors: Danish, Norwegian, Swedish, Finland-Swedish, and Icelandic literature are represented almost equally, and while the emphasis is on literature after the modern breakthrough, the historical dimension will not be neglected, and all texts will be discussed in their social, cultural, and artistic context. A guiding hypothesis throughout the course will be that for readers and writers to find their own stories, they must tell and retell the stories of the world. During the course we will explore how this has been done by great Scandinavian writers.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 30% final exam, 50% written reports/papers, 20% class participation
Exam format: Essay/take-home exam

Scan 3993 Directed Studies
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent
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.

Scan 5501 Scandinavian Mythology
(Sec 001); 3 cr
Instructor: Grimstad, Kaaren E
Description: Study of Scandinavian mythology based on primary sources represented by Saxo Grammaticus, Snorri Sturluson’s Edda and Ynglinga Saga, and the Poetic Edda. Myths are analyzed using contemporary critical approaches. All readings in translation. The target audience is advanced undergraduates and graduates, both majors and non-majors.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week, 10-15 pages of writing per semester, 2 papers
Grade: 75% written reports/papers, 25% class participation

Scan 5701 Old Norse Language and Literature
(Sec 001); 3 cr
Instructor: Grimstad, Kaaren E
Description: This course is devoted to developing an understanding of the grammatical structure and acquiring a reading knowledge of Old Norse by reading texts. Translation techniques include both close reading of texts with parsing and rapid reading for content only. The target audience is broad: upper level undergraduates and graduates, both majors and non-majors. It is helpful if the student has some knowledge of another language, especially one with a complex grammar structure such as Latin or German.
Class time: 100% translation of texts
Grade: 100% quizzes
Exam format: passage to be translated with questions on grammar

Scan 5993 Directed Studies
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent
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.
Science in Agriculture
190 Coffey Hall: 612/624-7254

ScAg 4009W Undergraduate Senior Thesis: Science in Agriculture
(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq jr or sr major in ScAg, instr consent; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is for Science in Agriculture majors in the College of Agricultural, Food, and Environmental Sciences. This course provides the mechanism by which students complete the undergraduate thesis requirement. This course is used for the full thesis research experience, ranging from topic identification and development of the proposal through analysis, interpretation, and reporting of study results.
Class time: 100% Laboratory
Work load: Check with your research mentor (approx. 42-49 hrs per semester).
Grade: 10% in-class presentations, 90% lab work

Sociology
909 Social Sciences Tower: 612/624-4300

Soc 1001 Introduction to Sociology
(Sec 015); Credit will not be granted if credit has been received for: SOC 1011, SOC 1011V, SOC 1012V, SOC 1012W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core
Instructor: Meier, Ann
Description: This course will introduce basic sociological concepts including theories, methods and common subjects of sociological study including the individual and society, structures of power, social institutions, and social change. We will accomplish this through lectures, readings, assignments and videos.
Work load: 40 pages of reading per week, 20 pages of writing per semester, 3 exams, 4 papers

Soc 1011V Honors: Introduction to Sociology
(Sec 001); Credit will not be granted if credit has been received for: SOC 1001, SOC 1001, SOC 1001, SOC 1001, SOC 1012W, SOC 1012W; 4 cr; prereq honors; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Meier, Ann
Description: This course is intended to provide an overview of the discipline of sociology including some of the main sub-fields and different theoretical approaches to understanding social life. The course will be a seminars style course where participants will be expected to engage in discussions of assigned readings and extend the ideas learned in the class to current issues of social interest.
Work load: 40 pages of reading per week, 20 pages of writing per semester, 3 exams, 4 papers

Soc 3003 Social Problems
(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent
Instructor: Moen, Phyllis E
Description: This course focuses on contemporary social challenges confronting the United States, their meaning, significance, and possible resolution. We begin with a discussion of how “problems” emerge. How do “private troubles” become “public issues”? Understanding the implications of the ways problems and solutions are framed can provide a foundation for sociological analysis of specific topic areas. We then examine theories informing specific social problems, policy responses to them, and the implications of both the problems and policies for life chances and life quality. Finally, we consider “emerging” social issues, locating contemporary social problems in the United States in larger institutional, historical and global contexts.
Grade: 15% final exam, 25% class participation, 15% short essay; 20% short paper; 25% research paper

Soc 3090 Topics in Sociology: Food, Culture & Society
(Sec 001); 3 cr; max crs 3, 1 repeat allowed
Instructor: STAFF
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. Taking as our point of departure the recognition that it is impossible to understand contemporary aspects of social relations around food production, consumption and distribution without taking a multifaceted perspective, this course will take a cross-cultural, historical, and transnational perspective to these themes. This course will be taught by Rachel Sherman.
Class time: 20% lecture, 75% guided discussion; 5% student presentations
Work load: 20 pages of writing per semester. An average of four articles or book chapters per week (page length varies, but the reading load is reasonably heavy, and in some cases will reach 80-100 pages a week)
Grade: 75% will come from successful completion of five exercises (one of which involves giving an oral presentation), and 25% will be based on attendance, intellectual engagement with the materials (which may be tested with pop quizzes) and class participation

Soc 3101 Introduction to the American Criminal Justice System
(Sec 002); 3 cr; A-F only; prereq credit will not be granted if credit has been received for Soc 3111; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core
Instructor: Havka, Heather Ruth
Description: This course offers an overview and sociological analysis of the United States criminal justice system. We think critically about crime control policy, police, courts, corrections as well as offenders, victims and the decision-making criteria used at various stages in the system. We examine responses to crime and the characteristics of the criminal justice system, its components and current challenges including: various approaches to policing, victim assistance, sentencing and incarceration alternatives and the increasing role of communities and technologies in policy, protection, policing and corrections. Focus is placed on the connection between system structure and system process while critically examining contemporary issues from diverse perspectives and the ways in which decision-making processes affect victims, offenders and citizens across time. No prior knowledge of the criminal justice system is required.
Class time: 40% lecture, 30% Discussion, 30% guest lectures and videos
Work load: 20-30 pages of reading per week, 5-7 pages of writing per semester, 4 exams, video/guest lecture reactions
Exam format: multiple choice

Soc 3101 Introduction to the American Criminal Justice System
(Sec 001); 3 cr; A-F only; prereq credit will not be granted if credit has been received for Soc 3111; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core
Instructor: Samaha, Joel B !!CLA Distinguished Tchg Awd!!
Description: We describe and think critically about criminal justice as a structure (agencies of police, courts, corrections) and as a process (decision making by legislatures defining crime, offenders committing crimes, victims reporting crimes, police investigating suspects, courts disposing of defendants, and corrections managing and releasing offenders). We critically examine criteria that produce fair and just
decisions (seriousness of offense etc), and unacceptable criteria (race, class etc) that infect decision making. We relate the structure of agencies and the process of decision making to major issues in criminal justice: crime, violence, and war time; police use of force; group violence and plea bargaining; sentencing; prison philosophy ("for" or "as" punishment); prison programs; prison population explosion; and capital punishment.

**Class time:** 30% lecture, 20% Discussion, 50% videos of criminal justice in action and guest lectures by police officers, prosecutors, defense lawyers, judges, prison wardens, and probation/parole officers

**Work load:** 30 pages of reading per week, 5 exams

**Grade:** 74% five exams; 12% video reaction papers; 14% CD ROM activity; guest lecture reaction=up to 5 bonus points

**Exam format:** multiple choice; some short essay

**Course URL:** http://www.soc.umn.edu/~samaha/

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**Soc 3102 Introduction to Criminal Behavior and Social Control**

(Sec 001); 3 cr; A-F only; credit will not be granted if credit has been received for Soc 3111

**Instructor:** Barrows, Julie Sue

**Description:** What is crime? What is the extent and nature of crime in the U.S.? How do sociological theories help us understand criminal offending? How do we attempt to control crime? Do these efforts work? In this course, students will evaluate crime, criminal behavior and responses to crime from a sociological perspective. Emphasis is placed on how sociological theories and research impact criminal justice policy.

**Class time:** 50% lecture, 30% Discussion, 20% small groups

**Work load:** 30-50 pages of reading per week, 4-6 pages of writing per semester, 2 exams, 3 papers, 5 quizzes

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% quizzes

**Exam format:** multiple choice, short answer and essay

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**Soc 3111W American Race Relations**

(Sec 002); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

**Instructor:** Clark, Timothy W

**Description:** This course is intended to provide you with an overview of race relations in the United States while honing your skills of writing. Specifically this course, which is writing intensive (WI), is intended to develop your ability to communicate your ideas in writing while informing you about the various aspects (both positive and negative) of race relations in U.S. past, present, and future. You will be evaluated through two in-class exams, class participation, and an eight to twelve page library research paper on a topic of your choice about race relations. The class structure will consist of two overlapping and interconnected parts each evening. The first part of each evening will be utilized to acquaint you with basic concepts, dynamics, theories, and major population groups in United States' race relations. We will contemplate a diverse set of issues such as culture, adaptation, assimilation, prejudice, and conflict. In the latter half of each evening, we will engage in a "conversation on race" based upon contemporary sociological literature on race relations on a diverse set of controversial and debatable issues such as: the significance of race, the extent of inequality, affirmative action, racial profiling, reparations, hate, the social construction of race, class and gender in our everyday lives. We will study the ways these inequalities are independent and interconnected and the trends in which these inequalities are resisted and transformed. We will examine these inequalities in various ways including theories, movies, poems, TV, music and pop culture. Class will be a mix of lecture, discussion, small group work and in class exercises.

**Class time:** 40% lecture, 35% Discussion, 25% videos, small group work, in-class exercises

**Work load:** 100-150 pages of reading per week, 20-25 pages of writing per semester, 3 papers

**Grade:** 20% mid-semester exam(s), 40% written reports/papers, 20% class participation, 20% weekly reaction papers

**Exam format:** Take home

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**Soc 3211W American Race Relations**

(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

**Instructor:** Clark, Maureen Ann-Brigid

**Description:** Race, class and gender form the basis for most of the inequalities in the United States. This course will examine the impact of the social construction of race, class and gender in our everyday lives. We will study the ways these inequalities are independent and interconnected and the trends in which these inequalities are resisted and transformed. We will examine these inequalities in various ways including theories, movies, poems, TV, music and pop culture. Class will be a mix of lecture, discussion, small group work and in class exercises.

**Class time:** 40% lecture, 35% Discussion, 25% videos, small group work, in-class exercises

**Work load:** 100-150 pages of reading per week, 20-25 pages of writing per semester, 1 exams, 3 papers

**Grade:** 20% mid-semester exam(s), 40% written reports/papers, 20% class participation, 20% weekly reaction papers

**Exam format:** Take home

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**Soc 3322 Social Movements, Protests, and Change**

(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent

**Instructor:** Aminzade, Ron R !!CLA Distinguished Tchg Awd!!

**Description:** Focusing on the origins, dynamics, and consequences of social movements, this course explores debates about the dilemmas and challenges facing movement organizations, the relationship between social movements and political institutions, and the role of social movements in bringing about social and political change. Although the course is organized around general theoretical issues, we will draw on empirical case studies of a wide variety of social movements. Students will be asked, in their written work, to apply the concepts and theories in the readings to the local social movement organization they choose for their required community service learning project. This course will be web enhanced but the URL is not yet available.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 60-70 pages of reading per week, 25-30 pages of writing per semester, 3 papers, in-class active learning exercises

**Grade:** 100% written reports/papers, 0% Note: To receive a grade of B or better, students must submit the ten required weekly one page reaction papers, which will not be graded.

**Exam format:** no exams

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**Soc 3415 Sociology of Consumer Behavior**

(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent

**Instructor:** Nelson, Joel L

**Description:** The ?Sociology of Consumer Behavior? explores the symbolic meaning of consumer goods including how symbols are created, acquired, and used. Ordinary aspects of everyday life ? shopping, eating habits, choice in apparel ? are discussed both as a basis for articulating personal identities and group boundaries, and as products of society's culture and social institutions. A primary aim of the course is to explore the connections between culture, taste and fashion, and developments in retail trade and manufacturing, including global markets of production and distribution. Advertising and the mass media will be considered as mechanisms for connecting the aims of retailers and manufacturers with the ordinary wants and desires of consumers. The course is targeted to undergraduates interested in consumer behavior, including majors in sociology, psychology, and anthropology, students in business and management, and others with career interests in various aspects of the retail economy. This course will be web enhanced but the URL is not yet available.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 50 pages of reading per week, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% class participation

**Exam format:** multiple choice and essay

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**Soc 3451 Sociology of Consumer Behavior**

(Sec 002); 3 cr; A-F only; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

**Instructor:** Clark, Maureen Ann-Brigid

**Description:** This course will explore the symbolic meaning of consumer goods including how symbols are created, acquired, and used. Ordinary aspects of everyday life ? shopping, eating habits, choice in apparel ? are discussed both as a basis for articulating personal identities and group boundaries, and as products of society's culture and social institutions. A primary aim of the course is to explore the connections between culture, taste and fashion, and developments in retail trade and manufacturing, including global markets of production and distribution. Advertising and the mass media will be considered as mechanisms for connecting the aims of retailers and manufacturers with the ordinary wants and desires of consumers. The course is targeted to undergraduates interested in consumer behavior, including majors in sociology, psychology, and anthropology, students in business and management, and others with career interests in various aspects of the retail economy. This course will be web enhanced but the URL is not yet available.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 50 pages of reading per week, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% class participation

**Exam format:** multiple choice and essay

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Soc 3701 Social Theory  
(Sec 001); 4 cr; A-F only; prereq 1001 or instr consent  
Instructor: Gerteis, Joseph Howard  
Description: This course offers an introduction to social theories, classical and contemporary. Because our social life is messy, sociological theories can never be as exact as the theories that physicists or mathematicians use. But good theories can help us see things that we did not, or could not, see before. Theories are tools to help us understand and negotiate the social world better. In this class, we cover a range of social thought, from the classical works of Marx, Durkheim and Weber, through more contemporary theories of the social world. Throughout this class, we have three goals: to learn to read and understand key theoretical work in sociology; to use this work to better understand the social world around us; and to better develop our own theoretical voices.  
Class time: 75% lecture, 25% Discussion  
Work load: 50 pages of reading per week, 4 exams  
Grade: 20% final exam, 30% written reports/papers, 45% first three exams 15% each  
Exam format: essay

Soc 3701 Social Theory  
(Sec 002); 4 cr; A-F only; prereq 1001 or instr consent  
Instructor: Hull, Kathleen E  
Description: This course provides an introductory overview of major social theories ranging from the foundational sociological theories of Marx, Weber and Durkheim to current theories of globalization. We will examine a range of theories with particular attention to their treatments of core sociological questions and concerns, including: What holds human societies together? How do societies reproduce themselves? What are the key sources of social conflict, and how are they resolved or contained? What are the significant features of modernity, and what are the implications of modernity for social life? How are social identities created, sustained or transformed, and to what effect? Where is society headed in the future? The goals of the course are to deepen students' understanding of the significance of such questions and to provide a preliminary survey of theories that have tackled these questions from the late 19th century to the present. The course design is premised on the idea that the best way to learn and understand social theory is by seeing its connection to contemporary issues and concerns. Therefore, the primary theory readings in this course are paired with writings that illustrate the relevance of these theories to contemporary concerns or that directly apply the theories to current issues and questions.  
Class time: 60% lecture, 10% Closed Circuit TV, 20% Discussion, 10% small group exercises  
Work load: 50-70 pages of reading per week, 7 pages of writing per semester, 3 exams, 13 papers, Papers are in-class writing assignments only  
Grade: 30% mid-semester exam(s), 40% final exam, 30% quizzes  
Exam format: multiple choice, short answer and essay  
Course URL: http://www.soc.umn.edu/~hull/teaching.html

Soc 3701 Social Theory  
(Sec 004); 4 cr; A-F only; prereq 1001 or instr consent  
Instructor: Lutfey, Karen E  
Description: This course is designed to provide students with an overview of major theoretical traditions in sociology, including classical and contemporary theory. That said, our emphasis will not be on theory as dusty old books to memorize and regurgitate, but as dynamic, situated, social conceptualizations that can help us analyze and predict social life. We will devote considerable time and energy to understanding the social and intellectual climates from which theories have grown and those in which they have been embraced and criticized. My goal for students is not simply to memorize The Big Three, but to learn about theory in ways they can apply to their own interests in sociology and integrate into their own thinking. Because theory is relevant to all types of sociology, I strive to help students actively use it in ways that make sense and are sustainable for them. To this end, we will read and discuss original works with an eye toward sensitizing concepts about social behavior, social organization, and social change that can be applied to various theories and empirical work.  
Class time: 65% lecture, 20% Discussion, 15%  
Work load: 30 pages of reading per week, 10-15 pages of writing per semester, 6 quizzes  
Exam format: short answer, essay

Soc 3701 Social Theory  
(Sec 003); 4 cr; A-F only; prereq 1001 or instr consent  
Instructor: Staff  
Description: This course offers an introduction to social theories, classical and contemporary. It provides an overview of the early classical works of Marx, Weber, Simmel, and Durkheim, and an overview of the development of social theories after the classics, focusing on action and rational-choice theory, interpretative sociology, and figurational sociology. The course combines the perspective of a history of ideas with that of a sociology of knowledge. Therefore attention is paid to how theories were created in response to social, economic and political circumstances. The course also seeks to provide a theoretical background for sociological reasoning in general and to deepen students' understanding of the link between theory and empirical research.  
Class time: 75% lecture, 25% Discussion  
Work load: 50 pages of reading per week, 3 exams  
Grade: 40% final exam, 25% first exam; 25% second exam; 10% attendance and participation  
Exam format: multiple choice, short answer, essay

Soc 3711 Principles of Social Organization  
(Sec 001); 3 cr; A-F only; prereq 1001 or equiv  
Instructor: Reanadeu, Dawna Carling  
Description: This class will examine the function of social organizations. We will read classic and contemporary theories on the topic. Through these theories we will learn the purpose of social organizations and how they operate. We will apply our understanding of these theories to current research and debate to understand their impact on society. The format of the class will be lectures, discussions, and role playing activities. About 30-40 pages of reading will be required per week. Assignments will include short papers and 2 major exams and periodic quizzes.  
Class time: 60% lecture, 25% Discussion, 15% Class activities and quizzes  
Work load: 30-40 pages of reading per week, 15 pages of writing per semester, 2 exams

Soc 3721 Principles of Social Psychology  
(Sec 001); 3 cr; prereq 1001 or instr consent  
Instructor: Lutfey, Karen E  
Description: Social psychology examines relationships between individuals and society. How do individuals make sense of their social worlds? How do they go about interacting with one another, and how are these phenomena patterned? How are individuals' perspectives influenced by stratification and their positions within institutions? This course is designed to provide a broad overview of the field of sociological social psychology by introducing students to major methods, concepts, and theories used by social scientists to understand these types of questions. Areas of study will include socialization, self and identity, social perception and cognition, attitudes, self-presentation, communication, interpersonal relationships, and group processes. Weekly class meetings will consist primarily of lectures, but will also include discussion, demonstrations, experiments, and video presentations.  
Class time: 65% lecture, 20% Discussion, 15% video presentations & group exercises  
Work load: 30 pages of reading per week, 5 pages of writing per semester, 3 exams  
Exam format: multiple choice, short answer & essay

Soc 3801W Sociological Research Methods  
(Sec 001); 4 cr; prereq [1001, Soc major] or instr consent; meets
Sociology of Literature in a narrow sense deals with the production, literature can be considered from two different points of view: the current state of the sociology of literature. The sociology of literature-approach. We read and discuss some selected examples of fictional literature, including works from Minnesota, and compare these with sociological texts. Our own analyses and experiences in this course help answer the following questions: (i) Is it possible to make sociology more "real" through the use of literary texts? (ii) Can sociology in general benefit from fiction? The late Lewis A. Coser suggested that the "creative imagination of the literary artist often has altered insights into social processes which have remained unexplored in social science." Whether this is true in the light of contemporary sociology will be the topic of the concluding discussion. We begin the course with a general overview examining the logic of inquiry, philosophy of research design, and basic concepts of measurement, sampling, and causal analysis. Students learn the basics of several methods, including experiments, surveys, ethnography, intensive interviews, and historical/comparative analysis. The major project for the course is developing a research proposal containing an appropriate research problem, literature review, and research design. Additional learning activities include lectures, small group activities in class and lab, completing reading questions, and several tests. This course will be web enhanced using WebCT.

Course URL: http://www.soc.umn.edu/~knoke/pages/SOC3811.htm

Soc 4090 Topics in Sociology: Sociology of Literature (Sec 002); 3 cr
Instructor: Angermann-Mozetic, Gerald
Description: We begin the course with a general overview examining the current state of the sociology of literature. The sociology of literature can be considered from two different points of view: the sociology of literature in a narrow sense deals with the production, distributing and consumption of literature; the sociology through literature-approach focuses on works of fiction to enrich our sociological understanding of human action, community, political life, family, deviant behavior etc. We focus on this sociology through literature-approach. We read and discuss some selected examples of fictional literature, including works from Minnesota, and compare these with sociological texts. Our own analyses and experiences in this course help answer the following questions: (i) Is it possible to make sociology more "real" through the use of literary texts? (ii) Can sociology in general benefit from fiction? The late Lewis A. Coser suggested that the "creative imagination of the literary artist often has altered insights into social processes which have remained unexplored in social science." Whether this is true in the light of contemporary sociology will be the topic of the concluding discussion. We begin the course with a general overview examining the logic of inquiry, philosophy of research design, and basic concepts of measurement, sampling, and causal analysis. Students learn the basics of several methods, including experiments, surveys, ethnography, intensive interviews, and historical/comparative analysis. The major project for the course is developing a research proposal containing an appropriate research problem, literature review, and research design. Additional learning activities include lectures, small group activities in class and lab, completing reading questions, and several tests. This course will be web enhanced using WebCT.

Course URL: http://www.soc.umn.edu/~knoke/pages/SOC3811.htm
sociology majors with a special interest in law and pre-law students from other major fields. The course may also be taken by law and graduate students (requirements will be more demanding for these).

**Class time:** 60% lecture, 25% Discussion, 15% small group activities

**Work load:** 45 pages of reading per week, 12 pages of writing per semester, 3 exams, 2 papers, This is a WRITING INTENSIVE course.

**REQUIRED READING** consists of one chapter or article of varying length (between 10 and 30 pages) for each session (one additional article per session for graduate and law students who might enroll).

**Grade:** 40% mid-semester exam(s), 30% final exam, 30% written reports/papers

**Exam format:** multiple choice and short answer questions

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**Soc 4103 Service-Learning in Criminology**

*(Sec 001)*; 4 cr; prereq 3102 or instr consent; soc majors must register A-F; Credit will not be granted if credit has been received for: SOC 4102

**Instructor:** Macmillan, Ian Ross

**Description:** This course integrates community-based work in areas of child/adolescent development, interventions for "at-risk" children, and interventions for juvenile offenders with contemporary theory and research on developmental patterns of offending, criminal careers, and offending over the life course. Course material considers the ability of traditional theories of offending to account for patterns of offending over the life span and introduces contemporary work that try to account for and explain stability and change in offending over the life span. Such material provides a backdrop for course required community service work with agencies that seek to prevent the onset of juvenile offending, to limit the continuation of offending through adolescence and adulthood, or to generally control offending in childhood, adolescence, and early adulthood. Such agencies include those both inside and outside the traditional criminal justice system. Through service learning, this course will provide a forum for direct engagement with both criminology and public responses to crime. Service learning is both an opportunity to give something back to the community, as well as an opportunity to view and experience different organizations and occupations that focus on crime prevention over the life span. This course might appeal to those considering graduate work in criminology and/or careers in law or criminal justice.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 25 pages of reading per week, 1 papers, students will also be expected to keep a journal of their placement experiences

**Grade:** 50% written reports/papers, 20% quizzes, 30% class participation

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**Soc 4114 Social Control of Women Offenders**

*(Sec 001)*; 3 cr; prereq 3101 or 3102 or 3111 or instr consent

**Instructor:** Kuttchniff, Candace Marie

**Description:** This course examines current and historical patterns of female offending (both adult and juvenile) and the violent victimization of females in domestic settings and in sexual assaults. A wide range of explanations for female offending as reviewed: biological, psychological, sociological and feminist. Finally, we consider the treatment accorded to incarcerated and convicted female offenders from adjudication to incarceration. The course ins most appropriate for upper division undergraduates and graduate students.

**Class time:** 75% lecture, 10% Closed Circuit TV, 15% Discussion

**Work load:** 2 exams, 1 papers, Paper - graduate student only.

**Exam format:** Essay.

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**Soc 4148 Criminal Psychopathology**

*(Sec 001)*; 3 cr; prereq Sr or grad; grad students only may enroll S-N

**Instructor:** Malmquist, Carl P

**Description:** The course utilizes two main approaches. One focuses on select areas of antisocial conduct and related personality disturbances. The second deals with special legal categories to deal with individuals whose psychopathology have involved them in the criminal justice system, such as competency issues, dangerousness, sexual deviancy, and insanity, etc.

**Class time:** 60% lecture, 15% Closed Circuit TV, 25% Discussion

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**Soc 4161 Criminal Law in American Society**

*(Sec 001, 002)*; 3 cr; prereq 3101 or 3102 or 3111 or instr consent

**Instructor:** Samaha, Joel B

**Description:** What's criminal law and what's it good for? What's the difference between a "creep" and a criminal? Should we punish people only for what they do or for what they might do or even sometimes for who they are? What are the justifications and excuses for committing crimes? Topics: Bill of Rights and criminal law; elements of crime prosecution has to prove beyond a reasonable doubt; accomplices; criminal attempts; defenses of justification (self-defense, defense of home) and defenses of excuse (insanity, age, syndromes) Read and discuss actual cases edited for non lawyers. Intensive class discussion. For upper division undergraduates, all majors.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 35 pages of reading per week, 5 exams

**Grade:** 20% quizzes, 80% 5 non-cumulative exams

**Exam format:** 20% description, definition, explanation of concepts (no notes or books allowed); 80% case analysis (you can use your notes but not your books)

**Course URL:** http://www.soc.umn.edu/~samaha

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**Soc 4321 Sociology of Globalization: Culture, Norms, and Organization**

*(Sec 001)*; Credit will not be granted if credit has been received for: GLOS 4221; 3 cr; A-F only; prereq 1001 or instr consent

**Instructor:** STAFF

**Description:** From the desert of India to the high plateaus of Bolivia to the trading floors of New York City, people from around the world are becoming increasingly interdependent. This course offers an overview of the processes that are forcing people's lives to intertwine economically, politically, and culturally. We will start with the most basic questions: What is this thing called "globalization"? Is it new? What are the forces behind it? Second, we will explore the idea that this era of globalization is marked by dramatic transformations in the ways we work, do politics, play, and communicate. Moreover, we will look into the idea that capitalism has changed significantly, that the division between rich and poor has intensified, and that the sovereignty of governments and the basic rights of people are being seriously challenged. We will also discuss the worlds of immigration, of fast-moving finance capital, of Hollywood cultural production, and everyday life, as they are experienced in the U.S., Mexico, India, South Africa, and parts of East Asia. Finally, we will look at "globalization from below" or social movement activism that works to produce social justice and change across national boundaries. They are contesting the worst effects of economic, political, and cultural globalization. In all, the course will cover the following topics. Read and discuss the readings at each class meeting.

**Class time:** 25% lecture, 75% guided discussion

**Work load:** ~75 pages of reading per week, ~25 pages of writing per semester, (two 2-4 page papers, three 5-8 page papers)

**Grade:** 75% written reports/papers, 25% participation, in-class debates and presentations

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**Soc 4521 Love, Sex, and Marriage**

*(Sec 001)*; 3 cr; Soc majors must register A-F

**Instructor:** Pereira, Ana Prata

**Description:** Love, Sex, and Marriage is a course that will provide you with an overview of social scientific approaches to intimate human relationships. These seemingly personal subjects can be better understood through Sociology and placed in a historical and cultural context. This course will challenge your taken-for-granted notions in regards to love, sexuality and marriage. Specific topics we will cover include love and romance, dating and mate selection, sexuality, cohabitation, marriage, divorce, and how modernity and globalization have affected these.

**Grade:** 30% written reports/papers, 20% in-class assignments; 50% midterm and final exam
Soc 4601 Comparative Social Structure
(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent
Instructor: Broadbent, Jeffrey Praed
Description: In this age of globalization, we tend to forget that societies and cultures still differ enormously. American difficulties in democratic "nation-building" in Iraq amply demonstrate that fact. This conflict indicates the larger point, that the global spread of ideas and practices must still adjust to local differences. And indeed, that these local differences still divide the world into blocs and camps, despite the fall of the Soviet Union in the early 1990s. How then do we come to know and understand these regional and national differences? Comparative sociology gives us the concepts, tools and theories for this task, to understand the how and why of national behavior and change. Whole nations or other large social units each have complex and unique features, but can be compared in a number of ways. The basics of land and population hold important clues concerning their agriculture, density, and age distributions. Their levels of industrial growth, urbanization and environmental damage indicate many important features. On top of these basics, they differ in many institutional features, including the typical family patterns, gender roles, community, schooling, ethnic composition, religion, economic system, and ways of reaching political decisions. Out of these institutions grow the typical inequalities, injustices, protests and tensions of different societies.
Class time: 60% lecture, 40% Discussion
Work load: 60-70 pages of reading per week, 15-20 pages of writing per semester, 5 papers, four small papers, combined at end into one term paper
Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: essay

Soc 4966W Major-Project Seminar
(Sec 002); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive
Instructor: Nelson, Joel I
Description: The College of Liberal Arts requires a paper in the major field during the senior year. This course provides the resources, assistance and encouragement necessary for majors in the Sociology Department to fulfill this requirement. The course is organized as a seminar. No lectures are involved. Students are not expected to do any readings other than the readings involved in formulating projects. The goal of the class is to put together all of the elements of sociological analysis - including problem formulation, literature review, project design, and the actual research required for the senior project. Students follow a step-by-step set of procedures which allows them to build up a major paper from a series of guided, periodic assignments. The intent of the course is to have each and every student create a senior project that will be an exhilarating way to cap off their years at the University -- by putting together and implementing a highly personalized statement of a sociological problem.
Class time: 25% lecture, 75% Discussion
Work load: 50 pages of writing per semester, 7 papers
Grade: 90% written reports/papers, 10% class participation
Exam format: essay

Soc 4966W Major-Project Seminar (Sec 003); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive
Instructor: Nelson, Joel I
Description: The College of Liberal Arts requires a paper in the major field during the senior year. This course provides the resources, assistance and encouragement necessary for majors in the Sociology Department to fulfill this requirement. The course is organized as a seminar. No lectures are involved. Students are not expected to do any readings other than the readings involved in formulating projects. The goal of the class is to put together all of the elements of sociological analysis - including problem formulation, literature review, project design, and the actual research required for the senior project. Students follow a step-by-step set of procedures which allows them to build up a major paper from a series of guided, periodic assignments. The intent of the course is to have each and every student create a senior project that will be an exhilarating way to cap off their years at the University -- by putting together and implementing a highly personalized statement of a sociological problem.
Class time: 25% lecture, 75% Discussion
Work load: 50 pages of writing per semester, 7 papers
Grade: 90% written reports/papers, 10% class participation
Exam format: essay

Soc 5090 Topics in Sociology
(Sec 001); 3 cr; max crs 3, 1 repeat allowed; prereq 1001 or instr consent
Instructor: Liebler, Carolyn
Description: This course will examine aspects of American Indian population dynamics from 1492 to the present. This class has five major themes that we will be exploring within three loosely defined historical time periods. The size and composition of the American Indian population, reasons for population increase (births, identity changes, political resurgence), reasons for population decrease (war, disease, poverty/famine, assimilation), reasons for shifts in population location (forced migration, voluntary migration allowed by cultural change, fleeing disease or war, identity changes), and complicating factors affecting population change (intermarriage, education and assimilation, tribal membership requirements, personal identity issues, cultural change). By the end of this course you should have a firm understanding of the major components of population change among American Indians in the past 500 years. You should be able to apply your knowledge about population change to explain why today's American Indian population is what it is. And you should have developed some ideas about what the American Indian population will be like in 50 or 100 years.
Class time: 75% lecture, 20% Discussion, 5% two class periods are presentations by class members
Work load: 75 pages of reading per week, 18-20 pages of writing per semester, One class presentation done with a group
Grade: 30% mid-term exam(s), 30% final exam, 30% in-class presentations, 10% class participation, 0% 5XXX level students will also write papers
Exam format: short answer and essay

Soc 5811 Intermediate Social Statistics
(Sec 001); 4 cr; prereq 3811 or equiv
Instructor: STAFF
Description: This course introduces basic statistical concepts ranging from simple descriptive statistics through regression analysis. In addition, the course introduces relevant statistical computing software needed to do social research. The course is designated primarily for first-year graduate students in sociology, and thus emphasizes methods and examples relevant to sociology. Others may register if space is available.
Class time: 50% lecture, 50% Laboratory
Work load: 1 exams, 1 papers

Soil, Water, and Climate
439 Borlaug Hall: 612/625-1244

Soil 1125 The Soil Resource
(Sec 001); Credit will not be granted if credit has been received for: SOIL 2125, SOIL 2125, SOIL 2125, SOIL 2125, SOIL 2125, AGUM 2251, AGUM 2251; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core
Instructor: Cooper, Terence H
Description: This course is designed for undergraduates who have completed some of the basic sciences (biology, chemistry). The course covers the 5 basic areas of: 1) Soil classification; 2) Soil formation; 3) Physical properties; 4) Biological properties; and 5) Chemical properties. Students must use the WWW to read required information before doing hands-on laboratory activities. Individual exams, team exams, lecture dyads, lab reports, land use project, and final exam are used to determine course grades. Lecture notes on the WWW.
Class time: 60% lecture, 40% Discussion
Work load: 20 pages of reading per week
Grade: 15% mid-term exam(s), 15% final exam, 40% quizzes, 10% lab work, 20% land use project
Exam format: MC
Course URL: http://www.soils.umn.edu/academics/classes/soil2125/

Soil 2125 Basic Soil Science
(Sec 001); Credit will not be granted if credit has been received for: SOIL 1125, SOIL 1125, AGUM 2251, AGUM 2251; 4 cr; A-F only; prereq Chem 1011 or Chem 1021 or equiv; meets CLE req of Environment Theme
Instructor: Cooper, Terence H
Description: This course is designed for undergraduates who have completed some of the basic sciences (biology, chemistry). The course covers the 5 basic areas of: 1) Soil classification; 2) Soil formation; 3) Physical properties; 4) Biological properties; and 5) Chemical properties. Students must use the WWW to read required information before doing hands-on laboratory activities. Web exams, team exams, lecture dyads, lab reports, land use project and final exam are used to determine course grades. Lecture notes on the WWW.
Class time: 60% lecture, 40% Discussion
Work load: 20 pages of reading per week

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Soil 3416 Plant Nutrients in the Environment  
(Sec 001); 3 cr; prereq 2125  
**Instructor:** Malzer, Gary L  
**Description:** This course presents fundamental concepts in soil fertility and plant nutrition. The lecture emphasizes the basic concepts of nutrient availability to plants, and transport through the environment, while the discussion deals with practical applications of nutrient management and losses to the environment. Evaluation, interpretation, and correction of nutrient problems are presented. Designed for undergraduate students in the area of plant and soil science and environmental science.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 15 pages of reading per week, 4 exams, 13 recitation assignments  
**Grade:** 40% mid-semester exam(s), 10% final exam, 40% problem solving  
**Exam format:** objective essay

Soil 3521 Soil Judging  
(Sec 001); Credit will not be granted if credit has been received for: AGUM 2271; 1 cr; max crs 3, 3 repeats allowed; A-F only; prereq 4511  
**Instructor:** Cooper, Terence H  
**Description:** Students who participate in the regional or national soil judging contest are eligible to enroll in this course. Soil judging contests are in October and require 4 days of commitment. Students should have completed Soil 4511  
**Class time:** 100% Field trip to contest  
**Grade:** 100% final exam

Soil 4093 Directed Study  
(Sec 001); 1-7 cr; max crs 20, 20 repeats allowed; prereq instr consent  
**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.  
**Class time:**

Soil 4094 Directed Research  
(Sec 001); 1-7 cr; max crs 7, 1 repeat allowed; prereq instr consent  
**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.  
**Class time:**

Soil 4511 Field Study of Soils  
(Sec 001); 2 cr; A-F only; prereq 2125  
**Instructor:** Cooper, Terence H  
**Description:** This is a field course that requires students to learn how to write soil profile descriptions. Students visit numerous roadcuts and determine the morphological characteristics of the soils observed. Final field exam determines the course grade. Field exam is open book. Class meetings end first week of November. Week long trip to another state for further soil investigation is possible.  
**Class time:** 100% Laboratory  
**Work load:** 50 pages of reading per week  
**Grade:** 100% final exam

Soil 5232 Vadose Zone Hydrology  
(Sec 001); 3 cr; prereq [Math 1271 or equiv], [Phys 1042 or equiv]  
**Instructor:** Gupta, Satish C  
**Description:** This course is intended for undergraduates and graduate students in Soil, Water, & Climate, Water Resources, Institute of Technology, Environmental Sciences, and Natural Resources. The course covers soil physical properties and processes that govern the transport of mass and energy in soils. Major emphasis is on water and solute transport through the vadose zone and their impact on subsurface hydrology and water quality. Specific topics include energy state of soil water, soil water retention characteristics, saturated and unsaturated hydraulic conductivities, Poiseuille and Darcy laws, law of mass conservation, water flow through uniform and layered soils, water infiltration equations, mechanisms of contaminant transport, preferential flow, contaminant adsorption and decay, transport of volatile organic compound, soil thermal properties, steady and non-steady state heat flow, and convective and diffusive gas fluxes. The lectures are supplemented with hands on laboratory exercises on methods of measuring hydraulic, thermal, and gas properties of soils, and methods of characterizing water, contaminants, heat, and gas fluxes in soils. We also have one to two guest lectures from scientists working in the Environmental Consulting Companies and State Agencies.  
**Class time:** 70% lecture, 30% Laboratory  
**Work load:** 10 pages of reading per week, 20 pages of writing per semester, 3 exams  
**Grade:** 30% mid-semester exam(s), 25% final exam, 25% written reports/papers, 20% problem solving  
**Exam format:** multiple choice and identification

Soil 5555 Wetland Soils  
(Sec 001); 3 cr; max crs 3, 1 repeat allowed; A-F only; prereq 1125 or 2125 or equiv or instr consent; concurrent enrollment 4511 recommended  
**Instructor:** Bell, Jay !!COAFES Distinguished Tchg Awd!!  
**Description:** Course focuses on the morphology, chemistry, hydrology and formation of mineral and organic soils in a wet environment. Students will study: 1) the biogeochemical processes involved in the genesis of hydromorphic soils, 2) soil hydrology for a variety of landscape settings, 3) soil morphological indicators of wet conditions, and 4) how to interpret soil-landscapes. In addition to field trips to study soils in a field setting, students will delineate the hydric soils boundary for a wetland site near campus and develop a comprehensive report of their findings. Additional topics include peatlands, wetland benefits, preservation, regulation, mitigation, and instrumentation to monitor soil water and redox fluxes. Course material is not of an introductory nature and assumes prior knowledge of soil science (an introductory soils course) and the ability to integrate information from several disciplines in order to understand wetland processes. Scheduled in late afternoon to accommodate extension students. In addition to lectures, one hour-long recitation section is scheduled per week to concentrate on the terminology and methods used for soil profile descriptions, field instrumentation, and for in-depth discussion of lecture topics.  
**Class time:** 50% lecture, 20% Discussion, 10% Laboratory, 20% Field trips/Field project  
**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, 6 problem solving assignments  
**Grade:** 20% mid-semester exam(s), 20% final exam, 15% written
South Asian Languages and Cultures
453 Folwell Hall: 612/625-6534

SALC 3412 Hinduism
(Sec 001): 3 cr; meets CLE req of Other Humanities Core
Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!
Description: This course is an examination of the development of Hinduism—a complex and diverse tradition of ritual and worship, festivals and pilgrimage, asceticism and hedonism. The course will focus on sectarian trends, present-day religious practices, and the interrelationship between Hinduism and Indian social structure.
Class time: 60% lecture, 20% Discussion, 20% films, videos and speakers
Work load: 15 pages of reading per week, 20 pages of writing per semester, 2 exams
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers
Exam format: multiple choice and essay

SALC 5412 Hinduism
(Sec 001): 3 cr
Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!
Description: This course is an examination of the development of Hinduism—a complex and diverse tradition of ritual and worship, festivals and pilgrimage, asceticism and hedonism. The course will focus on sectarian trends, present-day religious practices, and the interrelationship between Hinduism and Indian social structure.
Class time: 60% lecture, 20% Discussion, 20% films, videos and speakers
Work load: 15 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers
Exam format: multiple choice and essay

SALC 5993 Directed Studies
(Sec 001): 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Guided individual reading or study. Topics are related to South Asian languages and cultures. The focus differs from student to student, from sociocultural change to law, philosophy and religion. Various aspects of South Asian societies are studied from a variety of disciplinary perspectives, in social sciences as well as the humanities.
Class time: 100% one hour consultation/week and reading assignments, library research
Work load: 50 pages of reading per week, 1 papers
Grade: 100% special projects
Exam format: Essay-paper.

SALC 5994 Directed Research
(Sec 001): 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Guided individual research. Topics are related to South Asian languages and cultures. The research topic differs from student to student, from linguistics and literature to philosophy, religion and various aspects of South Asian culture.
Class time: 100% one hour consultation/week and reading assignments, library research
Work load: 50 pages of reading per week, 1 papers
Grade: 100% special projects

Exam format: Short essay
Course URL: http://www.soils.agri.umn.edu.academics/classes/soil5555

Spanish
34 Folwell Hall: 612/625-5858

Span 144 Intermediate Medical Spanish
(Sec 001): 0 cr; S-N only; prereq [1st yr college-level Spanish or equiv], dept consent
Instructor: Lopez, Maria Emilce !!Outstanding Service Award!!
Description: Designed to help health care professionals 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. Course includes use of WebCT and CD-ROM. One year college Spanish or equivalent is required.
Course URL: http://www.ildi.umn.edu/Span0144/home.html

Span 1001 Beginning Spanish
(Sec 001-005): 5 cr; prereq Less than 2 yrs of high school Spanish, dept consent
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, "?Sabias que...?" 3rd ed., is accompanied by a workbook and audio tapes or CDs that are designed to be studied outside class. In the 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.
Class time: 5% lecture, 15% Closed Circuit TV, 10% Discussion, 1% Laboratory, 60% Group work, reading and related activities
Work load: 10/20 pages of reading per week, 6 pages of writing per semester, 3 exams, 6 quizzes, 2 compositions, approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)
Grade: 20% final exam, 15% quizzes, 10% class participation, 55% 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 minimum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays; Two oral interviews.

Span 1003 Intermediate Spanish
(Sec 003-035): 5 cr; prereq [1002 or 1022] or entrance proficiency test
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. 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 a variety of writing assignments. Each student will present an oral presentation on a topic related to those covered in "Conexiones" or in class. Because Spanish class is about the only place where a student

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can practice listening and speaking, class attendance is critical.

**Class time:** 40% Discussion, 60% communicative activities with language

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 4 exams, 3 papers, Daily participation in Spanish. Workbook and lab manual for 6 chapters. Oral group presentation. Oral interview.

**Grade:** 30% mid-semester exam(s), 20% final exam, 15% written reports/papers, 10% in-class presentations, 10% class participation, 5% lab work, 10% Oral interview

**Exam format:** Diverse - essay - fill in blank - short answer

Span 1004 Intermediate Spanish

(Sec 001-027); Credit will not be granted if credit has been received for: SPAN 1014, SPAN 1014, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044; 4 cr; prereq 1003 or entrance proficiency test or [instr consent,dept consent]

**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 Graduation Proficiency Test (GPT) as a requirement of the course, unless they have already passed the GPT in this or another language.

**Class time:** 10% lecture

**Work load:** 25/30 pages of reading per week, 10/15 pages of writing per semester, 3 exams, 1 composition; 2 mesa redonda

**Grade:** 50% quizzes, 10% class participation, 5% lab work, 0% 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 1014 Business Spanish

(Sec 001); Credit will not be granted if credit has been received for: SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044, 4 cr; prereq 1003 or [dept consent, instr consent]

**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. 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, but with a focus on business vocabulary, report writing skills, proper format for business communications and conversational fluency on trade-related topics. The "Pasajes" series, 4th ed.; "Lengua" and "Saldo a favor" texts are used. 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. 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 or BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course unless they have already passed the GPT in this or another language.

**Class time:** 10% lecture, 90% 60% discussion, 30% listening, writing, testing for comprehension and vocabulary, and peer editing, and 10% lecture.

**Work load:** 25 pages of reading per week. 7 TO 8 pages of writing per semester, 5 exams, 3 compositions, 1 oral presentation

**Grade:** 40% mid-semester exam(s), 15% final exam, 15% written reports/papers, 10% in-class presentations, 10% class participation, 10% 10% homework

**Exam format:** Listening, vocabulary, reading, short essay, grammar

Span 1022 Alternate Second-Quarter Spanish

(Sec 001-027); 5 cr; prereq Placement above 1001

**Instructor:** STAFF

**Description:** This course is for the student who has studied two or more years of Spanish. The course provides a quick review of very beginning Spanish and at the end of this course students should be ready for Spanish 1003. Upon entering this course, the student should know basic vocabulary and be familiar with present and past tense forms. Spanish is spoken almost exclusively in class. Spanish 1022 focuses on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television 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.

**Class time:** 5% lecture, 15% Closed Circuit TV, 10% Discussion, 10% Laboratory, 80% group work, reading and related activities

**Work load:** 15/25 pages of reading per week, 10/15 pages of writing per semester, 5 exams, 3 compositions; approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)

**Grade:** 20% final exam, 10% class participation, 10% lab work, 60% 25% 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 the use of natural language by using short answers and essays. Two oral interviews.

Span 1044 Intermediate Medical Spanish

(Sec 001); Credit will not be granted if credit has been received for: SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1014, SPAN 1014; 5 cr; prereq 1003 or equiv

**Instructor:** Lopez, Maria Emilee!! Outstanding Service Award!!

**Description:** Course designed to help health care professionals and/or students pursing 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, conversation to conduct physical exams; understanding the Latin American view of health and health care. In terms of the grammatical aspects, the course covers some 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.

**Class time:** 10% lecture, 60% Discussion, 30% language lab, listening, writing testing for comprehension and vocabulary and peer editing

**Work load:** 10-15 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 1 papers, 2 reports for round table discussion,
Spanish Composition and Communication (Sec 001-010); 4 cr; prereq [1004 or 1014 or 1044], LPE high pass
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 take Spanish 1004 and successfully pass the Graduation Proficiency Exam (GPT) at the level set for majors and minors. 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 course requires a major time commitment on the part of each student registered.
Class time: 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation
Grade: 15% class participation, 0% 5% participation in peer editing
Exam format: Essays and short answers written in Spanish, together with grammar sections.

Class Schedule for Twin Cities Campus

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literary studies. Teaching methods include lectures, discussions, group activities, and problem solving exercises. As this course has been designated writing intensive written reports and papers will be assigned.

Class time: 70% lecture, 30% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 2 homework assignments
Grade: 30% mid-semester exam(s), 15% final exam, 20% written reports/papers, 15% in-class presentations, 10% problem solving, 10% group work
Exam format: fill in the blank, essay

Span 3211 Literary Discourses of Imperial Spain, 1492-1800 (Sec 001); Credit will not be granted if credit has been received for: SPAN 3111, SPAN 3211H, SPAN 3211H, SPAN 3211H, 3 cr; prereq 3104
Instructor: Mc Callum, Thomas Richard
Description: This course will consider major monuments of Spanish literature ranging from the age of exploration and discovery through the Siglo de Oro and imperial decadence. Literary texts will be drawn from all genres and will focus inquiry into the discourses produced by writers generally located within the framework of the imperial canon such as Fernando de Rojas, the anonymous author of "Lazarillo de Tormes," Luis de Gongora, Miguel de Cervantes, and Francisco de Quevedo. Close textual scrutiny and analysis will highlight the nexus between literary 'masterpieces' and the historical era which conditioned their production. Areas of classroom research will include themes such as the phenomenon of social delinquency in the picaresque novel, the encoding of 'machista' ideology in courtly love lyrics, and madness/insanity in the context of imperial decline as seen in Cervantes' "Don Quijote." The class format is a fluid blend of lecture and discussion during which students are encouraged to explore diverse critical approaches and strategies to the analysis of texts. This course is particularly well suited to students who have an interest in the literary culture of Spain from the high Renaissance through the end of the Baroque period or for those who seek a panoramic overview of this crucial period in the growth, development, and dissemination of continental Spanish civilization.
Class time: 60% lecture, 30% Discussion, 10% Oral presentation of a literary work in a round-table format
Work load: 50-60 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, All lectures and discussions are conducted in Spanish, and all written essays, papers and examinations will be submitted in Spanish.
Grade: 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: Essays (textual analysis; discussion of literary issues and problematics) combined with short-answer definitions (i.e., genres, technical language), and identifications

Span 3401 Service Learning in the Chicano/Latino Community (Sec 001-003); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme
Instructor: Ganley, Kathleen Marie !Outstanding Service Award!!
Description: This is a service-learning course in which students relate academic topics with service they do in an organization that works with the Chicano/Latino population. Students work 45 hours in the community over the semester. They also meet once per week for a 2 1/2 hour seminar. The class is composed of discussions (such as intercultural communication, racism, white privilege, bilingual education and immigration), guest speakers, role plays, videos, and visits to the community.
Class time: 85% Discussion, 15% Videos, role-plays, simulations.
Work load: 30-50 pages of reading per week, 13-26 pages of writing per semester, 1 papers
Grade: 50% written reports/papers, 20% class participation, 30% participation in the community, discussion leader
Exam format: no exams

Span 3512 Modern Latin American Civilization (Sec 001); Credit will not be granted if credit has been received for: SPAN 3412, SPAN 3512H, SPAN 3512H, SPAN 3512H; 3 cr; A-F only; prereq credit will not be granted if credit received for: 3412 or 3512H
Instructor: Machin, Horacio
Description: Impact of neoliberal policies on symbolic production related to racial, ethnic, institutional and ideological structures.
Class time: 50% lecture, 30% Discussion, 20% Oral reports by students
Work load: 50 pages of reading per week, 30 pages of writing per semester, 6 papers
Grade: 50% written reports/papers, 30% in-class presentations, 20% lab work
Exam format: Essay

Span 3701 The Structure of Spanish: Phonology (Sec 001); Credit will not be granted if credit has been received for: SPAN 3801, SPAN 3701H, SPAN 3701H; 3 cr; prereq 3107
Instructor: Face, Timothy L
Description: This course aims to provide undergraduate students with an understanding of the basic concepts of phonetics and phonology and to teach them to apply these concepts to Spanish. The course will be both conceptual and practical. The practical component will involve the students using the concepts learned in class to improve their own pronunciation of Spanish. Students will acquire skills in recognizing, producing, transcribing and describing in linguistic terms the sounds of Spanish and in understanding and analyzing the Spanish sound system. A portion of the course will also focus on the main dialectal differences across the Spanish-speaking world. Some consideration will also be given to the Spanish orthographical system as it relates to the Spanish sound system.
Class time: 40% lecture, 20% Discussion, 20% group activities
Work load: 10 pages of reading per week, 10 pages of writing per semester, 4 exams, project, periodic homework assignments
Grade: 20% final exam, 20% special projects, 40% quizzes, 20% homework
Exam format: mixed format

Span 3940 Figures in Spanish Peninsular Literature (Sec 001); Credit will not be granted if credit has been received for: SPAN 3340, SPAN 3940H, SPAN 3940H; 3 cr; max crs 9, 3 repeats allowed; prereq credit will not be granted if credit received for: 3340 or 3940H; 3104 or instr consent
Instructor: Sullivan, Constance A
Description: Representations of Spanish Masculinities. We will study a selection of works from written literature, film, and visual art to examine various ways in which Spanish men have been portrayed, both as models or problematized anti-models. The works span a time frame from the late Middle Ages to the 1970s.
Class time: 30% lecture, 70% Discussion
Work load: 45 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 45% final exam, 20% written reports/papers, 10% class participation
Exam format: essay (short essay; more extensive essay questions in take-home final)

Span 3970 Directed Studies (Sec 001); 1-4 cr; max crs 9, 3 repeats allowed; prereq instr consent, dept consent, college consent
Instructor: STAFF
Description: Guided individual reading or study. Consult with the Undergraduate Advisor: Margaret Demmessie.

Span 3972V Honors: Graduation Seminar (Sec 001); Credit will not be granted if credit has been received for: SPAN 3972, SPAN 3972W, SPAN 3972W; 3 cr; A-F only; prereq credit will not be granted if credit received for: 3972W, 3974; 31 cr of 3xxx, honors, dept consent; meets CLE req of
Writing Intensive; meets HON req of Honors
Instructor: Ramos-Garcia, Luis A
Description: Como culminación de sus estudios especializados en español y portugués, cada estudiante inscrito llevara a cabo un proyecto de trabajo que entregara en forma de un ensayo escrito (a maquina o computadora) en castellano, de 20 a 25 paginas de extension: la extension para los trabajos de Honors sera determinado por el enstructor dependiendo de cada caso. Las primeras dos semanas de clase seran dedicadas a discutir los criterios de seleccion, a escoger un tema definitivo de investigacion y a informarse sobre la mecanica de la clase y las expectativas del seminario. Los textos y hojas sueltas (entregadas periodicamente por el profesor) serviran de referencia y consulta en los diversos pasos o instancias de la seleccion, investigacion, organizacion y articulacion del tema escogido. Los objetivos del curso se centran en poder: (1) hacer un verdadero trabajo de investigacion: en la biblioteca
Class time: 10% lecture, 15% Discussion, 75% Individual appointments
Work load: 80-100 pages of reading per week, 25 pages of writing per semester, 1 papers
Grade: 70% special projects, 15% in-class presentations, 15% class participation

Span 3972W Graduation Seminar
(Sec 001); Credit will not be granted if credit has been received for: SPAN 3974, SPAN 3972V, SPAN 3972V; 3 cr; A-F only; prereq credit will not be granted if credit received for: 3972V, 3974; 31 cr of 3xxx, instr consent; meets CLE req of Writing Intensive
Instructor: Ramos-Garcia, Luis A
Description: Como culminacion de sus estudios especializados en espanol y portugués, cada estudiante inscrito llevara a cabo un proyecto de trabajo que entregara en forma de un ensayo escrito (a maquina o computadora) en castellano, de 20 a 25 paginas de extension: la extension para los trabajos de Honors sera determinado por el enstructor dependiendo de cada caso. Las primeras dos semanas de clase seran dedicadas a discutir los criterios de seleccion, a escoger un tema definitivo de investigacion y a informarse sobre la mecanica de la clase y las expectativas del seminario. Los textos y hojas sueltas (entregadas periodicamente por el profesor) serviran de referencia y consulta en los diversos pasos o instancias de la seleccion, investigacion, organizacion y articulacion del tema escogido. Los objetivos del curso se centran en poder: (1) hacer un verdadero trabajo de investigacion: en la biblioteca /comunidad/ extranjero/institutos especializados, (2) distinguir las sutiles interpretaciones que las literaturas y culturas hispanas y aborigenes hacen de sus propios valores y realidades sociales, (3) comprender estetica y anliticamente algunas obras maestras / indiviudales del mundo hispano, y (4) escribir un ensayo articulado e informado, siguiendo los aspectos formales que regulan la preparacion y acabado de proyectos academicos.
Class time: 10% lecture, 15% Discussion, 75% Individual appointments
Work load: 80-100 pages of reading per week, 25 pages of writing per semester, 1 papers
Grade: 70% special projects, 15% in-class presentations, 15% class participation

Span 3970 Directed Readings
(Sec 001-011); 1-4 cr; max crs 9, 9 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent
Instructor: STAFF
Description: This course is intended to provide students who are majoring in Communication Disorders with an overview of neuroanatomy, neurophysiology, and neuroscience. Special emphasis will be placed on the structural and functional relationships necessary for speech, language and hearing. Topics will include: gross anatomy of central and peripheral nervous systems; basic principles of neuroscience; neural embryological development; motor and sensory systems; visual and auditory systems; limbic system; reticular formation, and hemispheric and cortical specialization. Current diagnostic techniques and clinical neuropathologies associated with communication disorders will also be introduced.
Class time: 60% lecture, 25% Discussion, 15% Laboratory

Reading knowledge of Span and Port; meets HON req of Honors
Instructor: Arenas, Fernando
Description: This course will use as central categories of analysis the discourses of sex and sexuality as they are deployed in literary and filmic works from Brazil, Portugal and the Spanish-speaking world. As a theoretical basis, we will analyze key writings emanating from the field of GLBT studies (gay, lesbian, bisexual, and transgender) and/or queer theory in the United States (and other countries), as well as critical essays produced in the specific cultures contemplated. Our focus will be interdisciplinary (anthropology, sociology, history, literature, film) and cross-cultural as we look into the discursive practices of (homo)sexualities as they intersect with: nation-building; modernity; racial, cultural and gender identity formations; as well as AIDS. The purpose of this course is to posit sexuality and its theorizations as key hermeneutic tools for contemporary debates on cultural practices and identities in various parts of the globe, at the same time as we look critically at the interaction between global and local forces and how this interaction shapes the production of subjectivities and communities. The course will be taught in English and all reading material will be available in translation (films will be subtitled), as well as in the original Portuguese or Spanish, as the case may be.
Class time: 40% lecture, 10% Closed Circuit TV, 50% Discussion
Work load: 300+/- pages of reading per week, 20+ pages of writing per semester, 1 papers
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

SLHS 3302 Anatomy and Physiology of the Speech and Hearing Mechanisms
(Sec 001); 3 cr
Instructor: STAFF
Description: The course focuses on the structures and functions of the speech production and auditory systems. The course material is addressed from a sub-systems approach, for example, including discussion of the respiratory, phonatory, articulatory, auditory, and vestibular systems. The primary teaching format is lecture-style presentations, although individual and small-group interactive exercises are incorporated into many classes. The goal of the course is to provide a strong basis from which to consider normal and disordered aspects of human communication. The target audience is undergraduate students, both CDIs majors and non-majors.
Class time: 85% lecture, 15% Discussion
Work load: 20-30 pages of reading per week, 3 exams, weekly software lessons and quizzes
Grade: 42% final exam, 8% quizzes, 50% There are two other exams during the semester, each worth 25%.
Exam format: multiple choice, matching, graph interpretation, short answer

SLHS 4301 Introduction to the Neuroscience of Human Communication
(Sec 001); 3 cr
Instructor: Kennedy, Mary R T
Description: This course is intended to provide students who are majoring in Communication Disorders with an overview of neuroanatomy, neurophysiology, and neuroscience. Special emphasis will be placed on the structural and functional relationships necessary for speech, language and hearing. Topics will include: gross anatomy of central and peripheral nervous systems; basic principles of neuroscience; neural embryological development; motor and sensory systems; visual and auditory systems; limbic system; reticular formation, and hemispheric and cortical specialization. Current diagnostic techniques and clinical neuropathologies associated with communication disorders will also be introduced.
Class time: 60% lecture, 25% Discussion, 15% Laboratory

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SpSt 3501 Sport in a Diverse Society  
(Sec 001); 3 cr; A-F only; prereq SpSt major only  
Instructor: Buysse, Jo Ann Marie  
Description: This course will examine the pervasive and significant relationship between sport and contemporary social institutions (politics, religion, economics, education, and the mass media). Particular emphasis will be given to groups of individuals who have historically been marginalized or excluded from sport participation. Variables such as race, sex, social class, sexual orientation and physical (dis)abilities will be emphasized.  
Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion  
Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, Research article reviews  
Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 5% quizzes, 10% class participation, 5% problem solving  
Exam format: Essay, multiple choice  
Course URL: http://www.webct.umn.edu

SpSt 3631 Sport Promotion and Programming  
(Sec 001); 2 cr; A-F only; prereq SpSt major only  
Instructor: STAFF  
Description: Programming in sport—an overview; marketing of sports including but not limited to the five P’s—price, promotion, place, public relations, product; the uniqueness of sport products and sport marketing; and promotional strategies—advertising, publicity, personal selling, sponsorships, sales promotions, etc. Text: Mulllin, Bernie "Sport Marketing." Teaching methods: lectures and interactive learning techniques utilizing assessment through tests and papers. Target audience: undergraduate sport studies majors  
Class time: 50% lecture, 20% Discussion, 15% guest speakers; 15% group projects  
Work load: 30 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers  
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 5% special projects, 10% in-class presentations  
Exam format: varied

SpSt 3881W Senior Seminar in Sport Studies  
(Sec 001); 3 cr; A-F only; prereq SpSt major, completion of major coursework, instr consent; meets CLE req of Writing Intensive  
Instructor: Buysse, Jo Ann Marie  
Description: This course is the final academic preparation course prior to the practicum experience. Topics will focus on student interests in sport careers and career preparation. A final research project will be required. Students will be required to do an oral presentation as well as a final paper. This is a writing intensive course.  
Class time: 20% Discussion, 80% Guest Speakers and Research.  
Work load: 20 pages of reading per week, 20 pages of writing per week, 100% individual meetings with students  
Grade: 0% varies with topic and credits

SLHS 5993 Directed Study  
(Sec 001-012); 1-12 cr; max crs 18, 18 repeats allowed; prereq instr consent  
Class time: 100% individual meetings with students  
Work load: varies with topic and credits  
Grade: 0% varies with topic and credits

Stat 1001 Introduction to the Ideas of Statistics  
(Sec 004); 4 cr; prereq High school algebra; meets CLE req of Mathematical Thinking Core  
Instructor: Hawkins, Douglas M  
Description: This course covers the essentials of statistical thinking. Topics include types and sources of data, principles of experimentation, and the most commonly useful statistical tools. Presentation is non-mathematical. Exercises use hand calculators; there is no computer component.  
Class time: 80% lecture, 20% Laboratory  
Work load: 40 pages of reading per week, 50 pages of writing per semester, 3 exams  
Grade: 35% mid-semester exam(s), 30% final exam, 35% problem solving  
Exam format: In-class problem solving

Stat 2011 Introduction to Statistical Analysis  
(Sec 001, 005, 009, 013, 017); Credit will not be granted if credit has been received for: STAT 5021, STAT 5021, ANSC 2211, ANSC 2211; 4 cr; prereq Two yrs high school math; meets CLE req of Mathematical Thinking Core  
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  
Course URL: http://www.stat.umn.edu/classes/

Stat 3021 Introduction to Probability and Statistics  
(Sec 001-004); 3 cr; prereq Math 1272  
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
Stat 3022 Data Analysis
(Sec 001, 004); 4 cr; prereq 3011 or 3021
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 4101 Theory of Statistics I
(Sec 001); Credit will not be granted if credit has been received for: MATH 5651, MATH 5651, MATH 5651, STAT 5101, STAT 5101; 4 cr; prereq Math 1272
Instructor: Dickey, James Mills
Description: This is the first of a two course sequence. The two course sequence will start with an introduction to probability, including meanings of probability, axioms of probability, symmetry 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 of the law of large numbers and the central limit theorem.

Stat 4893W Senior Paper
(Sec 001); 1 cr; prereq Stat major; meets CLE req of Writing Intensive
Instructor: STAFF
Description: STAT 4893W is a requirement for a BA in Statistics in CLA. The requirement can be satisfied in three ways: (1) Directed study culminating in a paper on a specialized area of Statistics (this is the most common choice), (2) A written report on a consulting assignment or on an analysis of data. (3) A computer program to implement a nontrivial statistical technique, together with documentation of its use. Students should enroll in any semester of their Senior year. If work is unfinished at the end of the semester (as frequently happens), an incomplete (!) will automatically be reported. The topic of the paper should be chosen in consultation with a faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course.
Work load: 1 papers
Grade: 100% written reports/papers

Stat 5021 Statistical Analysis
(Sec 001); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq Math 2263
Instructor: Meeden, Glen Dale
Description: No credit if credit was received for STAT 4101 or MATH 5651. Same as MATH 5651. Logical development of probability and some basic issues in Statistics. Probability spaces, random variables and their distributions and expected values, law of large numbers and central limit theorem, generating functions, sampling, sufficiency, and estimation.

Stat 5021 Statistical Analysis
(Sec 004); Credit will not be granted if credit has been received for: MATH 5651, MATH 5651, MATH 5651, STAT 4101, STAT 4101; 4 cr; prereq Math 2263
Instructor: Wang, Lan
Description: About half the students taking Stat 5021 are graduate students in non-statistics-major programs whose research requires
competence in multiple regression. Half are undergraduates taking the course as part of a sequence in applied statistical methodology. All students have already taken an introductory methods course up to the level of single-predictor linear regression and one-way analysis of variance. The course covers linear multiple regression. The technical underpinning of the multiple regression model is taught from a non-calculus perspective. There is particular emphasis on diagnostic methods for detecting and remedying departures from model assumptions. Extensive use is made of software, with weekly lab assignments supplementing the in-class lectures.

Class time: 80% lecture, 20% Laboratory
Work load: 40 pages of reading per week, 3 exams
Grade: 35% mid-semester exam(s), 25% final exam, 40% weekly homework
Exam format: short problems
Course URL: http://www.stat.umn.edu/~gary/classes

Stat 5303 Designing Experiments
(Sec 001); 4 cr; prereq 3022 or 4102 or 5021 or 5102 or instr consent
Instructor: Oehlert, Gary W
Description: This course covers basic experimental designs, when to use them, and how to analyze the results. We cover: completely randomized designs, factorial treatment structures, random and mixed effects models, complete and incomplete blocks, covariates, split plots, and response surfaces. Primarily lecture based, with discussion and computer work in the lab. This course is aimed at nonstatistics graduate students, but advanced undergraduates can also attend.

Class time: 90% lecture, 10% Laboratory
Work load: 40 pages of reading per week, 3 exams, 1 papers, weekly homework
Grade: 40% mid-semester exam(s), 25% final exam, 10% special projects, 25% problem solving
Exam format: problem solving
Course URL: http://www.stat.umn.edu/~gary/classes/5303

Stat 5993 Tutorial
(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; prereq instr consent
Instructor: STAFF
Description: Students may contact the department for information.

Swedish
205 Folwell Hall: 612/625-2080

Swed 1001 Beginning Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4001, SWED 4001; 5 cr
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.

Class time: 10% lecture, 70% Discussion, 20% Laboratory
Grade: 100% 50% reading/writing, 50% oral/aural
Exam format: structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

Swed 1003 Intermediate Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4003, SWED 4003, SWED 4003, SWED 4003; 5 cr; prereq 1002
Instructor: STAFF
Description: This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001-2 (or quarter system courses 1101-2-3). Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interactive will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. See the description for Swed 4003 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

Class time: 10% lecture, 70% Discussion, 20% Laboratory
Grade: 100% 50% reading/writing, 50% oral/aural
Exam format: written essays, listening and reading protocols, structural exercises, oral interviews

Swed 4001 Beginning Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1001, SWED 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student
Instructor: STAFF
Description: See the course description for Swed 1001. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Swed 1001 under the number Swed 4001 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Swed 4003 Intermediate Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1003, SWED 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student

This information is accurate as of: 5/26/2004 at 3:43 PM 220
Instructor: STAFF  
**Description:** See the course description for Swed 1003. This 4xxx-level course designator is a special option for qualified students to take the 4xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in English but have not taken a graduate student course, then you are seeking the CLA degree, you may register for Swed 1003 under the number Swed 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

### Teaching English as a Second Language
215 Nolte Center: 612/624-3331

**TESL 3001 Basics in Teaching English as a Second Language**  
*(Sec 001): 4 cr; prereq Ling 3001 or Ling 3001H or Ling 5001*, have studied another language, 550 TOEFL score [if non-native speaker]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme  
**Instructor:** STAFF  
**Description:** This practical course is designed to prepare you to tutor ESL to adults in community programs by providing you with a basic orientation to current theories, methods and techniques of English as a second language (ESL) instruction. Through lecture/demonstrations, discussions and practice teaching, the course emphasizes the methodologies and techniques for teaching and assessing the skills of listening, speaking, pronunciation, reading, and writing. Your reading and classroom lectures will provide you with an introduction to the phonological and syntactic systems of English. In addition, you will study the language learning processes of adults, considering the linguistic, psychological and socio-cultural factors which influence the process. You will learn something about the language and culture of immigrant groups currently residing in the Twin Cities, including Hmong, Somali, and Hispanic languages and cultures. You will become aware of the interrelationship of language and culture and how that influences learning. The various contexts of teaching English to literate and non-literate adults in the U.S. and abroad will be addressed. As you read and discuss these issues in class, you will observe ESL classes taught at the University and in the Twin Cities. An internship at a school or agency teaching ESL is required. The class will support the internship experience as you and your fellow students analyze the instructional settings and your teaching practices during the week.  
**Class time:** 30% lecture, 40% Discussion, 30% Laboratory  
**Work load:** 30-40 pages of reading per week, 12 pages of writing per semester, 6 exams, 2 papers  
**Grade:** 30% written reports/papers, 15% quizzes, 15% in-class presentations, 15% class participation, 25% internship teaching  
**Exam format:** short answer essay

**TESL 3501 Practical Language Learning for International Communication**  
*(Sec 001): 3 cr; prereq Ling 3001 or 5001 or instr consent*  
**Instructor:** STAFF  
**Description:** Going to study abroad to learn a new language and culture? What are your strengths as a language learner? This course is about improving language learning? getting a sense of your learning style preferences and language strategy preferences. You will also explore your motivation to learn languages in general and a given language in particular, and your motivation to do specific language tasks. Ideally, the course will not only make you more aware, but also better equipped to succeed at learning and using languages now and in the future, at home and abroad. The objectives of the course are to provide you with background readings on learning a new language; to engage you in diagnosing your learning style and language strategy preferences and those of your peers; to have you participate in classroom exercises intended to simulate real language learning and language use situations. The topics include: (a) learning a new language, (b) learning language strategies, (c) language learning strategies and the classification of strategies by type (language learning vs. language use), by purpose, and by skill; (d) communication strategies, (e) strategies by skill areas (listening, vocabulary learning, speaking, reading, writing, and translation strategies, (f) motivation in language learning; (g) the intersection of task, style, and strategy, (h) learning language within differing teaching methods, (i) cross-cultural awareness and strategies for enhancing adaptation to a new culture.  
**Class time:** 20% lecture, 40% Discussion, 40% Group tasks  
**Work load:** 20 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers  
**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation  
**Exam format:** Open ended questions  
**Course URL:** http://webct.umn.edu

**TESL 5401 Language Analysis for Teachers of English as a Second Language**  
*(Sec 001): 4 cr; prereq Ling 3001 or Ling 5001 or instr consent*  
**Instructor:** STAFF  
**Description:** This course, required for both MA ESL majors and undergraduate ESL minors, provides an overview of the structure of the English language that is specifically geared to the needs of teachers of English to speakers of other languages (both ESL and EFL). While not focusing on pedagogical issues per se, it will view the structures of English from the point of view of second language speakers as well as analyzing the ways in which native speakers use the language. Furthermore, an effort will be made to analyze critically what is written about the language in grammar books and other pedagogical materials, and to compare these descriptions with empirical analyses of actual language data. The emphasis in this course is on the ways in which linguistic analysis, and particular what is known about the structure of the English language, can help us to understand what is going on in the ESL classroom. The core function of the course is to make clear the links between theoretical concepts in linguistics and the things native speakers and ESL students say and write. TESL 5401 is the first of a two-semester sequence. In TESL 5401 we will cover English phonetics and phonology, basic morphology of English, and the grammar of the simple sentence in English, including word order, subject-verb agreement, verb tense and aspect, modality, negation, and question formation.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 1 papers, paper required only for graduate students  
**Grade:** 40% written reports/papers, 45% quizzes, 15% class participation  
**Exam format:** short answer essay

**TESL 5721 Methods in Teaching English as a Second Language**  
*(Sec 001): 3 cr; prereq Ling 3001 or 5001 or instr consent*  
**Instructor:** Lazaraton, Anne Louise  
**Description:** This course provides a broad introduction to the field of Teaching English as a Second Language, with a special focus on teaching ESL to adults at the college or university level. Students will:  
1) Examine a number of approaches to language teaching, both traditional and innovative;  
2) Review current practices in the teaching of the component language skills (listening, speaking, reading, writing) as well as grammar and vocabulary;  
3) Examine current approaches to teaching these skills in ESL/EFL texts and classroom materials;  
4) Discuss learner needs based on proficiency level as well as linguistic and cultural background; and  
5) Overview skills for teachers, including lesson planning, materials selection and evaluation, technology use, language assessment and test evaluation, and professional development. Students will be required to complete a number of homework assignments, observe several ESL classes, write a publishable quality ESL materials review, engage in weekly service work hours for the Minnesota English Center, and prepare a presentation of some aspect of the TESOL profession. Finally, students will write a language learning autobiography and a reflective statement to be included in a portfolio of course work to be submitted at the end of the semester. This course is designed for graduate students and undergraduates with some language teaching experience.
experience; other undergraduates should consider TESL 3001, offered during the Spring semester of every year.

Class time: 20% lecture, 80% Discussion

Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 papers, 2 hours a week in service to the Minnesota English Center

Grade: 40% written reports/papers, 5% in-class presentations, 10% class participation, 30% problem solving, 15% Service hours to the Minnesota English Center

**TESL 5724 Intro to Language Assessment**

(Sec 001); 3 cr; A-F only; prereq Ling 5001 or instr consent

**Instructor:** Lazaraton, Anne Louise

**Description:** This course is intended for advanced undergraduates and graduate students who are interested in the principles and practices of conducting language assessments of adult second/foreign language ability, rather than that of children. The course is designed for both students who are interested in the assessment of language ability for instructional purposes, and for student researchers who are interested in constructing language tests as part of their research efforts. While the course has no formal prerequisites, it assumes some familiarization with the field of second language teaching and learning. The objectives of the course include: a) identifying and selecting assessment procedures appropriate for various ages, ability levels, skills, and purposes (including proficiency and achievement); b) writing effective test items and tasks for measuring both global ability and ability in specific skill and language content areas; and c) conducting basic analysis of test results in order to evaluate the assessment instrument. These objectives will be achieved through reading and discussing assigned portions from the textbook; constructing test items and tasks on an ongoing basis; and developing, piloting, administering, evaluating, and revising an assessment instrument. This test development project will culminate in a written report due at the end of the semester.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 25 pages of reading per week, 30 pages of writing per semester, 1 papers

**Grade:** 50% written reports/papers, 10% class participation, 40% problem solving

**TESL 5993 Directed Studies**

(Sec 001-003); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent, dept consent, college consent

**Instructor:** STAFF

**Description:** In order to obtain Directed Studies credit through TESL 5993, students must file out a Student/Faculty Contract for Directed Study. On the form, the student indicates the title of the project, the number of desired semester credits(1-4), the learning objectives associated with it, methods and resources to be used (books, articles, etc.), and also indicate how the results of the project will be evaluated. Then a Faculty Member for ESL must approve it and sign as the supervisor for the project. Forms are available in the department office.

**Class time:** 25% mid-semester exam(s), 25% final exam, 15% written reports/papers, 5% in-class presentations, 10% class participation

**Exam format:** multiple choice and essay

**Work load:** 30 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers, short reading response assignments

**Grade:** 25% mid-semester exam(s), 25% final exam, 15% written reports/papers, 15% projects, 15% participation, 10% attendance

**Exam format:** essay and short question

**University of Minnesota – Class Schedule for Twin Cities Campus**

**Th 1101W Introduction to the Theatre**

(Sec 001); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** TH 1101 introduces students to the appreciation of theater as both dramatic text and live event. Through lecture, reading, viewing, analysis, discussion and activities, this class provides students with tools to critically regard theater within its social contexts. This critical analysis particularly emphasizes a comparison of theater across cultures. In addition, TH 1101 provides an introduction to and practice in some of the basic skills necessary to create live theater.

**Work load:** 50-100 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, final project

**Grade:** 15% mid-semesters exam(s), 30% written reports/papers, 25% special projects, 5% quizzes, 25% class participation

**Exam format:** multiple choice and essay

**Class time:** 50% lecture, 50% Discussion

**Work load:** 20% lecture, 80% Discussion

Finally, TH 1101 fulfills the CLE requirements for International Perspectives, Literature Core and is a Writing Intensive Course (requiring ten pages of formal writing with at least one revision assignment). This course will be web enhanced but the URL is not yet available.

**Th 1102 Drama and the Media**

(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core

**Instructor:** Werry, Margaret L

**Description:** In this course, we will explore what drama is and does in different media. We ask how drama relates to our daily lives, as well as to our ideas about society, family, politics, technology, imagination, and media itself. Students learn to interpret television, cinema, and radio dramas with attention to elements of dramatic technique, and through analytic and creative activities, they investigate the ways in which different media can open up new possibilities for dramatic expression. We examine the ways in which cultural, social, and economic factors shape the form drama takes and the stories it tells. Lectures and readings introduce a range of approaches that cultural theorists have developed to explain the popularity and effects of drama in different media. And we put these to the test in class discussions and in responses to a variety of films and television examples viewed in class. This course is appropriate for students of all majors and has no prerequisites, except an interest in popular culture and a willingness to grapple with challenging questions about an aspect of American life we normally take for granted. This course will be web enhanced but the URL is not yet available.

**Class time:** 30% lecture, 30% Discussion, 40% class workshops and viewing videos

**Work load:** 30 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers, short reading response assignments

**Grade:** 25% mid-semester exam(s), 25% final exam, 15% written reports/papers, 15% special projects, 20% class participation

**Exam format:** essay and short question

**Th 1301 Acting/Non-Majors**

(Sec 001-005); 3 cr; prereq 1101 or concurrent enrollment 1101

**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.

**Class time:** 10% Discussion, 90% Laboratory

**Grade:** 30% written reports/papers, 30% in-class presentations, 20% Attendance & Participation, 20% Attitude & Growth

**Th 1321 Fundamentals of Performance**

(Sec 001-005); 3 cr; A-F only; prereq 1101 or concurrent registration in 1101

**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: training the artistic will, training 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, both courses must be completed to receive credit. Required reading: The Articulate Body by Anne Dennis Body Learning
by Michael J. Freeing the Natural Voice by Kristin Linklater Towards a Poor Theatre by Jerzy Grotowski Acting Power by Robert Cohen

**Class time:** 10% Discussion, 90% Laboratory  
**Grade:** 25% written reports/papers, 25% in-class presentations, 25% Attendance & Participation; 25% Attitude & Growth.

**Th 3101W Theatre Practicum**  
**Description:** This class focuses on creating characters, researching behavior, and expanding expressive range in scenes and monologues from contemporary plays. Theatre as a collaborative art form and the essentialness of listening, interaction, and responsiveness to partners is emphasized. Most importantly, students are taught how to begin to develop and articulate a personal acting process. This class is open to qualified students who have both completed the 3121/3122 introductory performance sequence, and have been auditioned and selected by the acting faculty. Required reading: An Actor Prepares by Constantin Stanislavsky, True or False by David Mamet, and handouts.

**Instructor:** STAFF  
**Exam format:** Presentations and written assignments

**Course URL:** http://webct3.umn.edu/public/TH1911W_s03/index.html

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**Th 3321 Stanislavski and Techniques for Characterization**  
**Description:** This course focuses on creating characters, researching behavior, and expanding expressive range in scenes and monologues from contemporary plays. Theatre as a collaborative art form and the essentialness of listening, interaction, and responsiveness to partners is emphasized. Most importantly, students are taught how to begin to develop and articulate a personal acting process. This class is open to qualified students who have both completed the 3121/3122 introductory performance sequence, and have been auditioned and selected by the acting faculty. Required reading: An Actor Prepares by Constantin Stanislavsky, True or False by David Mamet, and handouts.

**Instructor:** STAFF  
**Exam format:** Presentations and written assignments

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**Th 3331 Physical Approaches to Acting**  
**Description:** This class focuses on creating characters, researching behavior, and expanding expressive range in scenes and monologues from contemporary plays. Theatre as a collaborative art form and the essentialness of listening, interaction, and responsiveness to partners is emphasized. Most importantly, students are taught how to begin to develop and articulate a personal acting process. This class is open to qualified students who have both completed the 3121/3122 introductory performance sequence, and have been auditioned and selected by the acting faculty. Required reading: An Actor Prepares by Constantin Stanislavsky, True or False by David Mamet, and handouts.

**Instructor:** STAFF  
**Exam format:** Presentations and written assignments

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**Th 3314 Text and the Actor**  
**Description:** The focus of this course is on instruction in Standard Stage Speech, IPA transcription, textual analysis and appropriate interpretive styles to perform heightened language texts: i.e., selections from the Anglo-Saxon poem Beowulf and Geoffrey Chaucer's Canterbury Tales, as well as from the plays of Shakespeare, Wilde, Shaw, O'Neill, Miller and Williams. Videos will be viewed and discussed. This course is intended to teach the varied vocal

**Course URL:** http://webct3.umn.edu/public/TH1911W_s03/index.html

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**Th 3110 Theatre Practicum**  
**Description:** This class focuses on creating characters, researching behavior, and expanding expressive range in scenes and monologues from contemporary plays. Theatre as a collaborative art form and the essentialness of listening, interaction, and responsiveness to partners is emphasized. Most importantly, students are taught how to begin to develop and articulate a personal acting process. This class is open to qualified students who have both completed the 3121/3122 introductory performance sequence, and have been auditioned and selected by the acting faculty. Required reading: An Actor Prepares by Constantin Stanislavsky, True or False by David Mamet, and handouts.

**Instructor:** STAFF  
**Exam format:** Presentations and written assignments

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**Th 4177W Survey of Dramatic Literature I: Strategic Interpretation**  
**Description:** This class, the first part of a two-course sequence, provides theatre artists/scholars an opportunity to deepen their engagement with the art of live theatre. Dramatic Literature I is designed to introduce students to some basic principles of script analysis, with an eye toward their applicability to stage practice. Through exposure to a variety of approaches to reading and staging drama, students gain a vocabulary for articulating their own artistic visions and for appreciating those of other theatre artists. At the core of the class is an investigation of the complex relationship between text and performance. Note: this course is listed as a writing intensive course and thus a significant component of the course focuses on training students to express their responses to dramatic literature in written form.

**Instructor:** Werry, Margaret L  
**Exam format:** Presentations and written assignments

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**Th 3100 Theatre Practicum**  
**Description:** This class focuses on creating characters, researching behavior, and expanding expressive range in scenes and monologues from contemporary plays. Theatre as a collaborative art form and the essentialness of listening, interaction, and responsiveness to partners is emphasized. Most importantly, students are taught how to begin to develop and articulate a personal acting process. This class is open to qualified students who have both completed the 3121/3122 introductory performance sequence, and have been auditioned and selected by the acting faculty. Required reading: An Actor Prepares by Constantin Stanislavsky, True or False by David Mamet, and handouts.

**Instructor:** STAFF  
**Exam format:** Presentations and written assignments

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**Th 4321 Career Preparation for the Actor**  
**Description:** Information and techniques necessary for the professional acting career.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Section</th>
<th>Credits</th>
<th>Instructor</th>
<th>Description</th>
<th>Grade</th>
<th>Class Time</th>
<th>Workload</th>
<th>Exam Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th 4555</td>
<td>Audio Technology</td>
<td>Sec 001</td>
<td>3 cr</td>
<td>Gwinup, Martin Bruce</td>
<td>This course introduces and explores the area of Audio Technology and its manipulation. The course will discuss the components of sound and how humans hear and interpret it. Then we will explore audio equipment and discuss, demonstrate, and have hands-on experience with this equipment as students learn the general operation and use of the equipment as well as how it works. Equipment which will be discussed includes mixing consoles, record/playback, signal processors, microphones, speakers, interfaces, etc. This will include both demonstrations as well as projects which will require the students to work with and learn this equipment so they understand the basic manipulation of sound.</td>
<td></td>
<td>100% Laboratory</td>
<td>15 pages of reading per week, 5 pages of writing per semester, 2 exams, Specific Studio Projects</td>
<td>Multiple choice, true/false, and short answer, Final Scenes</td>
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<tr>
<td>Th 4557</td>
<td>Audio for Film and Video</td>
<td>Sec 001</td>
<td>3 cr</td>
<td>Gwinup, Martin Bruce</td>
<td>The stage lighting technician's skills and crafts: study of basic electronics; a study of the various types of dimmers and control systems, special effects, and the technical process from set up of a lighting shop, through running and strike of a production. This course is intended to familiarize the student with the processes and equipment necessary to achieve the desired artistic effect in the production.</td>
<td></td>
<td>100% Laboratory</td>
<td>15% mid-semester exam(s), 20% final exam, 55% special projects, 10% quizzes</td>
<td>Mixutre of multiple choice, true/false, and short answer</td>
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<tr>
<td>Th 5100</td>
<td>Theatre Practicum</td>
<td>Sec 001</td>
<td>1-4 cr</td>
<td>Montgomery, Jean A</td>
<td>Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright. This course will introduce the fundamentals of puppetry and object theatre through puppet forms both traditional and contemporary. Object Theatre, Toy Theatre, hand puppets, shadow puppets, and Bunraku-style puppetry will be the primary focus, introduced through in-class manipulation, screenings of videos and slides, and readings. Students will build and create a series of short works for in-class performance. This course includes a shop lab component. Students must have completed TH 1322 and either completed TH 3513 or be taking it concurrently. Qualified students must interview with instructor Michael Sommers and be given a magic number for enrollment.</td>
<td></td>
<td>100% Laboratory</td>
<td>1-3 cr, max crs 20, 10 repeats allowed; prerequisite</td>
<td>Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.</td>
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<tr>
<td>Th 5355</td>
<td>Puppetry: Techniques and Practice in Contemporary Theater</td>
<td>Sec 001</td>
<td>3 cr</td>
<td>Gwinup, Martin Bruce</td>
<td>Students prepare and perform commercial and industrial copy and scripted scenes and monologues with a focus on the function and effect of the camera and production process. The course begins by comparing camera acting to live stage acting and then continues to build a camera acting technique. Open to students who have successfully completed 1301, Beginning Acting for Non-Majors, or the 1321/1322 introductory performance sequence, or who have been auditioned and selected by the instructor. Required reading: The Camera Smart Actor, Richard Brestoff (required); Acting for the Camera, Tony Barr (recommended).</td>
<td></td>
<td>100% Laboratory</td>
<td>10% written reports/papers</td>
<td>Mixutre of multiple choice, true/false, and short answer</td>
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<tr>
<td>Th 5500</td>
<td>Theatre Design Practicum</td>
<td>Sec 002</td>
<td>1-3 cr</td>
<td>Brockman, C Lance</td>
<td>This course introduces and explores the area of Audio Technology and its manipulation. The course will discuss the components of sound and how humans hear and interpret it. Then we will explore audio equipment and discuss, demonstrate, and have hands-on experience with this equipment as students learn the general operation and use of the equipment as well as how it works. Equipment which will be discussed includes mixing consoles, record/playback, signal processors, microphones, speakers, interfaces, etc. This will include both demonstrations as well as projects which will require the students to work with and learn this equipment so they understand the basic manipulation of sound.</td>
<td></td>
<td>100% Laboratory</td>
<td>1-3 cr, max crs 20, 10 repeats allowed; prerequisite</td>
<td>Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.</td>
</tr>
<tr>
<td>Th 5520</td>
<td>Scene Design</td>
<td>Sec 001</td>
<td>3 cr</td>
<td>Gwinup, Martin Bruce</td>
<td>Developing script for in-class performance. This course includes a shop lab component. Students must have completed TH 1322 and either completed TH 3513 or be taking it concurrently. Qualified students must interview with instructor Michael Sommers and be given a magic number for enrollment.</td>
<td></td>
<td>100% Laboratory</td>
<td>3 cr, max crs 9, 3 repeats allowed; prerequisite</td>
<td>Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.</td>
</tr>
<tr>
<td>Th 5545</td>
<td>Stage Lighting Technology</td>
<td>Sec 001</td>
<td>3 cr</td>
<td>Montgomery, Jean A</td>
<td>The stage lighting technician's skills and crafts: study of basic electronics; a study of the various types of dimmers and control systems, special effects, and the technical process from set up of a lighting shop, through running and strike of a production. This course is intended to familiarize the student with the processes and equipment necessary to achieve the desired artistic effect in the production.</td>
<td></td>
<td>100% Laboratory</td>
<td>3 cr, prerequisite</td>
<td>Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.</td>
</tr>
</tbody>
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Th 5551 Editing and Post Production for Video and Film  
(Sec 001); 3 cr; prereq instr consent  
Instructor: STAFF  
Description: In the realm of film and video, editing is what makes the difference between a series of somewhat related images and a riveting and engaging story. This course will explore the concepts and techniques of editing and some basic visual effects. It will also discuss the post production process and responsibilities in the area of dramatic film/video production. The students will receive hands on training with state of the art editing equipment and will work in putting together pieces to tell a story. The grading part of the class will be based on non-linear editing equipment such as AVID DV Express Pro, AVID Media Composer/Adrenaline, Adobe After Effects, Adobe Photoshop, and Vegas Video. (Students taking this course need or have or currently be taking TH4550 Video Technology, or have instructor permission.)  
Class time: 40% lecture, 15% Discussion, 45% Laboratory  
Work load: 15 pages of reading per week, 10 pages of writing per semester. Special Projects  
Grade: 60% special projects, 10% quizzes, 10% class participation, 20% lab work

Th 5570 Properties/Scenery Technology  
(Sec 001); 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515 or grad or instr consent  
Instructor: STAFF  
Description: Topics in the fields of properties and scenery technology and crafts, as listed in the Class Schedule. Topics may include management structures, upholstery, mask-making, furniture construction, stage mechanics, soft properties, faux finishes and the like.

Th 5580 Costume Technology  
(Sec 001); 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515 or grad or instr consent  
Instructor: Binder, Susan M  
Description: Fall Semester: Flat Patterning, covering the basic principles and skill of flat patterning the male and female body block and how to use that information to arrive at the pattern for the Costume Designer's sketch. Spring Semester: Draping. The technique where the pattern is achieved by draping and manipulating fabric directly on a dressmaker form.

Th 5590 Theatre Technology Practicum  
(Sec 001, 002); 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515, instr consent, dept consent; 4 cr max for undergrads  
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 5716 Stage Management for the Theatre  
(Sec 001); 4 cr; prereq [1101, 1321, soph] or grad  
Instructor: Montgomery, Jean A  
Description: The course deals with both the theoretical and practical aspects of stage managing for the theatre and other forms of performance. Discussion topics include the role the stage manager plays within the production team and how to deal with the variety of situations and personnel encountered during the various phases of production. Students will choose one of two tracks in order to fulfill course requirements: (1) practical: you would participate as part of the stage management team on a production during this year's University Theatre season; or (2) theoretical: you would observe and create "paper" projects based on a theorized production. It is your desire to pursue the practical track you must gain the approval of the director in order to work with that production. Your coursework remains active until you complete the production (should that occur in spring semester).  
Textbook: Stage Management by Lawrence Stern. Prerequisites: an interest in management techniques, a love of long hours, and at least a sophomore in standings.

Class time: 50% lecture, 50% Discussion  
Work load: Practical participation in lab  
Grade: 100% special projects

Th 5718 Principles of Theatre Management  
(Sec 001); 3 cr; prereq instr consent  
Instructor: Wagner-Henry, Sherry Lynn  
Description: Introduction to the non-profit theatre structure through the development of concept, mission, organizational structure, financial management, marketing, fund-raising and grant-writing strategies. Students will be expected to create a model arts organization for which to apply the strategies and techniques learned in class. The class will be facilitated by discussion and guest professionals from the Twin Cities arts and funding communities. By permission only. Business management and BIS majors in theatre/arts/events management are encouraged to register.

Th 5760 Advanced Stage Management  
(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; prereq 5716 or concurrent enrollment 5716, instr consent; [4 cr max for undergrads]  
Instructor: Montgomery, Jean A  
Description: The course is a practical extension of TH 5716. You would participate as part of the stage management team on a production during this year's University Theatre season or, in rare cases, on a special project arranged with the instructor.  
Class time: 100% Practical lab  
Work load: Practical lab  
Grade: 100% special projects

Th 5993 Directed Study  
(Sec 001, 002); 1-5 cr; max crs 20, 20 repeats allowed; prereq 6 Th cr, instr consent, dept consent, college consent  
Instructor: STAFF  
Description: Guided individual reading or study.

Translation and Interpreting  
215 Nolte Center: 612/624-5024

Trin 5900 Topics in Translation and Interpreting: Principles of Translation  
(Sec 050); 3 cr; max crs 4, 16 repeats allowed  
Instructor: Bogoslaw, Laurence Hersche  
Description: This course has two main objectives: (1) to introduce students to key linguistic principles that help us understand how language makes meaning and (2) to help them apply these principles to translation. This course is designed for students who work in languages other than those covered by lab sections in other TRIN courses (currently Russian, Somali, and Spanish) therefore Principles in Translation does not count towards CCE's Certificate Program in Interpreting. This course is open to all students who are fluent in English and consider themselves fluent in another language. No prior knowledge of linguistics is required, although a basic knowledge of English grammar is helpful.

Urban Studies  
348 Social Sciences Building: 612/626-1626

UrbS 1001W Introduction to Urban Studies: The Complexity of Metropolitan Life  
(Sec 001); 3 cr; A-F only; prereq =3001; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive  
Instructor: Martin, Judith A !Morse Alumni Award!!  
Description: This course is an overall introduction to the field of Urban

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Women's Studies
425 Ford Hall: 612/624-6006

WoSt 1003W Women Write the World
(Sec 001); 3 cr; max crs 4; A-F only; meets CLE req of Literature/Core; meets CLE req of Writing Intensive
Instructor: Katz, Judith E
Description: This course will introduce students to basic concepts in literary studies, including genre, canon, theme, plot, metaphor, representation, narrative, and point of view. We will read a variety of literature by women from different parts of the world and from a range of time periods and cultures. Texts are chosen for thematic focus on lives, experiences, and literary expressions of women, enabling as well an exploration of some of the basic concepts of Women's Studies: gender as a category of analysis; women's subjectivity; and gender as it interacts with other categories of social location such as race; nationality; and class. The class will also explore the ways in which gender relates to nature, art, activity, and forms of creative writing.
Class time: 65% lecture, 25% Discussion, 10% some in class creative writing
Work load: 75-100 pages of reading per week, 50-60 pages of writing per semester, 2 exams, 4 papers
Grade: 20% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation
Exam format: essay

WoSt 1904 Freshman Seminar: Social Justice, Global Economics, and Health
(Sec 001); 3 cr; A-F only; meets CLE req of International Perspect Theme
Instructor: Craddock, Susan L
Description: This course examines the relationships among global economic processes, resource distribution, and health. Why do the poor generally bear a greater burden of ill health and disease? How are shifting patterns of disease connected to trade and patent regulations or agricultural practices? Why does hunger persist despite new methods of food production? Is our food system safe? These questions form the basis of explorations of what shapes health and disease and what contributes to changing disease patterns globally and domestically. The course begins with an analysis of the social determinants of health, and then moves on to look at case studies of AIDS and tuberculosis, access to treatment, food production, and patterns of chronic hunger. The final section will look at possible solutions to present health disparities. Emphasis is placed on discussion, class participation, and group work. Written work will include a class project with final report, midterm, and final exam.
Class time: 50% lecture, 50% Discussion
Work load: 25-75 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Group project of which the final paper is the product.
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 15% in-class presentations, 20% class participation
Exam format: Essay, multiple choice

WoSt 3003 Gender and Global Politics
(Sec 001); Credit will not be granted if credit has been received for: WOST 3053, WOST 303V, WOST 3003V, WOST 3003H, WOST 3003H; 3-4 cr; max crs 4, 1 repeat allowed; prereq credit will not be granted if credit received for: 3003V; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core
Instructor: STAFF
Description: This course critically explores the concepts or cultural difference, representation, oppression and resistance with reference to women's lives throughout the world. Using cross-cultural, geographical and historical perspectives, the course analyzes the representation, voice, and agency of "third world" women in cultural politics and development work, and pays attention to the ways in which non-western women determine their own cultures of resistance and praxis of empowerment. Although the class focuses on women in what is often referred to as "third world," the major themes of this course will be grounded in the international political economic and environmental contests that underscore the realities of global interconnectedness.

WoSt 3102V Honors: Feminist Thought and Theory
(Sec 001); 3-4 cr; prereq =3102, =3102W; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets HON req of Honors
Instructor: Zita, Jacquelyn N !!CLA Distinguished Tchg Awd!!
Description: What is theory? What is feminist theory? How do different feminist theories help create alternative ways of understanding reality and our experiences in the world? What is gender and how do feminist theories "materialize" gender and our understanding of how gender and other social categories, such as race, class, sexuality, disability, age, and nationality, are constructed within and through each other? Of what use is feminist theory? How can theory change your mind and your life? How does theory inform feminist activism? This course will provide you with a comparative overview of recent genealogies and frameworks for a variety of feminist theories. Our goal is to offer students a broadly based understanding of contemporary feminist theory and a specialized focus on selected issues that inform current theoretical debates in women's studies, feminist political movements, and the politics of everyday life. This course will not only expand your comprehension of different feminist theories and bring you up to contemporary speed, but it will also improve your general theoretical skills: how to read theory, how to
WoSt 3303W Writing Differences: Literature by U.S. Women of Color (Sec 001): 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive
Instructor: Pough, Gwendolyn Delores
Description: This course will offer a range of critical and creative approaches to the speculative fiction of women of color. The majority of science fiction and feminism texts focus on the classic works of writers like Joanna Russ, James Tiptree Jr., Ursula LeGuin, etc. As of yet, women of color and their works have not been drawn into this specialized canon. This course will focus on the speculative writings of women of color by looking at works that fall into the genres of science fiction, magical realism, fantasy, myth, folklore and other supernatural genres. Some guiding questions of the course will be: what does it mean for women of color to create speculative visions of the world; and how do speculative creations draw on the woman of color’s actual position in the “real world” as women who experience varying degrees of sexism, racism, classism, and homophobia? Possible authors to be read in this course include: Octavia E. Butler, LeAnne Howe, Susan Power, Sandra Jackson-Opoku, Tananarive Due, Nalo Hopkinson, and Leslie M. Silko.
Class time: 40% lecture, 60% Discussion
Work load: 200-300 pages of reading per week, 25-30 pages of writing per semester, 5 papers, Group Presentation, Voices From the Gap Project
Grade: 50% written reports/papers
Exam format: essay

WoSt 4993 Directed Study
(Sec 001, 002): 1-8 cr; max crs 12, 12 repeats allowed
Instructor: STAFF

WoSt 5390 Topics: Visual, Cultural, and Literary Studies: South Asian Women Writers
(Sec 001): 3 cr
Instructor: Sawhney, Simona
Description: This course will present a broad survey of South Asian women's writing from the early years of the nationalist movement to the present. The session on contemporary writing will include works by immigrant writers, allowing us to compare arguments and nuances in the works of women writing in South Asia and the diaspora. How would we name the forces that appear in the texts of these writers? What anxieties and urgencies shape contemporary discussions about gender and feminism in South Asia? How do these texts position themselves in relation to the politics of the nation? What is the relation between the fictional and the theoretical work produced by South Asian women? Readings will include works by Pandita Ramabai, Ismat Chughtai, Anita Desai, Tahira Naqvi, Sara Suleri, Mahasweta Devi, Chandra Mohanty, Gayatri Spivak and Rajeshwari Sunder Rajan. (All readings available in English).
Class time: 50% lecture, 50% Discussion
Work load: 100-250 pages of reading per week, 20 pages of writing per semester, 2 papers

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YoSt 2002W Introduction to Youth Studies: Understanding Youth, Young People, Youthhood. (Sec 001, 002); 4 cr; meets CLE req of Writing Intensive
Instructor: Velure Roholt, Ross Ronald
Description: Introduces Youth Studies Minor. Prepares students for more in-depth departmental offerings and for continued scholarship or later work with youth, directly or on their behalf.

YoSt 3101 Introduction to Youth Work (Sec 001); 2 cr; prereq 1 gen psy and 1 gen soc course
Instructor: Velure Roholt, Ross Ronald
Description: Exploration of settings in which youthwork is done--schools, informal education, juvenile justice, mental and physical health organizations, religious organizations. Key issues, policy and programmatic responses, philosophy, values, roles, tasks, of youthworkers and career patterns.

YoSt 5031 Youth in the World (Sec 001); 3 cr; prereq CPsy or EPsy course
Instructor: Ross PhD, Terrance Kwame
Description: The purpose of this course is to encourage critical thinking about how youth as idea and as lived reality are understood in scholarship, public discourse and professional practice. The larger frame includes building a basis for understanding youth, working with youth or on behalf of youth.

YoSt 5032 Child and Adolescent Psychology for Practitioners (Sec 001); 3 cr; prereq courses in ed psych or child or adolescent psych
Instructor: Yaeger, John William
Description: Course includes application of theory and research about children and adolescents, including how findings can be used and how theories facilitate understanding of behavior.

YoSt 5101 Youth Work Practice I: Internship (Sec 001); 3 cr; prereq 3101, 5032 or equiv, concurrent enrollment 5111
Instructor: Dimock, Peter
Description: First course of sequential internship experience that includes direct work with youth in a community youth-serving organization (200 hours). Students develop and enhance their competence and identity as youthworkers and reflect on and integrate knowledge about youth with ongoing experiences in youthwork.

YoSt 5111 Youth Work Methods I: Seminar (Sec 001); 1 cr; prereq 3101, 5032 or equiv, concurrent enrollment in 5101, instr consent
Instructor: Dimock, Peter
Description: Weekly discussion seminar taken concurrently with the Youthwork Practice I course to integrate theory and praxis with youthwork experience. Written and experiential assignments to increase knowledge, competency and skills related to working with youth.

YoSt 5240 Special Topics in Youth Studies: Exp Ed for Citizen Develop: National Youth Service (Sec 001); 2 cr; max crs 10, 5 repeats allowed; prereq Two social sci courses, exper working with youth or instr consent
Instructor: Velure Roholt, Ross Ronald
Description: This seminar is an examination of rationale and program designs for involving young adults in hands-on community service programming comparable in philosophy to the Civilian Conservation Corps and the Peace Corps. A focus on within-school Community service learning models.

YoSt 5291 Independent Study in Youth Studies (Sec 001); 1-8 cr; max crs 8, 1 repeat allowed
Instructor: STAFF
Description: Independent reading and/or research under faculty supervision. This course can be taken for undergraduate or graduate credit.
Class time: 100% Individually designed and negotiated.

YoSt 5313 Direct Work with Adolescents (Sec 001); 2 cr; prereq Two social sci courses, exper working with youth or instr consent
Instructor: STAFF
Description: This seminar is designed to give students an understanding of direct work with troubled and at-risk adolescents in a wide range of settings in which youth workers or social workers are typically involved. The emphasis will be on young people in groups in the "life space," in everyday life, rather than in one-to-one, office-based interactions.

YoSt 5323 Work with Youth--Groups (Sec 001); 2 cr; prereq 5321 or CPsy or EPsy course or instr consent
Instructor: Hromatka, Jerrold C
Description: The purpose of this course is to help practitioners with adolescents to increase knowledge and understanding of adolescent group needs and associations; increase knowledge of group process;
and enhance skill in working with groups of adolescents in the community, in group living situations, and in group therapy.