Acct 2050 Introduction to Financial Reporting  
(Sec 001, 002); 1 cr; meets DELM req of classroom  
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 nature of health careers; 3) Learn more about health-related academic majors and health professions through resource exploration, informational interviews, and presentation 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 3201 Internship in Management Accounting  
(Sec 001); 2 cr; S-N only; prereq Acct 3201, instr consent; meets DELM req of classroom  
Instructor: Biondich, Nick E  
Description: Students interested in earning academic credit for work involving an accounting internship should contact Nick Biondich at 612-624-7055.

Acct 3299 Internship in Management Accounting  
(Sec 001); 2 cr; S-N only; prereq Acct 3201, instr consent; meets DELM req of classroom  
Instructor: Biondich, Nick E  
Description: Students interested in earning academic credit for work involving an accounting internship should contact Nick Biondich at 612-624-7055.

Acct 5102 Intermediate Accounting II  
(Sec 001); 4 cr; A-F only; prereq 5101[ mgmt or grad mgmt student]; meets DELM req of classroom  
Instructor: Ancil, Regina Marie  
Description: Accounting 5102 is designed to extend students' understanding of the basic recognition and disclosure problems encountered in financial reporting, with a primary focus on accounting for liabilities and owners' equity. Students are expected to be able to explain the transactions that underly the accounting principles covered, the theory behind the accounting principles, and the technical computations necessary to recognize and provide appropriate disclosure of the transactions in the financial statements.  
Work load: 25 pages of reading per week, 4 exams, Weekly homework assignments  
Exam format: numerical problems and cases

Acct 5102 Intermediate Accounting II  
(Sec 002); 4 cr; A-F only; prereq 5101[ mgmt or grad mgmt student]; meets DELM req of classroom  
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 Act 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%
Acct 5135 Fundamentals of Federal Income Tax  
(Sec 001); 4 cr; A-F only; prerequisites: 2050 or 8030 or 8130, [mgmt or grad mgmt student]; meets DELM req of classroom  
Instructor: Guttermann, Paul Gerard  
Description: The course objectives are as follows: 1) to provide a historical perspective with respect to the system of income taxation in general and with respect to various specific provisions within the system; 2) to examine the interrelationships between legislative authority (the Internal Revenue Code), judicial and administrative authority; 3) to analyze the structure of the Internal Revenue Code and its provisions with respect to specific areas of the law, primarily with regard to the taxation of individuals; 4) to introduce the reading of case law and other tax authority; and 5) to provide a basic knowledge of tax research tools and techniques. The student will not be a tax expert on completion of the course, but will be familiar with fundamental income tax rules, primarily with respect to individuals, and how the federal tax system works. Although this course is a requirement for undergraduate accounting majors, only a minimal accounting understanding is required as a prerequisite and non-accounting majors are welcome.  
Class time: 60% lecture, 15% Discussion, 25% Problems  
Work load: 30 pages of reading per week, 4 exams, 3 research exercises  
Grade: 53% mid-semester exam(s), 30% final exam, 17% special projects  
Exam format: multiple choice, short essay  
Course URL: http://legacy.csom.umn.edu/Classnet/classnet.htm

Acct 5236 Introduction to Taxation of Business  
(Sec 020); 2 cr; A-F only; prerequisite: 5135, acct major; meets DELM req of classroom  
Instructor: Guttermann, Paul Gerard  
Description: Also known as *Tax 2,* this course is a continuation and building upon the fundamental tax principles learned in Acct 5135. Whereas the first tax course focused on individual taxation, this course is intended as a broad overview of entity taxation. Specifically it is a survey to the income tax laws governing the taxation of corporations, partnerships, limited liability companies, limited liability partnerships, and S corporations. The course will also build upon and increase the student's knowledge and skills relating to tax research by requiring the writing of two research memorandums.  
Class time: 60% lecture, 15% Discussion, 25% Problems  
Work load: 30 pages of reading per week, 2 exams, 2 papers, research memoranda  
Grade: 40% mid-semester exam(s), 40% final exam, 20% research memoranda  
Exam format: multiple choice + short essay  
Course URL: http://legacy.csom.umn.edu/Classnet/classnet.htm

Acct 5320 Current Topics in Accounting: Foreign National Tax Consulting  
(Sec 020); 2 cr; A-F only; prerequisite: 5102, acct major, instr consent; meets DELM req of classroom  
Instructor: Carter, Gary W.  
Description: Designed to provide actual tax return preparation and tax consulting experience, this course is part of an ongoing partnership between the University of Minnesota, the IRS, and the Minnesota State Department of Revenue to provide free tax help to foreign national students, researchers and visiting professors. Students will learn the unique aspects of preparing tax returns for nonresident aliens, and will be trained to use commercial tax preparation software.  
Class time: 20% lecture, 20% Discussion, 60% Meeting with clients for return preparation  
Work load: 20 pages of reading per week, 5 pages of writing per semester, 1 exams, 1 papers  
Grade: 30% mid-semester exam(s), 30% written reports/papers, 40% Client relations
Afro 1011 Introduction to African American Studies
(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Brewer, Rose Marie !!Morse Alumni Award!!
Description: This course is an introduction to the study of people of African descent in the United States and the African diaspora. We will explore why people of African descent have occupied an oppressed position in this culture and globally, and how they have resisted this oppression creating social change. Our major form of analysis is historical sociology. We will examine changes over time and employ sociological, economic and political tools for understanding the historical and contemporary positioning of African Americans. We will be centrally concerned with how race, gender, and class shape Black life in the United States and the cultural creativity of African peoples.
Class time: 50% lecture, 25% Discussion, 25% small group work
Work load: 75-100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, service learning
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% special projects, 10% class participation, 20% service learning
Exam format: Short answer, essays, concepts

Afro 3061 The Black Family
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Brewer, Rose Marie !!Morse Alumni Award!!
Description: This is a course in the Sociology of African American family life in the United States. The central assumption is that the family is a key institution for black people in the U.S. and globally. Accordingly, a critical treatment of formation and change in Black family life is essential. We will draw up several empirical and theoretical (as well as everyday lived experiences) to accomplish this critical analysis. We will look at historical as well as contemporary issues such as the growth of single parent households, the impact of enslavement on African American families, gender relations, class and generation. A new key concern is how new African immigrant experiences impact our understanding of what it means to be a "Black" family in the United States.
Class time: 50% lecture, 40% Discussion, 10% community project
Work load: 100 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers, focused interview with kin
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 20% special projects, 10% class participation
Exam format: essay and short answer

Afro 3108 Black Music: A History of Jazz
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Williams, Yolanda Y
Description: The History of Jazz course looks at the development of America's true "classical" musical form. We will trace the roots of Jazz from West Africa to the spirituals and work songs of the African slave three New Orleans Dixieland. The other jazz forms of Swing, Bebop, and Cool through Neo-Classicism will also be studied. Because the course focuses primarily on the social, economic, and political impact on jazz, and vice versa, it is a perfect course for both the musician and the non-musician. Musicians will appreciate the developmental aspects of this once brand-new musical form and will gain a better understanding of how musical elements such as form, instrumentation, etc., and life interact and evolve.
Class time: 35% lecture, 35% Discussion, 30% Outside listening (live and recorded).
Work load: 9 pages of writing per semester, 2 exams, Reading: 1-2 chapters/week; Writing: 9 pages/semester (live performance reviews); 1 annotated bibliography.
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 10% problem solving, 20% Annotated Bibliography.
Exam format: Multiple choice, essay and listening.

Afro 3112 In the Heart of the Beat: the Poetry of Rap
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Pate, Alexs D.
Description: This course is designed to increase the understanding of contemporary African American poetry as expressed by popular culture contributors. Students are asked to analyze and evaluate some of the poems that are used in the music of rap in the context of African American literature, American culture and aesthetics in general. This course will satisfy CLE criteria in Cultural Diversity. Students must read
Afro 3426 African Americans, Social Policy, and the Welfare State
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Mayes, Keith A
Description: This is a course on the history of public and social policy and African Americans. It attempts to familiarize students with some of the most pertinent issues that continue to dominate the news. This course seeks to place into historical context the present-day commentary on social security, affirmative action, welfare, healthcare, and incarceration. Instead of focusing on political movements, we will address the outcome and manifestation of social and political movements, mainly policy concerns and questions. We will begin with the period that ushered in the tradition of social policy—the New Deal. The New Deal, the Great Society, and other attempts by the federal government to involve itself in the lives of ordinary people will be at the center of our course. But we will go beyond this and explore the racial, class, and gender implications of social and public policy. How are African-Americans situated within the welfare state? Do African-Americans receive and share in social benefits to the same degree as other groups? How are African-Americans impacted by education policies such as affirmative action and busing, reforms in welfare, sentencing, and incarceration? What presidential administrations have been amenable to policies that address the problems facing African-Americans? The goal of the course is to turn students into policymakers.

Afro 3432 History of Africa Since 1800
(Sec 001); Credit will not be granted if credit has been received for: HIST 3432, AFRO 3432, HIST 3432, AFRO 3432, HIST 3432, AFRO 3432, HIST 3432; 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: This lecture and discussion course addresses Africa's history from the end of the Atlantic slave trade to the present. We begin by exploring the upheavals and adjustments that Africans experienced in the aftermath of the slave trade. We also examine their interactions with European traders, missionaries, and explorers during the decades prior to colonial rule. We will spend a substantial part of the course investigating how African men and women, commoners and elites, juniors and elders contended with the political, social, economic and cultural challenges of colonial rule. We address the process of colonial conquest and the practices of colonial rule. We focus particularly on how Africans responded to, resisted, and actively shaped the dynamics of colonial rule. Finally, we investigate Africans' struggles to achieve independence, the creation of African nations, and the challenges that they face in the contemporary world.
Class time: 70% lecture, 30% Discussion
Work load: 75-100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: essay and identifications

Afro 3432W History of Africa Since 1800
(Sec 001); 3 cr; meets DELM req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
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
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: 65% written reports/papers, 10% quizzes, 25% class participation
Exam format: The quiz format is short essay.

Afro 3543 Psychology and the Black American Experience
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Barner, Pearl
Description: The purpose of this course is to enhance the students’ understanding of some psychological aspects of the African American experience. Lectures, discussions, readings and experiential activities will be utilized. Several major influences which include (but is not limited to) slavery, racial oppression, education and African values/africanisms will receive focus. The development of Black/African Psychology, African and Western/European worldview contrasts, self concept, identity, spirituality/religion, relationships and psychological functioning will all receive attention as well. It is hoped that the topics/issues explored will better prepare students to critically examine and understand some unique features of the psychological experience of African/Black American women, men and youth.
Class time: 35% lecture, 10% Closed Circuit TV, 35% Discussion, 20%
Work load: 40 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers
Grade: 15% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% in-class presentations, 30% class participation
Exam format: multiple choice, essay, short answer

Afro 3585 African American Art
(Sec 001); Credit will not be granted if credit has been received for: ARTH 3585, ARTH 3585; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Foster, Helen Bradley
Work load: 40-50 pages of reading per week, 3 exams, 1 museum assignment paper (3 paragraphs); 1 term paper (3-5 pages); 1 class presentation (approximately 5 minutes)
Grade: 25% written reports/papers, 15% in-class presentations, 5% class participation, 45% exams; 10% museum assignment

Afro 3592W Introduction to Contemporary Black Fiction
(Sec 001); 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: Barner, Pearl
Description: This course will examine the 1970s’ resurgence of Black Fiction. Although writers like Richard Wright, Ann Petry, James Baldwin, Gwendolyn Books, and Ralph Willson published critically acclaimed works in the 1940s and 1950s, Black fiction soon became overshadowed by the politically infused poetry of the Black Arts Movement (roughly 1965-1976). Like the poets of the Black Arts Movement, the fiction writers of the 70s were fueled by the intense civil rights movement of the previous two decades. A noteworthy aspect of the rise in fiction during the 1970s is the explosion of women novelists, like Gayle Jones, Toni Morrison, and Alice Walker, who exposed the interlocking oppressions of gender, race, class, and sexuality.
Class time: 75-100 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: 65% written reports/papers, 10% quizzes, 25% class participation
Exam format: The quiz format is short essay.

Afro 3594 Introduction to Contemporary Black Fiction
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Fletcher, Pamela Renea
Description: This literature course will examine the 1970s’ resurgence of Black Fiction. Although writers like Richard Wright, Ann Petry, James Baldwin, Gwendolyn Books, and Ralph Willson published critically acclaimed works in the 1940s and 1950s, Black fiction soon became overshadowed by the politically infused poetry of the Black Arts Movement (roughly 1965-1976). Like the poets of the Black Arts Movement, the fiction writers of the 70s were fueled by the intense civil rights movement of the previous two decades. A noteworthy aspect of the rise in fiction during the 1970s is the explosion of women novelists, like Gayle Jones, Toni Morrison, and Alice Walker, who exposed the interlocking oppressions of gender, race, class, and sexuality.
Therefore, Black women set out to re-vision, remember, redefine, and interpret their lives on their terms. The themes of self-definition and ancestral tradition are also associated with the slave past, African heritage, and ancestral traditions as depicted in the works of Melvin Kelley, Earnest Gaines, Charles Johnson, and John Edgar Wideman. In exploring the themes of self-definition and selfhood, among other themes, we will discuss the concept and construction of memory and its relationship to history, time, and truth. Students will have the opportunity to focus on a fiction writer of their choice, exploring the thematic, theoretical, literary, and historical significance of the writer's work in a semester project.

Class time: 15% lecture, 85% Discussion
Work load: 80-100 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Several short in-class writing assignments
Grade: 75% written reports/papers, 25% class participation

Afro 3601 Introduction to African Literature
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of correspondance
Instructor: Gilhire, Njeri R
Description: This course is designed to provide students with both a specific and general view of the diversity of literatures from the African continent. We will read texts written in English or translated from African or Western languages, including some recorded from the oral tradition. The authors and narrators come from different parts of Africa (East, West, Central, North, South) and they have composed their work in a variety of forms (novel, drama, epic, poetry). In discussing this variety of literatures from a comparative context, we will assess the similarities and the differences apparent in the cultures from which they emerge. Course Objectives: Introduce students to the different literary genres from Africa, oral and written; Appreciate the richness and variety of African cultures while endeavoring to see how these texts enable readers to reframe these cultures within the context of world cultures; Read both male and female writers in order to understand more clearly the impact of colonialism, race, class, ethnicity, and gender; Required Textbooks: - Things Fall Apart, Chinua Achebe; - The Houseboy, Ferdinand Oyono; - I Will Marry When I Want, Ng‘g’wa Thiong‘o and Ng‘g’wa M‘ni’ - So Long a Letter, Marimara Ba; - Nervous Conditions, Tsitsi Dangarembga; - Memoirs of a Woman Doctor, Nawal el Saadawi;
Class time: 50% lecture, 35% Discussion, 15%
Work load: 35 pages of reading per week, 30 pages of writing per semester, 2 papers, We watch video/films in class related to topics being explored then discuss the material viewed.
Grade: 60% written reports/papers, 10% in-class presentations, 30% class participation
Exam format: Two take-home essays--one in Mid-semester and one at the end of the semester

Afro 3634 Blues & Rhythm and Blues
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Williams, Yolanda Y
Description: This course is an overview of the styles known as Blues and Rhythm and Blues. We will study its development from West Africa right up through the sound heard today. The bulk of the information about this evolutionary development will take place during lectures. Vintage performances found on videos and audio examples will further highlight the musical development. Lectures and readings will focus on the social, political and economic issues faced by the developers of these musical styles through excerpted autobiographies, articles and critical reviews. Course Objectives: By the end of this course students will: -Be able to recognize the musical elements that make the sub-genres of Blues or forms of Rhythm and Blues unique. -Be able to articulate the social, political and economic impacts on Blues or forms of Rhythm and Blues and vice versa -Be able to listen critically to Blues or forms of Rhythm and Blues, identifying among other things: INSTRUMENTATION, SONG FORM, PERFORMANCE FORMAT, TIMBRE,tempo, meter, Be able to identify key players in the development of Blues or forms of Rhythm and Blues

Afro 3654 African Cinema
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Pike, Ben
Description: This course examines contemporary film-making in Africa, focusing on West African cinema in the 1970's-1990's. We will examine socio-cultural contexts of the films, as well as aesthetic elements, contrasting and comparing African cinema to dominant Western cinema.
Class time: 30% Discussion, 70% Viewing films
Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers
Exam format: Essay and short answer.

Afro 3864 African American History: 1619 to 1865
(Sec 001); Credit will not be granted if credit has been received for: HIST 3864, HIST 3864, HIST 3864, HIST 3864; 4 cr; 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 will expose students to the social, cultural, political, and economic history of Africans and African Americans from the colonial period to the conclusion of the Civil War and the emancipation of 4 million black slaves. We will cover the transatlantic slave trade; the process and racialization of American slavery; the development of regional slave cultures; the formation of free communities; the creation of African Americans; the rise of the abolitionist movement; expressions of slave resistance and rebellion; the impetus behind the Civil War; and the question of who freed the slaves. Early African Americans were a diverse people. We will examine African American heterogeneity in light of the regions they lived and worked in; their conditions of servitude and freedom; and their education, class, sex, and religious and political affiliations. Blending lectures; small group discussions; and the reading and analysis of primary and secondary texts (including books, articles, pamphlets, autobiographies, visual media, and music), this course is ideal for all undergraduates.
Class time: 65% lecture, 35% Discussion
Work load: 75-125 pages of reading per week, 20 pages of writing per semester. 3 papers
Grade: 65% written reports/papers, 10% quizzes, 25% class participation

Afro 4013 Cities in Africa: African, Islamic, European Traditions
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Colfman, Victoria Bomba
Description: History of African cities, their common and unique features. Case study of Swahili cities. Roots and issues of 20th century urban growth. Earliest urbanization took place on the Nile, 5000 years ago (NUBIA and EGYPT).We note that this was early in the history of urbanization anywhere. More than two thousand years ago, urban areas began to develop in the HORN of Northeast Africa (AXUM) and later at points on the East African (future SWAHILI) coast. By 500 BCE, towns and cities appeared in coastal NORTH AFRICA and in WEST AFRICA. Their development in time is studied. Beginning imperceptibly with Europeans on the Atlantic coast from the fifteenth century on, followed by colonial The after 1885, major shifts in urban location and purpose took place in the twentieth century. We firmly identify the African base of cities, study the roles of religions, including Christianity and Islam, of strangers, of economic life, in urban history. While the approach is mainly historical we use Graham Connah's African Urbanization anywhere. More than two thousand years ago, urban areas began to develop in the HORN of Northeast Africa (AXUM) and later at points on the East African (future SWAHILI) coast. By 500 BCE, towns and cities appeared in coastal NORTH AFRICA and in WEST AFRICA. Their development in time is studied. Beginning imperceptibly with Europeans on the Atlantic coast from the fifteenth century on, followed by colonial The after 1885, major shifts in urban location and purpose took place in the twentieth century. We firmly identify the African base of cities, study the roles of religions, including Christianity and Islam, of strangers, of economic life, in urban history. While the approach is mainly historical we use Graham Connah's African Civilisations which is based in archaeology and includes history. John Middleton's The World of the Swahili is another basic text. Videos help to support readings and lectures visually. This is an undergraduate course available to all, though early graders will find this course useful. The course fulfills one of the Urban Studies requirements, there are no prerequisites..

This information is accurate as of: 11/3/2004
Afro 462 Caribbean Writers: Rethinking Caribbean Literature in a World Context

(6 cr; meets DELM req of classroom)

Instructor: Githire, Njeri R.

Description: This course focuses on contemporary literary production from the Caribbean originally written 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? Required Textbooks: Schwarz-Bart, Simone. The Bridge of Beyond, 1982; Chamoiseau, Patrick. Solibo Magnificent, 1997; Phillips, Caryl. Crossing the River, 1993; Edwidge Danticat, The Farming of Bones, 1998; Andrea Levy, A Small Island, 2004. Other reading assignments will include the poetry of Nicolas Guillen, Fortunato Vizzarrondo, Nancy Morejon, Ame Cesaire, Derek Walcott, short stories by Frank Martinus Arion, as well as essays by Paul Gilroy, Edouard Glissant, J. Michael Dash and Raphael Confiant.

Class time: 50% lecture, 25% Discussion, 15% We watch videos related to topics being explored in class--then discuss them.

Work load: 35 pages of reading per week, 30 pages of writing per semester. Students are expected to write a 2-page reaction paper for each of the five works required for class.

Grade: 65% written reports/papers, 10% in-class presentations, 25% class participation

Exam format: Two take home essays--one in mid-semester, one at the end of the semester

This information is accurate as of: 11/3/2004
Agri 1905 Freshman Seminar: State of the World 2005 (Sec 001): 1 cr; A-F only; prereq Fr; meets DELM req of classroom
Instructor: Cooper, Terence H
Description: I will be using as a text the World Watch Institute: "State of the World: 2005," This book will be looking in depth at the state of the planet and how we can best manage human activities. In the 2004 edition, the Institute examined how we consume, why we consume, and what impact our consumption choices have on the planet and other people. With chapters on food, water, energy, the politics of consumption, and redefining the good life, State of the World 2004 asks whether a less-consumptive society is possible? and then argues that it is essential. I will use this text as a starting point to introduce the topics that will be covered in 2005. The new book is available in January 2005. Terry Cooper is professor of soil and environmental science. He teaches introductory soils, field study of soils, and environmental impact statements. He is also coach of the soils judging team. His research interests are in soil morphology, urban soils, and environmental assessment.

Agri 3000 Directed Studies in International Agriculture (Sec 001, 002): 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 3201 Strategic Career Planning (Sec 001): 1 cr; A-F only; prereq Jr or sr; meets DELM req of classroom
Instructor: Fredrickson, Heather Nagle
Description: Juniors and seniors -- Discover your strengths, learn what career opportunities can fit with your major and develop top-notch skills and materials to market yourself for the perfect internship or job! SELF ASSESSMENT: Take the StrengthsQuest on-line assessment to discover your primary strengths. JOB SEARCH: Learn how to effectively and efficiently search for internships and job opportunities. APPLICATION MATERIALS: Develop strategic and targeted resumes and cover letters. INTERVIEWING: Practice interviewing and learn ways to set yourself apart. GOAL SETTING: Think about what you want and create an action plan to implement your goals. Attendance at all classes and active class participation is highly encouraged.
Class time: 30% lecture, 45% Discussion, 25% small group work
Work load: 17 pages of writing per semester, 3 papers
Grade: 40% written reports/papers, 40% special projects, 20% on-line assessments and mock interviews

Akkadian
330 Folwell Hall: 612/625-5353

Akka 5012 Elementary Akkadian II (Sec 001): 3 cr; prereq 5011; meets DELM req of classroom
Instructor: von Dassow, Eva
Description: Akkadian, comprising the Old Akkadian, Assyrian, and Babylonian dialects, was the predominant Semitic language of ancient Mesopotamia. It was also adopted as a written language in numerous regions beyond Mesopotamia, from Iran to Anatolia and even Egypt, during certain periods. Akkadian was written in the cuneiform script, and is attested in writing from the third millennium BCE until the early first millennium CE. This course is the second half of a two-semester introduction to the Akkadian language and cuneiform script. The Old Babylonian dialect of Akkadian serves as the basis for instruction in the language, using John Huehnergard's Grammar of Akkadian; students will also be introduced to other dialects. Students will continue to learn the cuneiform script, using Rene Labat's Manuel d'epigraphie akkadienne. The class will read sample texts of various genres, both in transliteration and in cuneiform. Examination of actual artifacts inscribed in cuneiform will be part of the course.
Class time: 30% lecture, 30% Discussion, 40% oral reading, translation, and grammar exercises
Work load: 10 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers, 1 quizzes and short assignments
Grade: 25% final exam, 25% written reports/papers, 25% quizzes, 25% class participation
Exam format: transliteration, translation, and grammar exercises

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

Amln 1001 American Indian Peoples in the United States (Sec 001): 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Meland, Carter
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.
AmIn 1003 Indigenous Peoples: a Minnesota 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: Rossina, Kim Lindsay
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.

AmIn 1003 Indigenous Peoples: a Minnesota Perspective (Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: McKay, Neil Troy
Description: The course will focus in particular on the history, culture, and lived experience of American Indian people in the state of Minnesota. This course will explore how Anishinaabe (Ojibwe) and Dakota people have represented their lives and histories through film, music, oral traditions and written texts. It also includes some work by non-Indian scholars which focus on the distinctive cultural, philosophical, and linguistic perspectives of Anishinaabe and Dakota peoples. The course invites local Dakota and Ojibwe artists, elders, and scholars to speak on their own experiences. It is particularly interested in revealing the students tribal pedagogical and epistemological perspectives or "ways of knowing"as practiced by Indian people in Minnesota today and in the past. This course will introduce students to the humanities as understood within the intellectual perspectives and methodologies of the Dakota and Ojibwe, in particular, and American Indian Studies, more generally. Since these perspectives fall outside the western humanities tradition, this course offers a culturally unique and tribally based perspective on subject matter in the humanities, namely literature, art, music, philosophy and language.
Class time: 40% lecture, 30% Discussion, 30% video, guest speakers
Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 5 papers, discussion of readings
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% class participation, 30% attendance, readings
Exam format: question and answer, open ended, true false

AmIn 1102 Beginning Ojibwe II (Sec 001); 5 cr; prereq 1101; meets DELM req of classroom
Instructor: Jones, Dennis
Description: Second semester of Beginning Ojibwe language sequence: 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.

AmIn 1122 Beginning Dakota II (Sec 001); 5 cr; prereq 1121; meets DELM req of classroom
Instructor: McKay, Neil Troy
Description: Second semester of Beginning Dakota language sequence; 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.

AmIn 3104 Intermediate Ojibwe II (Sec 001); 5 cr; prereq 1101, 1102, 3103; meets DELM req of classroom
Instructor: Jones, Dennis
Description: Improving speaking skills, grammatical structures, storytelling, oral history and translation projects.

AmIn 3107 Structure of Anishinaabemowin, the Ojibwe Language (Sec 001); Credit will not be granted if credit has been received for: AMIN 5107; 3 cr; A-F only; prereq 3103; meets DELM req of classroom
Instructor: Nichols, John David
Description: Analysis of grammatical structures of Anishinaabemowin.

AmIn 3124 Intermediate Dakota II (Sec 001); 5 cr; prereq 1121, 1122, 3123; meets DELM req of classroom
Instructor: McKay, Neil Troy
Description: Further study of the Dakota language with emphasis on spoken Dakota.

AmIn 3201W American Indian Literature (Sec 001); 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: Howe, LeAnne
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 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.

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: How do you creatively respond to the transformations and deformations introduced into Native America by the colonizing cultures of Europe and Euroamerica? In this course we examine how a select group of American Indian writers creatively respond to the experience of colonization in the narratives they imagine. This question is not aimed exclusively at American Indian writers though, nor is it even more generally aimed only at Indian people. Rather this question about colonization is aimed at everyone living here now: How do you (you sitting there reading this statement) creatively respond to the transformations and deformations introduced into Native America by the colonizing cultures of Europe and Euroamerica? In this course we examine how the various writers approach this question and we will familiarize ourselves with the ideas, themes, and tools Native writers use through close readings of their works. In addition to examining the works we will also examine ways the various works ask us to consider and reconsider our own experiences of living in North America. Your responses to the works and our guiding question will be explored, examined, and developed in class discussions, a variety of short creative writing assignments, and in two major essays.
Class time: 10% lecture, 90% Discussion
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 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. The exams will be a take home essay.

Class time: 60% lecture, 20% Discussion, 20% Group work
Exam format: Multiple choice; true/false; and matching
Grade: 20% mid-semester exam(s), 20% final exam, 50% Discussion
Work load: 10 pages of reading per week, 15 - 20 pages of writing per semester, 2 exams, 3 papers

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.

Class time: 50% lecture, 50% Discussion
Exam format: essay
Grade: 10% final exam, 35% written reports/papers, 10% special projects, 30% quizzes, 10% in-class presentations, 5% class participation
Work load: 10 pages of reading per week, 8-12 pages of writing per semester, 4 exams, 2 papers

AmIn 3402 American Indians and the Cinema
(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Howe, LeAnne
Description: Representations of American Indians in film, historically/contemporarily. What such representations assert about Native experience and cultural viability. What they reflect about particular relationships of power.

Class time: 25% lecture, 75% Discussion
Exam format: Multiple Choice, Essay
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation
Work load: 50 pages of reading per week, 15 - 20 pages of writing per semester, 2 exams, 3 papers

AmIn 3501 American Indian Tribal Governments and Politics
(Sec 001); Credit will not be granted if credit has been received for: POL 3701; 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Wilkins, David E
Description: This course examines the origins, status, structures, and powers of American Indian governments and the distinctive politics associated with these First Nations who constitute the third set of sovereign governments in the U.S. whose existence long predates the federal and state governments. This course fulfills CLE requirements of Social Science core and Citizenship and Public Ethics themes.

Class time: 25% lecture, 75% Discussion
Exam format: essay
Grade: 80% written reports/papers, 20% class participation
Work load: 150 pages of reading per week, 40 pages of writing per semester, 2 papers

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.

Class time: 50% lecture, 50% Discussion
Exam format: long essays
Grade: 20% final exam, 40% written reports/papers, 40% quizzes
Work load: 100 pages of reading per week, 20 pages of writing per semester, 1 exams, 4 papers

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 Mdewakanton, 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.

Class time: 10% lecture, 30% Closed Circuit TV, 60% Discussion
Exam format: essay
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation
Work load: 50 pages of reading per week, 15 - 20 pages of writing per semester, 2 exams, 3 papers

AmIn 3872 American Indian History: 1830 to the Present
(Sec 001); Credit will not be granted if credit has been received for: HIST 3872, AMIN 3872, HIST 3872, AMIN 3872, HIST 3872, AMIN 3872, HIST 3872, HIST 3872; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: O'Brien-Kehoe, Jean Maria
Description: Beginning with the turmoil surrounding Indian Removal policy in the 1830s, this course serves as an introduction to American Indian history from 1830 to the present. We will focus primarily on the impact of Federal Indian policy on American Indian cultures and societies as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life: Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Course meetings will involve a blend of lectures, discussions, and videos. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples. Students will also meet in weekly discussion

Work load: 75-150 pages of reading per week, 15-25 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% weekly questions based on readings
Exam format: Multiple Choice, Essay
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 40% quizzes

This information is accurate as of: 11/3/2004
American Indian Education (Sec 001); 3 cr; meets DELM req of classroom
Description: Educational processes in American Indian cultures; history of school programs established for tribes by missionaries and the U.S. and Canadian governments; the importance of boarding schools in shaping the lives, families, communities, and educational expectations of Indian people in the late-19th and early-20th centuries.

American Indian Intellectuals (Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Description: Contributions that American Indians have made to understanding American Indian topics and the world around them. Works that have stood as paradigms of American Indian thinking. Emphasizes works written after 1945.

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

American Sign Language
Instructor: Martinez, David
Description: Contributions that American Indians have made to understanding American Indian topics and the world around them. Works that have stood as paradigms of American Indian thinking. Emphasizes works written after 1945.

Amlin 5402 American Indians and the Cinema
(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Description: Representations of American Indians in film, historically/contemporarily. What such representations assert about Native experience and cultural viability. What they reflect about particular relationships of power.

Amlin 5890 Problems in American Indian History
(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Description: This course serves as a basic introduction to some of the recent literature in American Indian social history. In making the selections for the readings, I have attempted to achieve some degree of geographical, cultural, and methodological scope, and, within these parameters, I have selected recently published monographs that have been well received, and/or that offer innovative approaches to American Indian history.

American Sign Language
Instructor: Martinez, David
Description: Contributions that American Indians have made to understanding American Indian topics and the world around them. Works that have stood as paradigms of American Indian thinking. Emphasizes works written after 1945.

Amlin 5920 Topics: American Indian Studies: American Indian Music in the Twentieth Century
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; A-F only; meets DELM req of classroom
Description: This course introduces the nature, diversity, and social and cultural contexts of selected north American Indian musical traditions as expressed in the 20th century. This course does not presume to represent community voices or perspectives; rather, it is a music appreciation course that emphasizes the significance of musical performance within selected American Indian settings.

American Sign Language
Instructor: Martinez, David
Description: Contributions that American Indians have made to understanding American Indian topics and the world around them. Works that have stood as paradigms of American Indian thinking. Emphasizes works written after 1945.

Amlin 5920 Topics: American Indian Studies: American Indian Music in the Twentieth Century
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; A-F only; meets DELM req of classroom
Description: This course introduces the nature, diversity, and social and cultural contexts of selected north American Indian musical traditions as expressed in the 20th century. This course does not presume to represent community voices or perspectives; rather, it is a music appreciation course that emphasizes the significance of musical performance within selected American Indian settings.

American Sign Language
Instructor: Martinez, David
Description: Contributions that American Indians have made to understanding American Indian topics and the world around them. Works that have stood as paradigms of American Indian thinking. Emphasizes works written after 1945.

Amlin 5920 Topics: American Indian Studies: American Indian Music in the Twentieth Century
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; A-F only; meets DELM req of classroom
Description: This course introduces the nature, diversity, and social and cultural contexts of selected north American Indian musical traditions as expressed in the 20th century. This course does not presume to represent community voices or perspectives; rather, it is a music appreciation course that emphasizes the significance of musical performance within selected American Indian settings.
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; meets DELM req of classroom
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; meets DELM req of classroom
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.

ASL 5642 Classroom Communication Through ASL
(Sec 001); 1-2 cr; max crs 5, 5 repeats allowed, S-N only; prereq Fluency in ASL, instr consent required; meets DELM req of classroom
Instructor: STAFF
Description: American Sign Language form/function, vocabulary production, grammatical features needed by professionals working with children, storytelling strategies, technical sign language for classroom teachers. Content progresses in repeated segments. (SP-ASL proficiency; instructor consent required).

American Studies
104 Scott Hall: 612/624-4190

AmSt 1002 American Popular Arts and Public Life, 1940 to present
(Sec 001); 5 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Laderman, Scott M
Description: This course is designed as an introduction for students to the interdisciplinary character of American Studies as a liberal arts major. This course will examine the intersections of the American popular arts - especially film, music, the visual arts, and literature - and national and international politics from World War II to the present. We will explore the domestic and global conflicts that have shaped and transformed American society and the manner in which these tensions have been reflected in a diversity of cultural productions. To aid us in understanding the history of the past sixty years, we will read fictional works by John Okada (No-No Boy), Tim O'Brien (The Things They Carried), and T. Coraghessan Boyle (The Tortilla Curtain). We will explore the censorship debates that greeted the poetry of Allen Ginsberg, the photography of Robert Maplethorpe, and the "blacklisted" film Salt of the Earth (1954). We will examine the America portrayed by artists and photographers such as Norman Rockwell, George Morrison, and Dorothea Lange, and we will consider the ways in which politics has infused much American music, such as songs performed by Billie Holiday, Country Joe McDonald, and Merle Haggard. And through films ranging from Invasion of the Body Snatchers (1956) to Mississippi Burning (1988) to Three Kings (1999), we will study Hollywood's influence in the shaping of political and historical consciousness.

Class time: 50% lecture, 15% Discussion, 35% Films and musical recordings
Work load: 100 pages of reading per week, 10-12 pages of writing per semester, 2 papers, 3 quizzes
Grade: 40% written reports/papers, 30% quizzes, 10% class participation, 20% independent field trip and report
Exam format: essay

AmSt 1002 American Popular Arts and Public Life, 1940 to present
(Sec 002); 3 cr; meets DELM req of classroom
Instructor: Gowen, Jennifer Stacey
Description: Children's Culture and Gender in 20th Century U.S.: Childhood is the time when gender roles most effectively take hold, and adults both purposefully and inadvertently take advantage of this, teaching children their appropriate roles as female and male. This happens through direct and indirect lessons, from instruction in manners to consumption of comic books, television programs and toys. This course will focus on the creation of gender roles in mass culture for children in historical context in the United States. There are at least three parts to any mass culture issue, and that for children is not an exception: 1) the creation of the product; 2) the product itself; and 3) the reception of the product. We will address all three in this course, but will give greatest emphasis to the product itself, as we place it in historical context. This course will explore the following questions: How prevalent is gendered stereotyping in children's mass culture? Why do adults so intently guide children toward rigid definitions of gender? How do the parameters of gender roles and the intensity of childhood instruction in them change throughout the American century?

Class time: 40% lecture, 30% Discussion, 30% AV
Work load: 80 pages of reading per week, 1 exams, 2 papers
Grade: 20% final exam, 30% written reports/papers, 25% quizzes, 10% in-class presentations, 15% class participation

AmSt 3111 American Cultures and the Arts
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Noble, David W UCLA Distinguished Tchg Awd; Morse Alumni Award!!

Class time: 40% lecture, 40% Discussion, 20% films and other recordings
This information is accurate as of: 11/3/2004

Work load: 100 pages of reading per day, 13-15 pages of writing per semester, 1 exams, 4 papers, weekly quiz
Grade: 10% mid-semester exam(s), 50% written reports/papers, 20% special projects, 10% quizzes, 10% class participation
AmSt 3113W America's Diverse Cultures
(Sec 004); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Posadas, Barbara M
Description: AMST 3113W - America's Diverse Cultures: Asian America from World War II to the Present - This course explores the varied ways in which Asian America has developed from tiny numbers at the start of the Second World War to a substantial population at the opening of the twenty-first century. We will examine the growth and transformation of the diverse groups that comprise Asian America, as well as the changing meanings of the concept of Asian America over time. Students will consider historical and contemporary events involving Asian Americans from a variety of scholarly perspectives, including American Studies, history, literature, and sociology. Topics include family, work, community, class, gender, race, ethnicity, politics, culture, interethnic relations, migration and resettlement, policy and law, the impact of war, and transnationalism.
Class time: 40% lecture, 50% Discussion, 10% course related videos
Work load: ~100 pages of reading per week, 12-14 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% lab work
Exam format: essay

AmSt 3113W America's Diverse Cultures
(Sec 001, 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; 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 culture 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 3113W America's Diverse Cultures
(Sec 003); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Vang, Chia Youyee
Description: This course explores the lives of Hmong refugees who have resettled in America since the mid 1970s from a historical/political perspective through scholarly studies, films and interactive discussions with Hmong community members in the Twin Cities, which has the largest concentration of Hmong people in the country. We explore issues of identity, acculturation, citizenship and community building. We will also examine the past to better understand contemporary issues Hmong Americans face. What motivated the Hmong to work with the U.S. Central Intelligence Agency (CIA) during the "Secret War of Laos" and how have the results of these decisions transformed their lives? An overview of refugee resettlement as a global humanitarian phenomenon during the last quarter of the twentieth century will be provided. Who defines and who gets to be defined as refugees? How does the category "refugee" complicate and contradict racial and identity formation, in particular in the context of Asian America.
Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion
Work load: 100-125 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers
Grade: 20% mid-semester exam(s), 60% written reports/papers, 10% in-class presentations, 10% lab work
Exam format: Essay

AmSt 3114 America in International Perspective
(Sec 002); 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; meets DELM req of classroom
Instructor: Feeney, Megan Jo
Description: This course approaches U.S. history through the lens of 20th century U.S.-Cuban relations, political, economic and cultural. From the War of 1898 to the Elian Gonzalez affair, examining U.S.- Cuban relations inspires in-depth discussion about critical issues that have shaped 20th century U.S. domestic and foreign politics and continue to shape our world today. Through readings of historical scholarship, popular journalism and film, together we will explore (through the particularly contentious lens of U.S.-Cuba relations) our assumptions, among other things, about what constitutes 'History' and 'American-ness.'
Class time: 50% lecture, 50% Discussion
Work load: 80-100 pages of reading per week, 10 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: identifications and essay

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; meets DELM req of classroom
Instructor: Todorova, Miglena S
Description: Are global U.S. culture and politics a messiah spreading ideas of freedom and democracy around the world, or are they a menace spreading consumerism, all the while sustaining national and transnational regimes of oppression and domination? With this question in mind, the course takes you on a journey around the world. We will "visit" Cuba, Japan and countries in the Middle East and Europe to examine the role of American pop culture, U.S.foreign policy and transnational capital in the formation of individual and group identities of peoples in these countries. We will also examine these peoples’ attitudes toward the U.S. Our explorations will focus on the intersections of state, culture and capital, or the international avenues, where Hollywood, Nike and policy makers meet each other. We will travel in both space and time, as the course examines the above issues over the period from WWII to present.
Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion
Work load: 70 pages of reading per week, 25 pages of writing per semester, 2 exams
Grade: 50% final exam, 40% written reports/papers, 10% class participation
Exam format: Essay

AmSt 3253W American Popular Culture and Politics: 1940 to the Present
(Sec 001); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Kinder, John Matthew
Description: This course examines the intersection of popular culture and the American political process with a focus on the period from 1940 to the present. How does American popular culture influence American politics and vice versa? How does the category "refugee" complicate and contradict racial and identity formation, in particular in the context of Asian America.
Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion
Work load: 100-125 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers
Grade: 20% mid-semester exam(s), 60% written reports/papers, 10% in-class presentations, 10% lab work
Exam format: Essay

This information is accurate as of: 11/3/2004
and politics in post-1940 American life. It proceeds from the notion that popular culture not only mediates Americans' political imaginations, but serves as an arena in which political ideologies are reiterated, contested and/or born. Although this course is designed to provide a broad overview of the time period, we will pay special attention to one theme in particular: the link between violence and American national identity. Beginning with World War II and concluding with the "War on Terror," this course will explore the ways in which violence—from warfare and terrorism to acts of symbolic "violence"—has shaped American political consciousness. In addition, we will investigate various groups' use of violence (and non-violence) to expand, bolster, and/or challenge Americans' conceptions of their nation and themselves. Readings will include works of political history (Peter Carroll and David W. Noble's THE FREE AND THE UNFREE), cultural history (Tom Engelhart's THE END OF VICTORY CULTURE), creative nonfiction (Hunter S. Thompson's FEAR AND LOATHING IN LAS VEGAS), and literature (Toni Morrison's BELOVED). However, much of the class time will be devoted to examining the political work of various popular culture forms, including film (HIGH NOON, DR. STRANGELOVE, THE BATTLE OF ALGIERS, PLATOON, among others), music (jazz, rock and roll, country, hip hop, etc.), sports, and visual culture.

**Class time:** 50% lecture, 20% Discussion, 30% media (film, music, television, visual culture)

**Work load:** 80-100 pages of reading per week, 1 exams, 1 papers, 3-4 quizzes

**Grade:** 30% final exam, 40% written reports/papers, 20% quizzes, 10% Participation, Attendance, and In-class Activities

**Exam format:** Short Answer and Essay

**AmSt 3993 Directed Studies**

(Sec 001); 1-9 cr; max crs 9, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Arrangements must be made with the professor who oversees the project.

**AmSt 4301 Workers and Consumers in the Global Economy**

(Sec 001); 3 cr; prereq AmSt major or advanced grad or instr consent; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom

**Instructor:** Pierce, Jennifer L

**Description:** This course focuses on the 'new' global economy and its impact on particular kinds of workplaces and their workers in the United States and other countries. It also considers the influence of the new economy on consumption patterns. We begin by reading about the global economy and consider some debates about its consequences for American culture and character. From here, we move on to examine the effects of global capitalism on various sites including factory work in the US, the service sector, temporary working arrangements, professional and managerial positions, and offshore production jobs. Other questions covered include: How has economic restructuring affected the relationship between work and family life? And, how has the new economy affected the American labor movement? How are work and consumption is lived through race, class, gender, and nation in the new global economy. Selected readings include: Carla Freeman's High Tech and High Heels in the Global Economy, Barbara Ehrenreich and Arlie Hochshild's Global Woman: Nannies, Maids, and Sex Workers in the New Economy, Cameron McDonald's Working in the Service Society, Katherine Newman's Falling From Grace: Downward Mobility in the Age of Affluence, and Juliet Schor's The Overspent American. Class will be a lively mix of lecture and discussion. Course designed for upper-division undergraduate majors and non-majors.

**Class time:** 50% lecture, 30% Discussion, 20% films and class presentations

**Work load:** 80-120 pages of reading per week, 12 pages of writing per semester, 1 exams, 2 papers

**Grade:** 30% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 10% class participation

**Exam format:** essay exam and short papers

**Animal Science**

305 Haecker Hall: 612/624-2722

**AnSc 1101 Introductory Animal Science**

(Sec 001); 4 cr; meets DELM req of classroom

**Instructor:** Seykot, Anthony James

**Description:** This course is an introduction to animal science with emphasis on genetics, physiology and nutrition. Production systems relative to the horse, dairy, sheep, poultry, swine and beef industries are introduced. Additional topics include man's relationship to animals, current issues and future perspectives of animal agriculture.

**Class time:** 70% lecture, 10% Discussion, 20% Laboratory

**Work load:** 40 pages of reading per week, 5 exams

**Grade:** 40% mid-semester exam(s), 20% final exam, 10% lab work, 30% problem solving

**Exam format:** Multiple choice and short answer.

**AnSc 1403 Companion Animal Nutrition and Care**

(Sec 001); 3 cr; meets DELM req of classroom

**Instructor:** Stern, Marshall D !!COAFES Distinguished Tchg Awd!!

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

**Class time:** 100% lecture

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

**Grade:** 100% Each of the 3 exams worth 33 each.

**Exam format:** Fill-in-the-blanks, definitions, true/false, matching.

**AnSc 2012 Livestock and Carcass Evaluation**

(Sec 001); 3 cr; meets DELM req of classroom

**Instructor:** Hawton, Jerry D

**Description:** Course content: live animal selection is taught based on visual evaluation and performance records for beef cattle, swine and sheep. Marketing methods of meat animals for feedstock and commercial programs are discussed. Teaching methods utilized are group discussions, situation learning, and scenarios problem solving. This is a useful course for students who wish to gain a broad background in meat animal evaluation. Course is structured so that little knowledge is required for enrollment. Field trips are conducted. Recommended for animal science students and non-animal science students, excellent for AgEd, marketing, CLA.

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

**Work load:** 10 pages of reading per week, 3 exams, 4 hours of animal/carcass evaluation/wk

**Grade:** 40% mid-semester exam(s), 30% final exam, 30% lab work

**Exam format:** Multiple choice, True/False, essay, fill in the blank, and oral

**AnSc 2211 Biometrics for Livestock**

(Sec 001); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, STAT 5021, STAT 5021, STAT 5021; 3 cr; prereq Math 1031 or higher; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** Hansen, Leslie Bennett !!COAFES Distinguished Tchg
AnSc 3141 Advanced Dairy Judging  
(Sec 001); 1 cr; prereq 2011 or instr consent; meets DELM req of classroom  
Instructor: Hansen, Leslie Bennett ICOAFES Distinguished Tchg Awd; Morse Alumni Award!!  
Description: Especially for students interested in competing with the intercollegiate dairy cattle judging team. A weekly class of four dairy cows will be selected for which oral reasons will be prepared. The one set of reasons each week will be presented numerous times to improve technique.  
Class time: 100% Discussion  
Work load: 100% oral presentations.  
Grade: 100% in-class presentations

AnSc 3501 Farm Animal Environment  
(Sec 001); 3 cr; prereq [2301, jr] or instr consent ; meets DELM req of classroom  
Instructor: El Halawani PhD, Mohamed E  
Description: This course is designed for upper level and graduate students. The nature of a farm animal's life is shaped in part by the environment which includes all the physical, chemical, and biological elements that surround the animal. The various components of the environment may either promote or impair farm animal performance by facilitating or inhibiting productive and reproductive processes. The course aims to provide a grounding in present knowledge of animal reactions to environmental problems that confront farm animal producers and to help develop approaches to solving the problems.  
Class time: 90% lecture, 10% Discussion  
Work load: 15 pages of reading per week, 4 exams  
Grade: 100% mid-semester exam(s), 15% mid quarter exam  
Exam format: Essays

AnSc 4011 Dairy Cattle Breeding  
(Sec 001); 3 cr; prereq 3221; meets DELM req of classroom  
Instructor: Hansen, Leslie Bennett ICOAFES Distinguished Tchg Awd; Morse Alumni Award!!  
Description: This course is very applied in nature. Some problem solving assignments may be hypothetical, but in most cases, real circumstances are discussed. Much class time is devoted to discussion. The course has been popular with international students in the MAST program. Because dairy cattle genetics from the US has had a major impact on dairy cattle worldwide, the international flavor of discussions is very appropriate. There is some straight lecture, but this is usually sprinkled with questions that are followed by discussion. The instructor attempts to have students address questions that are raised and jointly arrive at a solution. Quantitative genetic principles are the primary focus, with rates of genetic improvement and systems of breeding emphasized.  
Class time: 35% lecture, 40% Discussion, 25% Laboratory  
Work load: 15 pages of reading per week, 2 exams, 1 papers, 5 homework exercises  
Grade: 20% mid-semester exam(s), 20% final exam, 30% special projects, 30% problem solving  
Exam format: Short answer, essay

AnSc 4604 Dairy Production Systems Management  
(Sec 001); 4 cr; prereq 2401; 3221, 3305, 4403 recommended; meets DELM req of classroom  
Instructor: Reneau, Jeffrey Kimball  
Description: This course is intended to be a "capstone" course in dairy herd management. The course is designed to build problem solving skills in a real-world setting. Most of the class time is spent in decision case discussions. Laboratories will be spent learning practical dairy management skills. For example, milking technique analysis, body condition scoring, etc. Field trips will be taken to visit progressive area dairies. This is an ideal course for any student who anticipates operating a dairy or becoming a dairy herd consultant. The class materials consist of work sheets and reference materials in the areas of dairy farm financial management, nutrition and forages, reproduction, milk quality and mastitis, genetics and young stock management and dairy housing. Students will be assigned to teams, and will visit a "real dairy", at which they are expected to collect data, samples, study records, etc. and write an analysis of the herds strengths and weaknesses and make recommendations to improve herd profitability.  
Class time: 25% lecture, 50% Discussion, 25% Laboratory  
Work load: 2 - 3 exams, Preparation for decision case discussions  
Grade: 40% mid-semester exam(s), 40% final exam, 20% class participation  
Exam format: essay

Anthropology  
395 HHHCtr: 612/625-3400

Anth 1003W Understanding Cultures  
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to social and cultural anthropology for undergraduate majors and non-majors. Comparative study of societies and cultures around the world. Topics include adaptive strategies, economic processes, kinship, marriage and gender, social stratification; politics and conflict; religion and ritual; personality and culture. We will survey a variety of human cultures and explore theories about the evolution, function and meaning of culture.  
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

Applied Business  
101 Wesbrook Hall: 612/624-4000

Abus 4043 Project Management in Practice  
(Sec 001); 3 cr; A-F only; prereq 4102, at least 45 cr; meets DELM req of internet delivered; meets DELM req of partially internet based  
Instructor: STAFF  
Description: This course provides an introduction to project management, including tools and techniques to support the project leader in scheduling, coordinating, and allocating resources. Students will work in teams to develop and conduct a field project, putting the tools of project management into practice. Requires Microsoft Project (bundled with course textbook), Word, and PowerPoint.

Abus 4101 Accounting for Managers  
(Sec 001); 3 cr; A-F only; prereq One sem of lower-div principles of accounting, at least 45 cr; meets DELM req of internet delivered; meets DELM req of classroom  
Instructor: STAFF  
Description: Expands on student's lower division work in financial
accounting. Emphasis is on using accounting data to make day-to-day management decisions such as: determining cost-volume-profit relationships, measuring various costs, evaluating capital budgets and the acceptability of investment projects, constructing profit plans, evaluating budget variances, and analyzing activity costing and standard costs.

**ABUs 4511 Small Business Survival Skills**
(Sec 001); 3 cr; A-F only; prereq [4501 or business plan experience], upper div course in marketing/finance, at least 45 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed for those who have a strong interest in small companies. The theme of the course is that a small business is not a little big business, and the successful management approaches of big business are not particularly useful to those who work in small business. Using case studies, a number of important issues will be covered such as how to forge a realistic growth trajectory; how to design an adaptive organization; how to identify and build on distinctive strengths; how to avoid growth-induced failure; how to develop techniques to respond to the truism “profits are illusory, cash is real,” and how to cope in the environment of resource poverty.

**ABUs 4999 Practicum**
(Sec 001-008); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq BAS student in applied business, at least 33 applied-business cr, instr consent, dept consent; meets DELM req of independent study
Instructor: STAFF
Description: This course may take one of the following forms or may be specially designed in cooperation with a faculty advisor: (1) supervised project in the student's employing organization; (2) supervised project in an organization providing an internship site; (3) compilation and integration of a thematic selection of projects drawn from previous coursework; or (4) development of a business plan for a new venture or expansion of an existing business. Students enrolled in the practicum will meet in scheduled class sessions on a limited basis to review progress and share emerging insights, or to problem solve with other enrolled students.

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

**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; meets DELM req of classroom
Instructor: Zeitouni, Naomi
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.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 3 exams
Grade: 30% problem solving, 70% exams

**ApEc 3002 Applied Microeconomics: Managerial Economics**
(Sec 001); 4 cr; prereq [3001 or Econ 3101], [OMS 1550 or Stat 3011]; meets DELM req of classroom
Instructor: Apland, Jeffrey
Description: This course focuses on the application of microeconomic theory to managerial problems. Lectures, readings, problem sets, lab reports/papers
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: Short answer, 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 Econ 3101 or concurrent enrollment Econ 3101; meets DELM req of classroom
Instructor: Stinson, Thomas F
Description: This course is concerned mainly with aggregate economic activity. Major emphasis is on factors that determine 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.
Class time: 100% lecture
Work load: 40 pages of reading per week, 2 exams, weekly homework problems
Grade: 40% mid-semester exam(s), 50% final exam, 10% problem solving
Exam format: essay

**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 Perspect Theme; meets DELM req of classroom
Instructor: Runge, Carlisle Ford
Description: This is an undergraduate course in trade and economic development. It will have three main parts. Part I will deal with what we know about the role of international trade 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 their successors: mercantilism, classical and neoclassical approaches, dependency theories, and strategic theories. Part III of the course will discuss the institutions that make trade and development happen: the private financial sector, the IMF, World Bank and World Trade Organization, UNCTAD, and the role of NGOs. In summary, Part I of the course will be primarily empirical. Part II will be mainly theory. Part III will be institutional.
Class time: 80% lecture, 20% Discussion
Work load: 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: Short answer, essay

**ApEc 3451 Food and Agricultural Sales**
(Sec 001, 002); 3 cr; prereq 1101 or Econ 1101; meets DELM req of classroom
Instructor: Nefstead, Ward Elliot
Description: Professional selling of agricultural and food products. Building and refining sales abilities, identifying and qualifying prospects, delivering effective sales presentations and closing the sale, utilizing principles of market research including market segmentation methods.
The class will involve explorations of careers in sales via guest speakers and other audiovisual aids. Students will develop and deliver a professional sales presentation.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 5 pages of writing per semester, 2 exams

Grade: 15% mid-semester exam(s), 20% final exam, 50% special projects, 15% lab work

Exam format: Essay

Course URL: http://www.apec.umn.edu/faculty/wnefstea

ApEc 3611 Environmental and Natural Resource Economics
(Sec 001); 3 cr; prereq 1101 or Econ 1101; meets CLE req of classroom

Instructor: Easter, K William

Description: This introductory course intends to show how economic reasoning can be used to develop insights into the causes, and consequences, of appropriate policies for a variety of natural resource and environmentally related problems. The first part of the course covers general topics in the field of natural resource economics, including benefit-cost, market failures, pollution, and the valuation of nonmarket goods. This is followed by consideration of specific natural resources, such as energy and water resources. The final part of the course focuses on environmental policy design which recognizes irreversibility and a safe minimum standard. The analysis of pollution and pollution control emphasizes the interaction between humans and natural environmental systems. Strong international orientation. Tom Tietenberg, ENVIRONMENTAL ECONOMICS POLICY. Target audience: NRES majors, international students, applied economics students and other students interested in environmental and natural resource problems.

Class time: 100% lecture

Work load: 30-40 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers

Grade: 50% mid-semester exam(s), 25% final exam, 20% written reports/papers, 5% problem solving

Exam format: Short essays and problems

Course URL: http://www.apec.umn.edu/faculty/weaster/apec3611.html

ApEc 3801 Health Economics and Policy
(Sec 001); Credit will not be granted if credit has been received for: PUBH 3801, PUBH 3803; 3 cr; prereq [1101 or Econ 1101], knowledge of plane geometry) or instr consent; meets DELM req of classroom

Instructor: Jonk, Yvonne C

Description: This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health, health care, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.

Class time: 45% lecture, 25% Discussion

Work load: 30 pages of reading per week, 3 exams, weekly quizzes

Grade: 45% mid-semester exam(s), 20% final exam, 15% quizzes, 5% class participation, 15% problem solving

Exam format: short answer, problem solving, essay, and multiple choice questions

Course URL: http://www.hsr.umn.edu/fac_pages/yjonk/yjonk.html

ApEc 3811 Principles of Farm Management
(Sec 001); 3 cr; prereq 1101 or Econ 1101; meets DELM req of classroom

Instructor: Olson, Kent D

Description: Strategic and operations aspects of farm management; strategic management; budgeting; production and operations planning;

This information is accurate as of: 11/3/2004

quality management and control; financial analysis and management; investment analysis; land purchase and rental; risk management; contract evaluation; and staffing and organization. Students completing the course will be able to: 1) Define the terms and concepts commonly used in farm management; 2) Apply methods to identify issues and analyze strategic options for farms; 3) Apply operations management techniques within a systems perspective of other parts of the farm, and the uncertain economic, climatic, and biological environments in which farms operate; 4) Apply knowledge obtained in previous courses to farm management problems; and 5) Strengthen skills in teamwork, problem solving, interviewing, speaking, and report writing. The target audience is primarily undergraduates in an agricultural major, although graduate students in agricultural fields may benefit from this course as well.

Class time: 50% lecture, 50% Discussion

Work load: 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers

Grade: 30% mid-semester exam(s), 30% final exam, 40% problem solving

Exam format: Short answer, short essay, multiple choice, problems

Course URL: http://www.apec.umn.edu/faculty/wnefstea

ApEc 3821 Retail Center Management
(Sec 001); 3 cr; prereq [1101 or Econ 1101], [1251 or Acct 2050]; meets DELM req of classroom

Instructor: Nefstead, Ward Elliot

Description: Management of garden centers, grocery stores and other retail units selling perishable agricultural products. This course will involve accounting and management aspects of related retail business. Part of the class with focus on ecommerce applications. Group exercises and management cases/simulations will be used as well as assigned projects off campus.

Class time: 70% lecture, 15% Discussion, 15% Laboratory

Work load: 35 pages of reading per week, 10 pages of writing per semester, 3 exams

Grade: 20% mid-semester exam(s), 35% final exam, 20% special projects, 10% lab work, 15% problem solving

Exam format: Multiple choice, essay, short answer

Course URL: http://www.apec.umn.edu/faculty/wnefstea

ApEc 3991 Independent Study in Applied Economics
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

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; meets DELM req of classroom

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.

(Sec 001); 3 cr; prereq 1101, 1102 or Econ 1101, 1102; meets DELM req of classroom

Instructor: Gartner, Bill

Description: Growth in tourism has led, in the last twenty-five years, to development consequences that are not always planned for, or welcome. This course begins by exploring the historical evolution of what is being called the tourism industry, and then reviews the economic, environmental and socio-cultural impacts, both positive and negative, of tourism development. Government policies and organizations that influence tourism development are examined.
Models used to plan for development are discussed and the tools needed for successful development are reviewed. Target audience for this course is centered on the upper level undergraduate and graduate students. The instructor will offer many real world examples from his work in West Africa and South America.

Class time: 70% lecture, 30% Discussion
Work load: 25 pages of reading per week, 10 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

ApEc 4481 Futures and Options Markets
(Sec 001); 3 cr; prerequisite: A-F only; prerequisite: [5031 or Econ 3101], [AnSc 2211 or OMS 1550 or Stat 3011], 60 cr or Instructor consent; meets DELM req of classroom

Instructor: Buhr, Brian Lee

Description: This course regards the study of futures and options markets. Primary emphasis will be on commodity futures markets (e.g., food complex, energy complex, metals complex); however, consideration will also be given to financial, currency and stock market futures and options. Approximately the first one-third of the course will focus on futures and options markets history, roles of participants, and tactics and strategies for usage of futures and options. Two-thirds of the course will focus on the application of futures and options markets to risk management, including their role in forward pricing and derivatives markets. Analytic skills including calculus and statistics will be important for successful completion of the course. Students will also participate in risk management case studies, an online trading simulation and tours of the Minneapolis Grain Exchange.

Class time: 75% lecture, 20% Discussion, 5% Tours to Minneapolis Grain Exchange
Work load: 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Case study exercises and interactive trading
Grade: 30% mid-semester exam(s), 40% final exam, 5% written reports/papers, 5% special projects, 5% class participation, 15% problem solving

Exam format: Multiple Choice, True/False, short Answer Problem Solving
Course URL: http://www.webct.umn.edu

ApEc 5032 Economic Data Analysis for Managerial and Policy Decisions
(Sec 001); 3 cr; prerequisite: [5031 or instructor consent, familiarity with SAS], meets DELM req of classroom

Instructor: Davis, Elizabeth E

Description: This course explores statistical and econometric methods for the analysis of large data sets to support managerial and policy decisions. Topics include: Methods for organizing, accessing, and ensuring the quality of data; Estimation techniques including panel data methods, limited dependent variable models, and time series analysis; Clarity of reporting and design of procedures for maintaining and updating data and estimates. The intended audience is graduate students who have taken a masters level course in econometrics. Prerequisites: ApEc 5031 and familiarity with SAS or instructor consent.

Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: Student project and homework assignments using computer applications

ApEc 5341 Public Finance
(Sec 001); 3 cr; A-F only; prerequisite: 3001 or Econ 3101 or PA 5021; meets CLE req of Citizenship/Publi Ethics Theme; meets DELM req of classroom

Instructor: Kalambozidis, Laura TJ

Description: If the most efficient way to provide goods and services is through private markets, why are goods and services ever provided by governments? When government provision of services is advisable, which level of government (federal, state, or local) should provide them? Which level of government should pay for those services? With which revenue sources should public expenditures be funded? Which types of taxes should be levied and on whom? What is the likely impact of changes in tax policy? This course will examine these questions by applying economic theory to current examples and issues facing federal, state or provincial, and local governments. Broadly, the course will cover: - The role of government in a market economy; - Trends and theories of public expenditure; - Trends and theories of government revenue; and - Tax policy.

Class time: 100% lecture
Work load: 30 pages of reading per week, 3 exams, A paper will be required of students taking the course for graduate credit
Grade: 50% mid-semester exam(s), 30% final exam, 20% problem solving

Exam format: Mixed

ApEc 5611 Economic Aspects of Environmental Management
(Sec 001); 3 cr; A-F only; prerequisite: [Sr or grad student] in [biological science or conservation biology or ecology or fisheries or forestry or public affairs or water resources or wildlife conservation] or CLA or Instructor consent; meets DELM req of classroom

Instructor: Zeitouni, Naomi

Description: This course introduces the economists approach to environmental problems such as water and air pollution to students without economic background. It includes application of supply and demand concepts to the evaluation of environmental resources, methods of evaluation, and analysis of pollution control policies from the economic point of view. Course Objectives: The objective of this class is to stimulate critical thinking about environmental management. In order to accomplish this objective, the course incorporates readings from environmental economics that introduce principles of economic methods related to environmental management, with emphasis on policies to reduce pollution and evaluation of environmental resources. We will lay the foundation for understanding policies to control pollution, define efficient and cost effective levels of control for variety of pollution types, compare these control levels with those achieved by market forces, and demonstrate how these insights can be used to design desirable policy responses. We will discuss the need for environmental quality to be measured in monetary terms, and look at market and non market methods to evaluate the willingness to pay for environmental resources, and changes in environmental quality, including the consideration of use and non use values and how they are measured.

Class time: 70% lecture, 30% Discussion
Work load: 20 pages of reading per week, 3 problem sheets, term paper
Grade: 35% mid-semester exam(s), 35% final exam, 20% Homework; 10% Paper

ApEc 5811 Cooperative Organization
(Sec 001); 3 cr; prerequisite: 3001 or Econ 3101 or PA 5021 or Instructor consent; meets DELM req of classroom

Instructor: Eidman, Vernon R

Description: Application of economic analysis to cooperative form of organization. Producer/consumer cooperatives used to examine economic issues such as changing market organization, financing, management incentives, taxation, and antitrust regulations. Cooperatives as a tool for economic development.

Class time: 40% lecture, 50% Discussion, 10% Outside speakers
Work load: 40 pages of reading per week, 40 pages of writing per semester, 2 exams, 1 papers, 5 problem sets
Grade: 20% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation

Exam format: Essay with some short answer and problems.

Course URL: http://www.apec.umn.edu/faculty/veidman/

ApEc 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prerequisite instructor consent; meets DELM req of classroom

Instructor: STAFF
Arab 1102 Beginning Arabic
(Sec 001, 002); 5 cr; prereq 1101 or equiv or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 1102 is the second 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 focuses on 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 text used is Al-Kitaab, Part One. 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, 2 exams, 30 pages of writing per semester
Grade: 5% oral exam, 20% class participation, 10% homework assignments.
Exam format: Fill in the blank, multiple choice.

Arab 3102 Intermediate Arabic II
(Sec 001); 5 cr; prereq 3101 or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 3102 is a continuation of Arabic 3101. 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 by listening to audio tapes and watching video materials. The course also trains and prepares students to take the Graduation Proficiency Test which is a CLA requirement administered by the language center. In addition, students will further develop and enhance their knowledge of the culture of the Arab world. The target audience is undergraduate and graduate students.
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, and homework assignments.
Grade: 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 5% in-class presentations, 10% class participation, 0% 10% homework assignments; 5% oral exam.
Exam format: Multiple choice, fill in the blank, and inference from reading short articles.

Arab 5102 Advanced Arabic II
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 5101 or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectal 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: 60% written reports/papers, 20% homework assignments.
Exam format: Fill in the blank, multiple choice, content-based inference.

Architecture
Arch 1301 Introduction to Drawing in Architecture and Landscape Architecture
(Sec 001, 005, 009-011); Credit will not be granted if credit has been received for: LA 5301, LA 5301; 3 cr; A-F only; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: This course is meant to introduce an architectural way of visual thinking. It is also intended to familiarize the students with basic concepts of visual notation, techniques, and skills. The educational objectives of Arch 1301 are to enhance students’ abilities to see visual phenomena such as space, light, and/or form; to teach students how to combine seeing with drawing in the way that is specific to the discipline and profession of architecture; to introduce drawing as a process of visual exploration; to introduce architectural concepts and systems of visual notations and the basic drawing skills and techniques (free-hand sketching and hard-line drafting). Note: Requirements may vary 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
Exam 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; meets DELM req of classroom
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 study. 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
Exam format: review of drawings

Arch 3412 Architectural History since 1750
(Sec 001, 012); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Miller, Nancy A
Description: History of structure, cities, sites, and theories of architecture and urbanism since 1750.

Arch 5461 North American Indian Architecture
(Sec 001); 3 cr; prereq For undergrads 3412, Arch or Amin major; for grads M Arch major or instr consent ; meets DELM req of classroom
Instructor: Tollefson, Lee E
Description: This lecture/recitation course presents a historic overview, contemporary overview and introduction to principles and theory of North American Indian Architecture. The course includes the study of the culture, technology, enviroment, lifestyles, art and craft of North American Indians in relation to their settlements and architecture, the course will view the ten major cultural regions of North American Indians and includes a brief review of the Meso-American influences. The first half of the course focuses on developing an understanding for the cultures and architecture of the North American Indians. This background is essitlal to allow the more complex topics of the Contemporary phenomena and theory to be taught and discussed in the latter half of the quarter. The view of this course is specific from the point of view of an architect examining the history and culture. It provides a unique view and one that will differ in emphasis from a pure historical or anthropological point of view. The material will be contrasted with several Western European theories of Architecture. Major objectives of the course are to instill a curiosity in the Native American Architectural traditions and to open the mind to new points of view on architecture and principles behind the architecture.
Class time: 80% lecture, 20% Discussion
Work load: 40 pages of reading per week, 3 exams, 2 papers, one research paper and one written brief
Grade: 0% 50% exams; 10% written brief; 40% research paper
Exam format: typically short answer

Arch 5672 Historic Building Conservation
(Sec 001); 3 cr; prereq 3412, 5671 or instr consent; meets DELM req of classroom
Instructor: Mack, Robert Callan
Description: This course is designed to provide an understanding of historic building materials and the recording of historic properties. Topics include an examination of the historical building materials frequently encountered in historic preservation. Characteristics of historic building materials and techniques for their stabilization and rehabilitation are discussed. Discussions also include structural systems and building repair, building pathology, introduction of new environmental systems in historic buildings, and conservation of historic interiors. Sessions concerning recording focus on the use of small- and large-format photography, preparation of measured drawings, and physical investigations of existing structures. Material is presented through illustrated lectures, guest lecturers, and field trips, and "hands-on" experience. Student work includes a term paper and preparation of documentation for an historic site. Textbooks include "Conserving Buildings" by Martin Weaver, the "Presentation Briefs" from the National Park Service, and "Recording Historic Structures" edited by John Burns. The course should appeal to anyone interested in the technical aspects of historic preservation. Students in past have come from interior design, urban studies, housing, construction trades, and art history as well as from architecture.
Class time: 50% lecture, 15% Discussion, 35% Laboratory
Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 papers, 1 documentation project.
Grade: 35% written reports/papers, 35% special projects, 20% quizzes, 10% problem solving
Exam format: Essay.
Course URL: http://www.cala.umn.edu/arch5672

Art History

338 Heller Hall: 612/624-4500

Arth 1001 Introduction to Art History
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Marling, Karal Ann Rose
Description: This is an introduction to how art historians examine paintings, sculpture, architecture, and the other visual and plastic arts. A good preparation for other courses in the arts. Arth 1001 surveys the history of art chronologically, from cave painting to today's gallery scene, with particular emphasis on the western world.
Class time: 100% lecture
Work load: 40 pages of reading per week, 8 pages of writing per semester, 3 exams, 1 papers
Grade: 30% written reports/papers, 70% quizzes
Exam format: Slide identification

This information is accurate as of: 11/3/2004
Arth 1921W Introduction to Film Study
(Sec 001); Credit will not be granted if credit has been received for: CSCL 1921, CSCL 1921W, CSCL 1921, CSCL 1921W, CSCL 1921W, CSCL 1921W, CSCL 1921W, CSCL 1921W; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Griffin, Michael
Description: This course provides an introduction to the fundamentals of film analysis and media study. Readings and lectures cover the technical, economic, social, and cultural aspects of film, from how the film industry and the studios work to how films are marketed in the mass media and exhibited. The primary emphasis is on feature-length narrative fiction films, but attention is also paid to documentaries, animation, avant-garde and experimental film and video, television (news, sit-coms, soaps, sports, MTV, etc.), and new media.

Arth 3008 History of Ancient Art
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Cooper, Frederick A
CLA Distinguished Teaching Award; Morse Alumni Award!!
Description: The purpose of this course is to offer an introduction to the visual arts of those ancient cultures which contributed to the development of western civilization: namely Egyptian, Babylonian, Assyrian, Phoenician, Aegean, Etruscan, Roman, and Early Christian/Byzantine. The lectures will focus on a selection of important works, but will include discussions of appreciation and style as well as the larger social, religious and visual ideas of early cultures. The requirements of the course are geared for students with no previous experience or study in this discipline.
Class time: 90% lecture, 10% Discussion
Work load: 15 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers, review sessions
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: Short ID's and essays
Course URL: http://dvl.cla.umn.edu/courses/ancart/

Arth 3011W History of Renaissance and Baroque Art
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Gaudio, Michael P
Description: This course provides an introduction to the major monuments of painting and sculpture, and to a lesser extent architecture, created in Western Europe between approximately 1400 and 1700. Readings and lectures will take into consideration the stylistic characteristics of Renaissance and Baroque artists. We will also explore how artists and their styles were influenced by the demands and expectations of patrons and by major social and political developments such as the emergence of Renaissance Humanism, the Protestant Reformation, the Counter-Reformation, and the scientific revolution. Emphasis will be placed on critical thinking and writing about works of visual art. No previous courses in art history are required for enrollment. This course will be web enhanced but the URL is not yet available.
Class time: 75% lecture, 25% Discussion
Work load: 35 pages of reading per week, 12 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semester exam(s), 30% final exam, 35% written reports/papers, 5% class participation
Exam format: slide identification and essay

Arth 3012 History of 19th- and 20th-Century Art
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Weisberg, Gabriel
Description: Major monuments and issues of modern period: sculpture, architecture, painting, and prints. Movements include neo-classicism, romanticism, realism, impressionism, evolution of modernism, symbolism, fauvism, cubism, dadaism, surrealism, abstract expressionism, pop art, conceptualism, and post-modernism. A term paper, based on a close reading and interpretation of a selected painting or sculpture in the MIA Collection will be required.
Course Requirements: Mid-term, Final Exam and a Term Paper.

Arth 3014W Art of India
(Sec 001); Credit will not be granted if credit has been received for: ALL 3014W, ALL 3014W; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Asher, Frederick M
Description: When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation
Exam format: Brief essay
Course URL: http://www.arthist.umn.edu/classes/AH3014

Arth 3035 Classical Myth in Western Art
(Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: McNally, Sheila J
Description: In this class we look at selected figures and events from classical mythology as ancient artists first depicted them and as they have reappeared in later Western art. Our first concern is to see how artists visually convey mythic content, and our second is to consider how the works functioned in their societies. Three characteristics of myth challenge artists: (1) myths arise out of concern with the world around us, and refusal to accept its limitations; (2) myths tell stories; (3) myths involve tradition. We therefore look at how artists expand everyday experience, reveal characters through action, and rework tradition. Workload: Reading in course packets, about 15 pages a week. Course focuses on images, so attendance at discussion of slides in class is very important. Three quizzes, each divided between "objective" questions and short written discussion, and a longer prepared essay. Two projects, each with an individual written portion and a group portion. Class is organized to include both group and individual work making use of WebCT, but can be completed without any computer use. Fuller information on all parts of the course are available through WebCT. Registered students can access them using email passwords.
Work load: 15 pages of reading per week
Grade: 30% final exam, 40% written reports/papers, 30% quizzes
Exam format: slide ID, definition

Arth 3340 Practicum in Archaeological Field and Computer Techniques
(Sec 001); Credit will not be granted if credit has been received for: CLAS 3340, CLAS 5340, CLCV 3340, CLAS 3340, CLAS 5340, CLCV 3340, CNES 3340, CNES 5340, CLCV 3340, ARTH 5340,
ARTH 5340; 3 cr; prereq One course in ancient art/archaeology or instr consent; meets DELM req of classroom  
Instructor: Cooper, Frederick  
A ICLA Distinguished Tchg Awd; Morse Alumni Award!!  
Description: This is an opportunity to master basic skills that range across disciplines: the humanities, civil engineering and surveying, and natural and physical sciences. The Practicum serves as a pre-requisite for participation in one of several U of M projects in Greece or Minnesota and open to undergraduate and graduate students. Also appropriate training for other excavations and graduate students. Prior to fieldwork assignments are handbooks on archaeology and professional surveying. Readings are put into practice First half of semester, the class meetings are 3 hours on Friday afternoon; the dig begins with spring at a local site and runs all day on Saturday.  
Class time: 10% Discussion, 20% Laboratory, 70% Field practice  
Work load: 30 pages of reading per week  
Grade: 40% class participation, 40% lab work, 20% Notebook

Arth 3484 The Art of Picasso and the Modern Movement  
(Sec 001); 4 cr; meets DELM req of classroom  
Instructor: Weisberg, Gabrielle  
Description: Works of Picasso in all media. Blue, Rose, Cubist, Classical, and later periods of Picasso's development against Minneapolis based collection, and employing a clear methodological basis for exploring frequently personalized themes. A term paper, based on a close reading of Picasso works in a Minneapolis based collection, and employing a clear methodological emphasis derived from the course, will be stressed. Course Requirements: Mid-term, Final Exam and a Term Paper.

Arth 3585 African American Art  
(Sec 001); Credit will not be granted if credit has been received for: AFRO 3585; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom  
Instructor: Foster, Helen Bradley  
Description: The dynamics inherent to African American art began nearly 400 years ago and concern what occurred when people with an African aesthetic found themselves amidst Europeans with a different aesthetic in a land alien to both cultures. This cultural tension continues to influence what African American artists presently produce. The course progresses chronologically in order to explore why and how certain African Americans made the objects they did at specific times and in specific places. Each artist's work is considered to be the product of a larger society; therefore, the arts of African Americans are examined within the framework of their own communities, the broader national art movements, and the realities of American life during historical junctures.  
Work load: 40-50 pages of reading per week, 3 exams, 1 museum assignment paper (3 paragraphs); 1 term paper (3-5 pages); 1 class presentation (approximate 5 minutes)  
Grade: 25% written reports/papers, 15% in-class presentations, 5% class participation, 48% exams; 10% museum assignment

Arth 3921W Art of the Film  
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Silberman, Robert B  
Description: This course provides an introduction to the history and aesthetics of film. Special attention is paid to major film directors, genres, and styles; to the relation between film and other arts (literature, theater, photography, painting, music); and to the relation between film and society. Among the films shown are "The Birth of a Nation," "Metropolis," "Citizen Kane," "Rashomon," and "Bonnie and Clyde." The course is appropriate for non-major undergraduates as well as Art History and Cinema Studies majors. This course follows a lecture/discussion format. There are required discussion sections. Most films are screened in class but there will be additional films that students will be required to watch on videos/DVDs. The term paper is 6-8 pages long; it is not a research paper. There will also be several brief (one-page) writing assignments. Textbooks: Bordwell and Thompson, Film Art and Film History.  
Class time: 50% lecture, 25% Discussion  
Work load: 50 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers  
Grade: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers  
Exam format: short answer (terminology and concepts), film clip ID (brief analysis), essay

Arth 3940 Topics in Art History: Contemporary Hollywood Genres  
(Sec 001); 4 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom  
Instructor: Pope, Tom W  
Description: This will be a snapshot of current mainstream American film making, and is designed to help students understand movies on new and deeper levels. Each week we'll watch and analyze a major motion picture made in the last several years. We'll examine each film structurally, thematically, editorially and visually, employing most modern forms of analysis. Although the syllabus has not yet been firm up, some of the films we'll watch could include: Mystic River, Fahrenheit 9/11, Lost in Translation, Eternal Sunshine of the Spotless Mind, Passion of the Christ, Monster, Collateral, Adaptation and American Splendor. We may also watch a rough-cut of a locally made film and discuss the problems of American film making with the writer/director. There will be a mid-term, a final, plus two 5-7 page interpretive and analytical essays.

Arth 3940 Topics in Art History: African-American Cinema  
(Sec 002, 003); 4 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom  
Instructor: Silberman, Robert B  
Description: This course, co-taught by John Wright from the Department of African American & African Studies, and Rob Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are Within Our Gates, The Emperor Jones, Nothing But a Man, The Learning Tree, Sankofa, Superfly, Daughters of the Dust, and Malcolm X. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on videos/DVDs. Short papers and film responses will be assigned throughout the class. The course will use a Course Lib web site on Lumina [AFRO 5655].  
Class time: 50% lecture, 50% Discussion  
Work load: 35-50 pages of reading per week, 8-10 pages of writing per semester, one outside-of-class video per week; midterm exam (take-home); and final  
Grade: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers  
Exam format: essay questions

Arth 3940 Topics in Art History: Films of Hitchcock  
(Sec 002, 003); 4 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom  
Instructor: Silberman, Robert B  
Description: This course, co-taught with John Wright from the Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are Within Our Gates, The Emperor Jones, Nothing But a Man, The Learning Tree, Sankofa, Superfly, Daughters of the Dust, and Malcolm X. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on videos/DVDs. Short papers and film responses will be assigned throughout the class. The course will use a Course Lib web site on Lumina [AFRO 5655].  
Class time: 50% lecture, 25% Discussion  
Work load: 35-50 pages of reading per week, 8-10 pages of writing per semester, one outside-of-class video per week; midterm exam (take-home); and final  
Grade: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers  
Exam format: essay questions

This information is accurate as of: 11/3/2004
Arth 3975 Directed Museum Experience
(Sec 001); 1-2 cr; max crs 2, 1 repeat allowed; S-N only; prereq instr consent; meets DELM req of classroom
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 5302 Print Culture in Early Modern Europe
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Gaudio, Michael P
Description: The technology of mechanically reproducing complex visual images on paper, a development of fifteenth-century Europe, transformed the early modern world no less than the emergence of digital media has transformed our own. This course investigates the cultural history of printed images in Europe from the time of their emergence in the fifteenth century through the mid-eighteenth century. Students will develop a familiarity with the technical aspects of printmaking and apply that understanding to the historical interpretation of specific works. The course will not be an exhaustive survey of printmakers and printmaking styles during the early modern era but will instead approach the early modern print through the changing cultural circumstances of its production and reception. Topics include: devotional prints, book illustration, reproductive printmaking, virtuosity in printmaking, prints and the production of scientific knowledge, social networks within early modern print culture, and the role played by print culture in major social and political events such as the Protestant Reformation. While the course will consider the work of many lesser-known (and anonymous) artists, it will concentrate on the work of major printmakers such as Durer, Mantegna, Goltzius, Rembrandt, Callot, Hogarth, and Piranesi. Course includes visits to local collections. For advanced undergraduates and graduate students.
Class time: 60% lecture, 40% Discussion
Work load: 50-75 pages of reading per week, 8-9 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 10% class participation

Arth 5324 15th-Century Painting in Northern Europe
(Sec 001); 3 cr; prereq jr or sr or grad or instr consent; meets DELM req of classroom
Instructor: Steyaert, John W
Description: This course focuses on: 1) French International Gothic manuscript painting (Bodol, Limbourg Brothers, Boucicaut Master) and sculpture (Beauneveu, Sluter) as background; and, 2) An in-depth study of Flemish realism in panel painting (Van Eyck Brothers, Robert Campin, Rogier van der Weyden). Works are considered in terms of style, subject matter and symbolism, patronage, audience, and general social function.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 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, and slide identification and analysis

Arth 5340 Practicum in Archaeological Field and Computer Techniques
(Sec 001); Credit will not be granted if credit has been received for: CLAS 3340, CLAS 5340, CLCV 3340, CLCV 3340, ARTH 3340, CLCV 3340, ARTH 3340; 3 cr; prereq One course in ancient art/archaeology or instr consent; meets DELM req of classroom
Instructor: Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: This is an opportunity to master basic skills that range across disciplines: the humanities, civil engineering and surveying, and natural and physical sciences. The Practicum serves as a pre-requisite for participation in one of several U of M projects in Greece or Minnesota and open to undergraduate and graduate students. Also appropriate training for other excavations. Prior to fieldwork students prepare a field manual, and write three take-home essay exams. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on video. Short papers and film responses will be assigned throughout the class. A research term paper 15-20 pages long must be completed at the end of the semester.
Grade: 40% class participation, 40% lab work, 20% Notebook
The course will use a Course Lib web site on Luminia [AFRO 5655].

Class time: 50% lecture, 50% Discussion
Work load: 35-50 pages of reading per week, 35-40 pages of writing per semester, one outside-of-class video per week; midterm exam (take-home); and final exam
Grade: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers

Exam format: essay questions

ArtH 5775 Formation of Indian Art: 2500 BCE to 300 CE (Sec 001); 3 cr; prereq Art history course or instr consent; meets DELM req of classroom
Instructor: Asher, Frederick M
Description: The course, which assumes no prior knowledge of either India or art history, examines the history of Indian art from earliest times, about 2500 BCE, to the end of the fourth century. This is the period when India’s largest empires were established, when the earliest Buddhist narrative relief was introduced, and when the Buddha image (which became a model for Buddhist art across Asia) was first produced. Through lectures and readings, the course will examine critically these issues and others that impact the study of early Indian art. It will, further, examine and critique the study of early Indian art itself.
Class time: 65% lecture, 35% Discussion
Work load: 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 30% mid-semester exam(s), 30% final exam, 40% written reports/papers

Exam format: short essay

ArtH 5781 Age of Empire: The Mughals, Safavids, and Ottomans (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Asher, Catherine B
Description: This course will investigate artistic developments under the three most powerful, yet distinctive, Islamic empires of the 16th -- 19th Centuries: 1) the Ottomans of Turkey; 2) the Safavids of Iran; and 3) the Mughals of India. The role of religion, the state, and its subjects will be considered in the creation of art and architecture. A major goal is to understand the nature of these states and their artistic production on a comparative basis. Images will be available on dept’s Visual Resource Center
Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 20 pages of writing per semester, 3 short essays; 1 brief research paper
Grade: 75% written reports/papers, 15% class participation

Exam format: essay

ArtH 5940 Topics: Art of the Film: Films of Hitchcock (Sec 002); 4 cr; meets DELM req of classroom
Instructor: Silberman, James B
Description: An exploration of Hitchcock’s major thematic concerns (guilt, romantic obsession, the seductiveness of evil, the idea of the double) and technical virtuosity; the cult of horror and suspense; the thriller as genre; Hitchcock’s significance as a cultural icon. Films will be drawn from both the English and American periods and will include The Lodger, The 39 Steps, Shadow of a Doubt, Strangers on a Train, Rear Window, Vertigo, and Psycho. This course will be web enhanced. There will be required weekly WebCt discussions (non-synchronous).
Class time: 50% lecture, 25% Discussion, 25% Screenings
Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 35% final exam, 40% written reports/papers, 5% class participation
Exam format: Essay

Asian Languages and Literatures
453 Folwell Hall: 612/625-6534

This information is accurate as of: 11/3/2004

University of Minnesota – Class Schedule for Twin Cities Campus

Spring 2005

ALL 1001 Asian Film and Animation (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Marran, Christine L
Description: Through the exploration of various film styles within Asian live action film and animation production, this course introduces ways of analyzing film and explores specifically the work of twentieth-century directors in Asia. This course introduces students to key issues in Asian cinema and animation, focusing on formal, cultural and ideological dimensions in the films of major filmmakers in areas including China, Japan, Hong Kong, Taiwan, India, and Korea (the areas covered depends on the course’s main topic of focus for the semester). We will acquire the critical tools to talk about film while acquainting ourselves with the historical and global movements within Asian film history. Readings on cinema and cultural will provide the basis for cultural specificity in our analysis. The course will also seek to complicate Eurocentric accounts of film production and film history. Film grammar references will aid our discussions and analysis of formal and stylistic elements.
Class time: 50% lecture, 50% Discussion
Work load: 100 pages of reading per week, 20 pages of writing per semester, 1 papers, 1 presentation, occasional quizzes
Grade: 50% written reports/papers, 50% presentation, attendance, and quizzes
Exam format: short answer

ALL 1441 Music in Japanese History (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Anderson, Mark
Description: This course will briefly introduce traditional forms of Japanese music, but it will focus on continuations in music and modes of music consumption associated with the introduction of the phonograph and radio to Japan. We will examine the rise of the Japanese recording industry and the music it produced both at home and in the colonies. We will focus on the relation of subject formation in popular music to shifting conceptions of gender, nation, economy, empire, and decolonization. Special emphasis will be placed on shifts in the production of popular music that accompanied the rise of Japan’s multi-ethnic colonial empire and its loss in 1945.
Class time: 60% lecture, 40% Discussion
Work load: 75 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 35% quizzes, 10% in-class presentations
Exam format: Multiple choice, short answer, some essay questions

ALL 3001 Reading Asian Cultures (Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Sawhney, Simona
Description: What are "Asian Cultures" and what is "reading"? This course will proceed by examining the terms of its own title, and by thus examining the place and status of "Asia" in the American university. Do we need particular kinds of skills to study Asian texts, or just particular kinds of information? What kinds of political forces have historically informed the study of Asia in America? What happens when we read texts in translation and what choices are available to us? Our readings will, in various ways, draw attention to such questions. Readings will include work by Iqbal, Rabindranath Tagore, Mahasweta Devi, Mishima, Lu Xun, Bei Dao, and Natsume Soseki. We will also watch films by Wong Kar Wai and Satyajit Ray and read selections from the work of Michel Foucault, Edward Said, Haun Saussy, and Rey Chow.
Class time: 50% lecture, 50% Discussion
Work load: 100-200 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, oral presentations

ALL 3014W Art of India (Sec 001); Credit will not be granted if credit has been received for: ARTH 3014, ARTH 3014W, ARTH 3014W, ARTH 3014W, ARTH 3014W; 4 cr; prereq Credit will not be granted if credit has been received for: ARTH 3014W; meets CLE req of International Perspectives Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
ALL 3270 Service Learning in the Asian Community

Description: When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political, and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several prominent trio (noh, bunraku, and kabuki) as our focus, investigating their theatrical and theoretical continuity, or discontinuity, we may observe in modern theatrical forms (e.g., the Takarazuka revue). Reading knowledge of Japanese or previous course work in Japanese studies, such as literature, 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.

ALL 3441W Japanese Theater

Description: This Service Learning course is designed to provide academic, social and cultural support to the new Hmong refugee students from Wat Tham Krabok. This course will give the new Hmong refugee students the opportunity to learn English and exchange cultural experience with University of Minnesota students. The main focus of this course is to promote literacy by focusing on English readings. While assisting with the English learning, university students and elementary students may also work on other cultural exchange and/or working on other subject matters.

ALL 3900 Topics in Asian Literature: Modern Chinese Literature and Culture

Description: This course is an introductory exploration of modern Chinese literature, visual culture, and critical thought from the beginning of the 20th Century to the end of the Mao era. Beginning with a leading intellectual's 1902 call for fiction to serve the political need for a modernized state, modern Chinese literature and culture saw the great achievements of canonical modern writers from Lu Xun to Zhang Ailing, in addition to the Golden Age of Shanghai cinema and the moving images of revolutionary woodcut artists. After the founding of the People's Republic of China in 1949, a singular revolutionary culture ensued, in which literature and the arts were put in the service of political consciousness-molding and cultural revolution. This course combines key examples of literature and visual culture with parallel readings of Chinese critical essays that reveal the intellectual background of literary and cultural production. All readings are in English.

ALL 3920 Topics in Asian Literature: Short Poetry in China and Japan

Description: This course covers the Korean popular culture and media and includes the introduction of television, radio, newspapers, advertising, and film. Through this course, students examine how Korean media affects popular culture, and how this popular culture affects Korean people. Moreover, in this class, students study relationship between the Western popular culture and the Korean popular culture. This course has four study goals: 1) to understand Korean popular culture and media circumstances, 2) to help students recognize the relationship between media and popular culture, 3) to enable students to think about effects of popular culture and media on the Korean culture, and 4) to understand the relationship between the Western popular and Korean popular culture. In other words, to achieve these goals, lectures are designed to introduce theoretical issues, to provide several examples with DVDs, and to discuss contemporary cultural issues. Students are strongly encouraged to participate in class discussion. No previous knowledge of either Korean history or Korean language is necessary.

ALL 3920 Topics in Asian Culture: Hmong Cultural Experience Through History

Instructor: McGrath, Jason

This information is accurate as of: 11/3/2004
ASSIGNMENTS/PAPERS, 10% IN-CLASS PRESENTATIONS

GRADE:

This course is designed for students, educators, social workers, law enforcement officers and scholars interested in Hmong culture and history.

Work load: 2 exams, 2 papers, 1 in-class presentation

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

ALL 4900W MAJOR PROJECT

(Sec 001-008); 1 cr; A-F only; prerequisites: ALL major, sr, instr consent; 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 advisor. 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 5343 LOVERS, CLOWNS, AND AERCOTS: AN INTRODUCTION TO CHINESE DRAMA

(Sec 001); 4 cr; A-F only; meets DELM req of classroom

Instructor: Rouzer, Paul F

Description: A comprehensive look at traditional Chinese drama and theatre. Readings and discussions of major examples of Chinese drama in English translation (with special attention to the two major masterpieces Peony Pavilion and Peach Blossom Fan); survey of the major significant scholarship in English. The theatrical practices of modern opera (especially Beijing opera) through in-class viewings. Special attention will be paid to the representation of gender (in text and in performance).

Class time: 50% lecture, 50% Discussion

Work load: 150-175 pages of reading per week, 18-24 pages of writing per semester. 4 papers

Grade: 75% written reports/papers, 25% class participation

ALL 5357 CHINESE CINEMATIC REALISMS

(Sec 001); 4 cr; prerequisite 1001 or 3356, or 3456 or instr consent; meets DELM req of classroom

Instructor: McGrath, Jason

Description: This course surveys important moments in the history of Chinese cinema by exploring the different styles of realism adopted by filmmakers from the early 1930s to the end of the twentieth century. Through close readings of individual films, we will investigate the specific visions of reality invoked by the various forms of realism. We will draw upon aesthetic theories of literary and cinematic realism as well as psychoanalytic and Marxist conceptions of "the Real." Finally, we will attempt to place each film in the context of its historical moment in an effort to gain insight into China's often violent negotiation of modernity during the turbulent twentieth century. We will view internationally acclaimed masterpieces of the mainland Chinese "Fifth Generation" and the "New Taiwan Cinema" in addition to exploring other aspects of Chinese film history that may be less well-known in the West, including the great Chinese critical realist tradition of the 1930s-40s, the socialist and revolutionary realisms of the People's Republic of China, and newer realist modes in the "postsocialist" era that can either support or question the free-market reform agenda of post-Mao China.

ALL 5433 WOMEN'S WRITING IN PREMODERN JAPAN IN TRANSLATION

(Sec 001); 4 cr; A-F only; credit will not be granted if credit received for: Jpn 5171; meets DELM req of classroom

Instructor: Morinaga, Maki

Description: In this course, we will approach "women's writing in premodern Japan" as diversely as possible. We will begin our quest with a survey of the literary "canon." With ample letters produced by ladies-in-waiting at royal court, classical Japanese literature flauntingly displays women's writings in abundance. We will also experience feminist criticism for ourselves, asking what have canonized this particular text or that, what have been abjected from the glorified tradition, and what have made (defined) "women's writing" as such in the first place. Furthermore, we will also expand our scope into such issues as "gender impersonation," literary or otherwise, and "Japanese culture as feminine," an intermittent claim that have been made on the grounds of the cultural importance of copious feminine belles lettres.

ALL 5466 JAPANESE POPULAR CULTURE IN A GLOBAL CONTEXT

(Sec 001); 4 cr; meets DELM req of classroom

Instructor: Marran, Christine L

Description: At no other time in history have popular cultures from other countries so easily entered into our own. Japanese culture, which at one time seemed so far away, has pervaded our everyday lives. This course asks what happens when one nation's popular culture begins to permeate another. How does one popular culture begin to permeate another, anyway? Is it through localization and nativization or through the sensationalization of difference? Does it reinforce or subvert the idea of national culture. Does state power manage to use popular culture to its own ends or is popular always of the "people" and if so, which people? Through projects engaging with such popular cultural phenomena as anime in American television, the global samurai, yaoi comics go global and other topics, we will explore how popular culture can subvert or reinforce our own ethnic, gender, and national identities. We will look at the effects of popular culture on consumers and socialization and the way that consumption affects us personally. Knowledge of Japan or Japanese is not required.

Class time: 45% lecture, 45% Discussion, 10% viewing of visual materials

Work load: 60-100 pages of reading per week, four short writing including analysis of visual images and thought pieces will be assigned for a total of approximately 20 pages of writing

Grade: 50% written reports/papers, 30% quizzes, 20% class participation

Exam format: short essay

ALL 5476 JAPANESE MINORITY LITERATURES

(Sec 001); 4 cr; A-F only; prerequisite One 3xxx course in modern [Meiji or later] Japanese literature; credit will not be granted if credit received for: Jpn 5177; meets DELM req of classroom

Instructor: Molasky, Michael S

Description: This seminar is open to graduate students and advanced undergraduates. All reading selections are available in English, and no prior knowledge of Japanese language or literature is required, but all students enrolled in this course should have taken at least one university-level literature course that provided training in textual analysis and in writing. Reading assignments will consist mainly of fiction and poetry by Okinawans, zainichi writers (Japanese writers of Korean descent), and by authors from the outcaste burakumin. In addition, we will read critical theory, social history, and view films that explore issues related to minority identity in Japan. Throughout the semester we will interrogate the category "minority literature" as a theoretical construct and address questions such as: How does this body of literature alter our understanding of what constitutes...
ALL 5477 Kurosawa, Masculinity, and Cold War
(Sec 001); 4 cr; prereq Advanced undergrad or grad student; meets DELM req of classroom
Instructor: Anderson, Mark
Description: This course will examine Akira Kurosawa's work as a film director with special emphasis on revising dominant interpretations of Japanese film and masculinity in the context of the Japanese empire before 1945 and the Cold War after 1945. We will situate Kurosawa's films in the history of Japanese film and culture in which they were produced and examine their own influence in both Japan and abroad. Students will be introduced to film theory, gender theory, and modern Japanese and international history in the course of exploring contested aspects of Japanese culture, class, social agency, and gender coding.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week, 15 pages of writing per semester, 1 papers
Grade: 20% written reports/papers, 40% quizzes, 30% in-class presentations, 10% class participation
Exam format: There are no exams. Quizzes will be in short essay format.

ALL 5990 Directed Study
(Sec 002); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: Anderson, Mark
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
(Sec 003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: Marran, Christine L
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
(Sec 001); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: Waltner, Ann Beth
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.
Bio-based Products

BP 3393 Directed Study
(Sec 001-011); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Opportunity to pursue experience not available through independent study or extra credit. In consultation with an advisor students develop a prospectus and complete progress reports and a final report on the project.

BP 3396 Industrial Internship (Industrial Assignment)
(Sec 001-008); 1 cr; A-F only; prereq WPS cooperative ed student; meets DELM req of classroom
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 4411 Application and Performance of Wood-based Composites in Services
(Sec 001); 2 cr; A-F only; prereq [1002 or WPS 1301 or 4406 or WPS 4406 or instr consent], [UC or CEE]; meets DELM req of classroom
Instructor: STAFF
Description: Physical/mechanical properties of composites. Composite applications/installations.

BP 4491 Senior Topics: Independent Study
(Sec 001-011); 1-4 cr; max crs 4, 1 repeat allowed; prereq sr, instr consent; meets DELM req of classroom
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 DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: First semester of independent research project supervised by faculty member.

BP 5002 Fundamentals of Bio-renewable Resources
(Sec 001); 3 cr; A-F only; prereq Grad student or sr who has undergrad training in engineering or physical or biological science or degrees in agriculture or economics; meets DELM req of classroom; meets DELM req of interactive TV; meets DELM req of partially internet based
Instructor: STAFF
Description: This course will introduce students to the science and engineering of converting biorenewable resources into bioenergy and biobased products. Topics include: defining the resource base; physical and chemical properties of biorenewable resources; description of biobased products; methods of production for biorenewable resources; processing technologies for fuels, chemicals, fibers and energy; environmental impacts; and economics of biobased products and bioenergy. Course Information:
http://www.ede.iastate.edu/CourseInfo.asp?id=745&sem=F04
Streaming Media Test Page:
http://www.ede.iastate.edu/support/smedia_main.asp
WebCT Support:
http://www.ede.iastate.edu/support/webct_main.asp
Course Preview:
(This link will provide students with the first lecture from the Fall 2003 semester. The times and dates mentioned in the lecture are not applicable to the S05 semester, but will give students an overview of what they can expect for the Spring 05 course, both technically and academically. Please direct students to the bottom of the page to the course Fundamentals of Biorenewable Resources (BRT 501)
http://www.ede.iastate.edu/preview_demo.asp
Class time: 100% live and archived streaming video
Grade: 75% quizzes, 25% 10 homework assignments
Course URL:
http://www.ede.iastate.edu/CourseInfo.asp?id=745&sem=F04

Biochemistry

140 Gortner Lab of Biochemistry: 612/624-7755

BioC 3021 Biochemistry
(Sec 003); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq [Biol 1002 or 1009], Chem 2301; meets DELM req of classroom
Instructor: Adolph, Kenneth W.
Description: This course is a one semester survey of biochemistry for non-majors. The lectures cover the molecular composition of living cells and the physiological processes involving these molecules. The first half of the course deals with the structure and function of proteins, carbohydrates, lipids, and nucleic acids, and their building blocks including amino acids, monosaccharides, fatty acids, and nucleotides. The second half of the course provides more in-depth coverage of topics relating to enzymes, metabolism, and DNA and RNA. Text: "Biochemistry," Garrett and Grisham, 2nd Edition, Saunders College Publishing, 1999.
Class time: 100% lecture
Work load: 35 pages of reading per week, 3 exams
Grade: 67% mid-semesterm exam(s), 33% final exam
Exam format: multiple choice

BioC 3021 Biochemistry
(Sec 001, 002); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq [Biol 1002 or 1009], Chem 2301; meets DELM req of classroom
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 two-semester series, BioC 4331 and BioC 4332. Text: “Principles of Biochemistry with a Human Focus,” Garrett and Grisham, Harcourt College Publishers, 2001.

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; meets DELM req of classroom
Instructor: STAFF
Description: Individual study on selected topics of problems. Emphasizes readings, use of scientific literature. Writing Intensive.

BioC 4794W Directed Research: Writing Intensive
(Sec 001, 002); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
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; meets DELM req of classroom
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
Work load: 50 pages of reading per week, 3 exams, two three-hour labs per week; written lab reports; lab notebooks; oral presentations; occasional quizzes
Grade: 30% mid-semester exam(s), 15% final exam, 50% lab work, 5% problem solving
Exam format: short answer, multiple choice, fill-in, matching
Course URL: http://www.cbs.umn.edu/class/biol/1002/

Biol 1009 General Biology
(Sec 001, 050, 090); Credit will not be granted if credit has been received for: BIOL 1001, BIOL 1001, BIOL 1001, BIOL 1009H, BIOL 1009H; 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; meets DELM req of classroom
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

Biology
123 Snyder Hall: 612/624-2244

Biol 1001 Introductory Biology I: Evolutionary and Ecological Perspectives
(Sec 001, 050, 090); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009, BIOL 1009H, BIOL 1009H; 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; meets DELM req of classroom
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 1002V 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; meets DELM req of classroom
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
Work load: 50 pages of reading per week, 3 exams, two three-hour labs per week; written lab reports; lab notebooks; oral presentations; occasional quizzes
Grade: 30% mid-semester exam(s), 15% final exam, 50% lab work, 5% problem solving
Exam format: short answer, multiple choice, fill-in, matching
Course URL: http://www.cbs.umn.edu/class/biol/1002/
Biol 1093 Biology Colloquium: Directed Study
(Sec 001); 1 cr; S-N only; prerequisite 1020 and concurrent enrollment 1020; meets DELM req of classroom
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://biosci.cbe.umn.edu/bcq/

Biol 1905 Freshman Seminar for the Biological Sciences: CSI Minnesota: Biologists Look at Forensic Science
(Sec 003); 1 cr; A-F only; prerequisite freshman; meets DELM req of classroom
Instructor: Hanna, Kathryn L
Description: CSI Minnesota: Biologists Look at Forensic Science: How does science help solve crimes? What are the truths and myths behind forensic science analysis? 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 discuss strategies for continued student success in college.
Class time: 100% Independent project
Course URL: http://biosci.cbe.umn.edu/bcq/

Biol 2012 General Zoology
(Sec 001); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1001, BIOL 1005, BIOL 1009H; 1 cr; prerequisite 3211; meets DELM req of classroom
Instructor: Cotner, Sehoya H
Description: This course provides a framework for understanding the major groups of animals (phyla) on Plant Earth, ranging from unicellular protozoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time to see how they solved the common problems of existence (e.g., feeding movement, respiration, reproduction) and how their solutions have given rise to increasing levels of structural complexity. Video clips and slides are literally used to illustrate aspects of behavior, ecology, and relevance to human well-being. The laboratory is an integral part of the course; activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences and for pre-professional students in health sciences, agriculture, and natural resources. Lecture exams are based largely on lecture content and review questions from the text.
Class time: 50% lecture, 50% Discussion
Work load: 40 pages of reading per week, 10 pages of writing per week, 4 exams
Grade: 20% midterm exam(s), 20% final exam, 10% written reports/papers, 10% quizzes, 40% lab work
Exam format: Lecture exams require short answers based on specific knowledge of concepts presented in lecture.
Course URL: http://www.cbs.umn.edu/class/biol/2005

Biol 1009H Honors: General Biology
(Sec 001); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1001, BIOL 1005, BIOL 1009H; meets DELM req of classroom
Instructor: Hanna, Kathryn L
Description: This is a unique class, organized and run by upper division students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. The class gives students the chance to interact with biology faculty and students with similar interests. The Colloquium offers both large-group seminars, featuring prominent scientists discussing their research programs, and small-group tours to research facilities on and off campus, such as the Raptor Rehabilitation Center, Cancer Center, or behind-the-scenes at the Minnesota Zoo. Socially, Colloquium students always find time for fun, whether on a field trip, studying together in the Colloquium student room, or participating in the optional Itasca weekend. Students may begin the Colloquium class any semester and take it two times. The course provides a framework for understanding the major groups of animals (phyla) on Plant Earth, ranging from unicellular protozoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time to see how they solved the common problems of existence (e.g., feeding movement, respiration, reproduction) and how their solutions have given rise to increasing levels of structural complexity. Video clips and slides are literally used to illustrate aspects of behavior, ecology, and relevance to human well-being. The laboratory is an integral part of the course; activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences and for pre-professional students in health sciences, agriculture, and natural resources. Lecture exams are based largely on lecture content and review questions from the text.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 3 exams, 6 prelab quizzes, 3 major quizzes, 2 lab reports
Grade: 40% mid-term 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 1020 Biology Colloquium
(Sec 001, 002); 1 cr; max crs 2; S-N only; meets DELM req of classroom
Instructor: Hanna, Kathryn L
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-term 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 3407 Ecology (Sec 001): 3 cr; prereq [1001 or 1009 or equiv], [Math 1142 or Math 1271 or equiv]; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Alstad, Donald Norman !!BioSci Stu Assn DTA!!
Description: Topics covered in Biology 3407 range from the growth, regulation and structure of plant and animal populations; to species interactions, community diversity, and succession; to carbon, nutrient and energy cycling and the trophic dynamics of ecosystems. The course includes two lectures per week, and a section meeting that will include lab experiments, computer simulation of mathematical models, and discussion of regular problem sets. Course prerequisites include introductory biology and a year of calculus. The target audience includes majors in the biological sciences and natural resources. Non-major students looking for a course focused on environmental issues should consider Ecology 3001.
Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 30-50 pages of reading per week, 25 pages of writing per semester, 3 exams, Problem sets, lab write-ups
Grade: 40% mid-semester exam(s), 30% final exam, 30% 30% - on the combined problem sets and lab exercises.
Exam format: Problems, essay, multiple choices, true-false.
Course URL: http://www.cbs.umn.edu/classes/biol/3407/index.html

Biol 3411 Introduction to Animal Behavior (Sec 001); Credit will not be granted if credit has been received for: BIOL 3811, BIOL 3811, BIOL 3811, BIOL 3811; 3 cr; prereq 1002 or 1009 or instr consent; meets DELM req of classroom
Instructor: Stephens, David William
Description: This course introduces the biological study of behavior. Although students from all disciplines are welcome, it is one of three core courses for undergraduate majors in EEB. Half of the course is taught in lecture form, and half in the laboratory. The course covers mechanisms in behavior, including behavior genetics, hormonal and neural mechanisms. The course emphasizes an evolutionary approach to behavior, outlining ideas about feeding, social behavior, mating systems, altruism and other contemporary issues in behavioral evolution. The text is John Alcock's, "Animal Behavior: An Evolutionary Approach".
Class time: 50% lecture, 50% Laboratory
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2-3 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 50% lab work
Exam format: Multiple choice, short answer and short essay.

Biol 3600 Directed Instruction (Sec 001); 1-2 cr; max crs 6, 6 repeats allowed; S-N only; prereq 1020, upper div, application, instr consent; up to 4 cr may apply to major; meets DELM req of classroom
Instructor: Hanna, Kathryn L
Description: This course allows students to gain experience in organizing, leading and evaluating a small group of students by becoming a Student Leader for the Biology Colloquium class (Biol 1020). Biology Colloquium Student leaders attend the weekly Colloquium class and student leader meetings, set up small-group fours, evaluate student journals and tours, and hold office hours. About 6 hours a week are involved. It is required that Student Leaders have been a student in the Biology Colloquium for two semesters and be in satisfactory progress within their degree objectives. An application is required and is available in the CBS Student Services Office in 223 Snyder Hall, St. Paul campus or in the Biology Colloquium room, 303 Bell Museum, Minneapolis campus.
Course URL: http://biosci.cbe.umn.edu/beg/

Biol 3610 Internship: Professional Experience in Biological Sciences (Sec 001); 1-6 cr; max crs 6, 6 repeats allowed; S-N only; prereq Acceptance into CBS Internship Program, internship workshop, college consent; meets DELM req of classroom
Instructor: Hanna, Kathryn L
Description: Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life sciences 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@cbs.umn.edu. S/N only.
Grade: 100% internship

Biol 3690H Honors Seminar (Sec 001, 002); 1 cr; max crs 2; S-N only; prereq Limited to participation in CBS honors program, dept consent; meets DELM req of classroom; 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

Biol 4003 Genetics (Sec 002); Credit will not be granted if credit has been received for: GCB 3022, GCD 3022; 3 cr; prereq BioC 3021 or BioC 4331; meets DELM req of classroom
Instructor: Gray, William M
Description: Introduction to the nature of genetic information, its transmission from parents to offspring, its expression in cells and organisms, and its course in populations. The course is intended for majors in biology or departmental degree programs in biology. An understanding of undergraduate level biochemistry is a prerequisite.
Class time: 95% lecture, 5% Discussion
Work load: 40 pages of reading per week, 3 exams
Grade: 67% mid-semester exam(s), 33% final exam
Exam format: problem solving, multiple choice
BMEn 3101 Biomedical Transport Processes
(Sec 001); 4 cr; A-F only; prereq Math 2374, Phys 1302, [BMEN upper div or dept consent]; meets DELM req of classroom
Instructor: Tranquillo, Robert T
Description: In terms of subject matter: 1) Learn fundamentals of mass, heat, and momentum transport as applied to biomedical problems 2) Develop laboratory experience illustrating these fundamentals 3) Learn numerical methods required to compute solutions of related equations. In terms of ABET accreditation: a) an ability to apply knowledge of mathematics, science, and engineering b) an ability to design and conduct experiments, as well as to analyze and interpret data c) an ability to design a system, component, or process to meet desired needs d) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. e) an understanding of biology and physiology, and the capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve problems at the interface of engineering and biology. f) the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems.
Class time: 60% lecture, 20% Discussion, 20% Laboratory
Work load: 15 pages of reading per week, 4 exams, 1 homework set per week
Grade: 45% midterm exam(s), 27% final exam, 18% lab work, 10% problem solving
Exam format: short answer and problems

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

BMEn 5910 Special Topics in Biomedical Engineering: Introduction to BioMEMS
(Sec 001); 2 cr; max crs 4; meets DELM req of classroom
Instructor: Saltterman MD, Steven S
Description: "Intro to BioMEMS" (Application, design and fabrication of micro medical devices - the future of medicine) Topics: (1) Microfabrication of silicon, glass and polymer microdevices; (2) Microfluidics and electrokinetics; (3) Sensors, actuators and drug delivery systems; (4) Micro total analysis systems and lab-on-a-chip devices; (5) Clinical laboratory medicine; (6) Detection and measuring systems; (7) Genomics, proteomics, DNA and protein microarrays; (8) Applications in medicine, research and homeland security; (9) Packaging, power systems, data communication and RF safety.
Class time: 100% lecture
Work load: 30 pages of reading per week, 2 exams, 10 min. Power Point Presentation on a BioMEMS idea

Grade: 40% mid-semester exam(s), 40% final exam, 20% class participation
Exam format: Part multiple choice and part essay
Course URL: http://www.tc.umn.edu/~drsteve

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; meets DELM req of classroom
Instructor: Nieber, John Little
Description: Introduction to biosystems and agricultural engineering profession through 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: 75% lecture, 25% Discussion
Grade: 90% class participation, 10% 1 page career goals statement; 4-year plan schedule.

BAE 3013 Engineering Principles of Molecular and Cellular Processes
(Sec 001); 3 cr; A-F only; prereq Biol 1009, [Chem 1022 or concurrent enrollment Chem 1022]; meets DELM req of classroom
Instructor: Bhattacharya, Mrinal
Description: Introduction to applied engineering principles in biological processes, classification of microbes of industrial importance, parameters important for cellular control, modeling of cell growth and metabolism, enzymatic catalysis, bioreactor design, product recovery operations design and case studies. Course objectives/outcomes: Students will: 1) Become familiar with topics in current industrial microbiology. 2) Understand cell growth and metabolism. 3) Gain an understanding of parameters involved in bioreactor design. 4) Gain an understanding of various downstream separation processes. 5) Participate in laboratory course.
Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 10 pages of reading per week, 4 exams
Grade: 40% final exam, 20% quizzes, 20% lab work, 20% problem solving
Exam format: Essay

BAE 3093 Directed Studies
(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

BAE 3213 Engineering Principles and Applications
(Sec 001); 3 cr; prereq MATH 1031 or MATH 1142 or equiv]; 3 cr [phys or chem]; intended for non-engineering students; meets DELM req of classroom
Instructor: Ruan, R. Roger
Description: Introduces a variety of engineering principles and concepts to non-engineering students. Quantitatively apply mathematical and engineering principles to solve problems from a range of areas in animal production, crop production, horticulture, and
BAE 4023 Instrumentation and Control for Biological Systems (Sec 001); 3 cr; prereq EE 3005 or concurrent enrollment EE 3005, Stat 3021, upper div IT; meets DELM req of classroom
Instructor: Janni, Kevin A
Description: Instrumentation and control equipment and systems for monitoring and studying biological systems. Topics include general measurement concepts, error analysis, uncertainty analysis, data acquisition systems, motion, frequency, force, torque, pressure, liquid level and flow, machine vision, global positioning systems, temperature, and control principles, components, and systems. Course objectives are: 1. To understand general terminology and definitions of instruments and control; 2. To become familiar with generalized performance characteristics of instruments and error analysis; 3. To become familiar with various instruments and their use through exercises and laboratory demonstrations; 4. To become familiar with principles of sensors used in the measurement of mechanical, physical and chemical parameters; 5. To become familiar with basic control principles and control equipment; 6. To become familiar with PC based data acquisition equipment and use; and 7. To analyze and solve diverse engineering problems through the application of instrumentation and control systems.
Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 10 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-term exam(s), 20% final exam, 15% written reports/papers, 20% lab work, 20% problem solving
Exam format: Matching, Short problems, Short answer

BAE 4313 Design of Machine Systems (Sec 001); 3 cr; prereq AEM 2021, AEM 3031, upper div IT; meets DELM req of classroom
Instructor: Chaplin, Jonathan
Description: Machinery system design and analysis using working model software. Case studies of machine systems in crop production, (tractors, harvesters, implements); food- and crop-processing systems (pumping, conveying); animal systems (milking parlor design, waste-handling machines).
Class time: 50% lecture, 50% Discussion
Work load: 30 pages of reading per week, 50 pages of writing per semester, 3 exams, 1 papers
Grade: 25% mid-term exam(s), 25% final exam, 15% written reports/papers, 10% quizzes, 10% class participation, 15% problem solving
Exam format: Problem solving

BAE 4523 Water Management Engineering (Sec 001); 3 cr; A-F only; prereq 3023 or CE 3301, CE 3502, upper div IT; meets DELM req of classroom
Instructor: Nieber, John Little
Description: This course is oriented to the learning of analysis and design techniques for the management of water resources for water quantity and water quality enhancement. Some emphasis for the course is placed on the learning and application of principles for quantification of: 1) evapotranspiration, and infiltration and seepage of water in soils; 2) water balances of surface water bodies such as wetlands; 3) water flow in groundwater aquifers; 4) water flow in open channels; and 5) mass transport in soils and surface water bodies. The overall emphasis for the course is the application of analysis and design principles for the design of water management systems relevant to agricultural and other rural settings. These systems include, but are not limited to, surface and subsurface drainage and irrigation systems. Design of stable (self-sustaining) drainage channels, and assessment of sustainability of regional water use are included as important new topics in the course. Learning exercises in the laboratory are constituted mainly of the application of computer models to the design process. Models used include GLEAMS, DRAINMOD, LANDRAIN, MODFLOW, and MT3D. A capstone design project is used to provide real-life applications of the principles taught in the course. Example design projects include design for irrigation systems, drainage systems, land application of wastewaters, septic field systems and wetland protection/mitigation design.
Class time: 60% lecture, 15% Discussion, 25% Laboratory
Work load: 15 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-term exam(s), 20% final exam, 25% special projects, 5% in-class presentations, 15% lab work, 15% problem solving
Exam format: Problem solving

BAE 4723 Food Process Engineering (Sec 001); 3 cr; prereq CE 3502, [ME 3324 or concurrent enrollment ME 3324], upper div IT; meets DELM req of classroom
Instructor: Bhattacharya, Mrinal
Description: Application of principles of heat transfer and fluid flow to the design of various food processing operations, such as thermal and aseptic processing, freezing, pumping, drying, evaporation, and extrusion. Marketing and government regulation, nutrition issues, etc. Emphasis is on design and applications of engineering principles to various food processing unit operations, such as sterilization, pumping, heat exchangers and evaporators. Course involves both lecture and problem solving. Students in any engineering discipline with interest in food processing can successfully complete this course. Homework assignments, one mid-term exam and a final exam are required of every student.
Class time: 60% lecture, 20% Discussion, 20% Tutorials
Work load: 2 exams, 6 to 8 homework assignments
Grade: 33% mid-term exam(s), 34% final exam, 33% problem solving
Exam format: Open book/open notes/take home exam

BAE 4900 Intern Reports (Sec 001); 2 cr; max crs 4; S-N only; prereq IT or COAFES student in BAE, instr consent; meets DELM req of classroom
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; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

BAE 5203 Environmental Impacts of Food Production (Sec 001); 3 cr; prereq intended for non-engineering students
Credit will not be granted if credit has been received for AGET 5203; meets DELM req of classroom; meets DELM req of partially internet based
Instructor: Goodrich, Philip R
Description: Topics include crop production intensity, biodiversity, animal raising options, sustainable agriculture, food processing waste alternatives, and pest control. Course objectives/outcomes: This course will appeal to students who want to gain an appreciation of the impact food production pursuits have on the global environment. These
students will be from many backgrounds. Many may have limited contact with modern food production and most will have little understanding of the subsistence agriculture which is practiced in many areas of the world. Because the life cycle is modified by living plants, the impact of food production changes climate and the environment of the world. After taking this course, the students will be able to describe the impact of at least five different types of agriculture on the environment of the globe. The student will be able to critically evaluate one case study of food production and prepare alternative options which would minimize the impact of the situation.

Class time: 5% lecture, 5% Discussion, 90% Web-based learning
Work load: 40 pages of reading per week, 10 papers, Homework - 1 per week
Grade: 90% written reports/papers, 10% class participation
Course URL: http://www.tc.umn.edu/~goodrich
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

BA 3033W Business Communication (Sec 003-007); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Syverson MA, JoAnn
Description: BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.
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

BA 3900 Topics: International Business Communication (Sec 001); 3 cr; max crs 8; A-F only; meets DELM req of classroom
Instructor: Littlefield, Holly A
Description: The goal of this course is to help students understand the impact of culture and communications on business interactions around the world. This course focuses on international business cultures, and communication to help students develop cross-cultural analytic and adaptation skills. This course will address major cultural differences in communication around the world by looking at how cross-cultural conflicts affect the methods and outcomes of international business. We will examine cultural dimensions including power hierarchies; value systems and beliefs; language and other forms of communications, and we will explore the ways that business interactions are impacted by culture.
Class time: 50% lecture, 50% Discussion
Work load: 20-30 pages of reading per week, 5-10 pages of writing per semester, 1 exams, 2 papers

BA 3999 Internship Seminar (Sec 001); 1 cr; S-N only; prereq 30 cr, approved internship, instr consent; meets DELM req of classroom
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. BA 3999 enables students to integrate their internship experience with classroom education, providing a base for future learning throughout their career.
Class time: 50% lecture, 50% Discussion
Work load: 10 pages of reading per week, 20 pages of writing per semester, 1 papers, Weekly Journal
Grade: 75% written reports/papers, 25% class participation
Exam format: No exam

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

BIE 3151 Technical Development: Advanced (Sec 001, 002); 1-32 cr; max crs 32, 12 repeats allowed; prereq instr consent; meets DELM req of classroom
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; meets DELM req of classroom
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.
Class time: 25% lecture, 75% Laboratory
Work load: 2 exams, Six problem-colving 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; meets DELM req of classroom
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.

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

CSpH 5000 Explorations in Complementary Therapies and Healing Practices: Cultural Knowledge, Health, Contemp Cultural Comm (Sec 001); Credit will not be granted if credit has been received for: NURS 5806; 3 cr; max crs 12, 4 repeats allowed; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Brady, Linda J
Description: The goal of this course is that students understand how
their personal cultural experience affects their view of health, illness, and healing and how this impacts professional practice. Students will learn in a setting of contact with the wisdom of cultural communities based on a curriculum developed and tested at the Cultural Wellness Center. We will explore the cultural construct underpinning the medical system, the role of culture in the interaction between practitioner and patient, and the role of the reconnection to cultural heritage in healing.

Class time: 100% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 4 papers
Grade: 50% written reports/papers, 50% class participation
Course URL: http://www.ardilla.umn.edu/communityhealth

CSpH 5000 Explorations in Complementary Therapies and Healing Practices: Faith and Health Clinical Leadership
(Sec 003); Credit will not be granted if credit has been received for: NURS 5806; 2 cr; max crs 12, 4 repeats allowed; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Leonard, Barbara J
Description: This course traces perspectives of health, illness, healing and healers in the west from antiquity to the present with an emphasis on developments in the 20th century. The course considers the convergence of intellectual movements in physics, spirituality/theology and health care. The empirical evidence for the relationship between spiritual practices and health outcomes is discussed. Students examine their philosophy of health and healing with implications for their roles as healers and faith/health leaders.

CSpH 5000 Explorations in Complementary Therapies and Healing Practices: Advanced Reiki Healing: Level II
(Sec 002); Credit will not be granted if credit has been received for: NURS 5806; 1 cr; max crs 12, 4 repeats allowed; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Ringdahl, Deborah Rene
Description: Students will learn advanced principles and application of Reiki energy healing. The four levels of healing will be further explored, with emphasis on healing at the spiritual level. Following activation of the Reiki energy, participants will learn the energy symbols that allow for energy transfer through space and time. Students will learn to use second level Reiki energy for both distance healing and the standard Reiki treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings. Current literature and research findings will also be discussed.

CSpH 5101 Introduction to Complementary Healing Practices
(Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Culliton, Patricia D
Description: This course will introduce students to complementary healing practices. This course will introduce students to complementary healing practices including the historical, cultural, and political context of complementary and alternative healing traditions. Philosophies and paradigms of selected therapies will be explained and/or demonstrated. Research difficulties and results will be highlighted. Selected complementary therapies include: Traditional Chinese Medicine, mind/body healing, spiritual and faith practices; energy healing; homeopathy Feng Shui, Ayurvedic Medicine, structural and manual therapies, herbology and nutritional supplements.

CSpH 5102 Art of Healing: Self as Healer
(Sec 003); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Gorman, Rebecca Ann
Description: The initiation of a healer in ancient cultures was a rigorous process that included a personal journey of inner development and transformation that paralleled the learning of the cognitive and physical healing techniques. This course will introduce the health science student to the concept of the individual transformational journey. The science of psychoneuroimmunology (PNI) and mind-body-spirit approaches will be explored through a variety of methods including lecture, scientific literature review, meditation, imagery, journal writing and social support through group interaction. The students will have an opportunity to explore various aspects of self-knowledge, self-awareness, transpersonal (non-local) experiences and the paradoxical mysteries that will prepare them for their student and personal lives.

CSpH 5102 Art of Healing: Self as Healer
(Sec 001); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
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.

CSpH 5102 Art of Healing: Self as Healer
(Sec 002); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
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.

CSpH 5201 Spirituality and Resilience
(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Marshall, Kathy M
Description: In-depth exploration of resilience, spirituality, and the link between them. Specific applications of the resilience/health realization model to students' personal and professional lives. Relevant literature, theory and research will be explored.

CSpH 5215 Forgiveness and Healing: A Journey Toward Wholeness
(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Umbrecht, Mark S
Description: This course will examine the impact of forgiveness on the process of inter-personal and intra-personal healing, as well as healing of conflict and trauma at the intergroup level. Forgiveness and healing will be examined in the context of intense interpersonal and intrapersonal conflicts in multiple health care and social work settings, including in families, between physicians and nurses, between patients/clients and nurses/social workers, within communities, among friends, between co-workers, or within ourselves. This course is designed to provide a basic understanding of the central elements of forgiveness and healing in the context of multiple health care and social work settings. The concepts of forgiveness and healing will be examined from multiple spiritual and secular traditions. The underlying philosophical elements of forgiveness and healing will be critically assessed and beliefs and rituals from numerous indigenous and European traditions will be presented and examined. The focus will be upon gaining a more grounded understanding of the process of forgiveness and its potential impact upon emotional and relational healing. The concepts of forgiveness and healing will be addressed in a very broad and inclusive manner, with no assumptions made related to their specific cultural context or meaning. Empirical studies that have examined the impact of forgiveness upon emotional and physical healing will be reviewed.

This information is accurate as of: 11/3/2004
CSpH 5226 Advanced Meditation: Body, Brain, Mind, and Universe (Sec 001); 1 cr; prereq [5225, Jr or sr or grad student] or instr consent; meets DELM req of classroom  
Instructor: Storlie, Erik Fraser  
Description: Students will work to integrate meditation practice into daily life, cultivating awareness of the fundamental oneness of body, brain, mind, and universe. Attention will be given to mind-body interactions in health, the "hard problem" of consciousness in brain science, and the emergence of compassion, wisdom, and healing in non-discursive awareness.

CSpH 5301 Cultures, Faith Traditions, and Health Care (Sec 001); 2 cr; A-F only; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom  
Instructor: Berg, David F  
Description: This course, which is open to all AHC students and seminarians, examines the cultural and spiritual implications of health care practices of selected native and immigrant populations in Minnesota. The course focuses on the clinical implications of these practices and addresses the inherent personal and professional conflicts for delivery of competent care to culturally/spiritually diverse groups by those trained in the Western health care system. This course requires students to meet with and participate as much as possible with another culture.

CSpH 5311 Introduction to Traditional Chinese Medicine (Sec 001); 2 cr; A-F only; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom  
Instructor: Hafner, Christopher Jam  
Description: This course will introduce you to the definition, history and fundamental concepts of Traditional Chinese Medicine (TCM). We will look at TCM as it is practiced in China, and more so, how it is practiced in Europe and North America. We will discuss the place of TCML within the context of complementary and alternative medicine (CAM) and how TCM relates to conventional biomedicine. We will touch upon issues of training, licensing, and regulation of TCM practitioners in the United States and specifically in Minnesota. We will also discuss issues of access to TCM through third party payment systems, the insurance industry and HMOs. We will explore issues of TCM herbal medicine quality standards and the regulation and use of TCM herbal medicines. We will discuss the issues and ethics of research within the TCML perspective, as well as from a biomedical perspective. Finally, we will outline directions and resources for further study in TCM beyond this course.

CSpH 5401 People, Plants, and Drugs: Introduction to Ethnopharmacology (Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom  
Instructor: McKenna PhD, Dennis Jon  
Description: Ethnopharmacology is the scientific investigation of biologically active substances utilized by humans. Its focus is usually, but not always, on indigenous, traditional, historic, or non-Western cultures. By definition, Ethnopharmacology is interdisciplinary and eclectic; the scope and tools of ethnopharmacological studies are derived from pharmacology and toxicology, pharmacognosy, chemistry, medicine, botany and ethnomedicine, medical and cultural anthropology, and other disciplines. This course will provide students with an overview of the subject matter of ethnopharmacology, and an in-depth appreciation of its past, current, and future contributions to human knowledge. Specific examples of ethnopharmacologic investigations and topic areas will be examined to illustrate and explore issues pertinent to the discipline.

CSpH 5405 Plants in Human Affairs (Sec 001); 4 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom  
Instructor: McKenna PhD, Dennis Jon  
Description: This is a 12-day, residential, "intensive " format course that is taught on the Big Island of Hawaii. Dates: January 3 - 14, 2005

CSpH 5431 Functional Nutrition: An Expanded View of Nutrition, Chronic Disease, and O (Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; intended for students in health sciences or practicing health professionals; [basic science, health science knowledge, computer skills, internet skills] recommended; meets DELM req of classroom  
Instructor: Denton, Carolyn Ward  
Description: This course will present a novel approach to the principles of nutrition as they relate to optimal health and the prevention, control or intervention in a disease process. This is a model of nutrition application that complements and expands beyond normal growth and development, an approach that attempts to reduce chronic disease by looking for underlying factors or triggers of disease. This model of nutrition considers system dysfunction a pre-disease state and looks for ways to apply nutrition and restore function. The purpose of the course is to provide an overview of this novel application of nutrition. The course will emphasize the importance of nutrition as a component of self-care.  
Grade: 25% final exam, 40% written reports/papers, 10% in-class presentations, 25% Self assessment and written nutritional intervention

CSpH 5501 Therapeutic Use of Plant Essential Oils (Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; intended for students in health sciences or practicing health professionals; [basic science, health science knowledge, computer skills, internet skills] recommended; meets DELM req of classroom  
Instructor: Halcon, Linda Luciente  
Description: Fundamentals of essential oil therapy for licensed health professionals, including history, scientific basis, practice issues, chemical basis for the therapeutic effects, safety, research considerations, and the use of 30 essential oils in clinical practice. Essential oil therapy is the controlled use of essential oils for specific, measurable physiological and psychological therapeutic outcomes. This course will include topical application and inhalation as methods of administration.

CSpH 5511 Interdisciplinary Palliative Care: An Experiential Course in a Community Setting (Sec 001); 2 cr; meets DELM req of classroom  
Instructor: Anderson, Eric W  
Description: Multidisciplinary teams of course participants will partner with interdisciplinary community hospice teams. They will participate in the delivery of care to patients in a variety of settings. This course will also include a series of seminars, employing self-analysis and case studies to further the participants' appreciation of and expertise in palliative care.

CSpH 5521 Therapeutic Landscapes (Sec 001); 3 cr; prereq Jr or sr or grad student) in [health sciences or therapeutic recreation or horticulture or landscape... This information is accurate as of: 11/3/2004
University of Minnesota – Class Schedule for Twin Cities Campus

Spring 2005

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; meets DELM req of classroom
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; meets DELM req of classroom
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.

Chem 1011 General Principles of Chemistry
(Sec 001, 009); 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; meets DELM req of classroom
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); 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; meets DELM req of classroom
Instructor: STAFF
Description: 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/

Central Asian Studies
214 Nolte Center: 612/624-3331

CAS 3533 Islam and the West
(Sec 001); Credit will not be granted if credit has been received for: MELC 3533, GLOS 3643; 3 cr; meets DELM req of classroom
Instructor: Bashiri, Iraj !!CLA Distinguished Tchg Awd!!
Description: The Islamic world has played a fundamental role in the transfer of the knowledge of the ancients, especially the thought of Plato and Aristotle, to the West. This course examines ancient Western thought and traces its further development in the works of medieval scholars like Avicenna, Ibn Rushd, and St. Aquinas. The course shows why the eastern and western scholars’ treatment of philosophy has resulted in the divide that plagues the Muslim world and the West, including the United States, today. The course end with an examination of the activities of the Muslim Brotherhood, the Taliban, and the al-Qaeda in the context of the dynamics of early medieval thought and the more recent Western colonialism.
Class time: 60% lecture, 20% Discussion, 20% Oral reports
Work load: 50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, 1 book report, 4 oral reports (1 ungraded)
Grade: 10% final exam, 26% written reports/papers, 30% quizzes, 21% in-class presentations, 3% class participation, 10% book report
Exam format: essay
Course URL: http://www.bashiris.com

Chem 1011 General Principles of Chemistry
(Sec 001, 009); 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; meets DELM req of classroom
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); 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; meets DELM req of classroom
Instructor: STAFF
Description: 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/

This information is accurate as of: 11/3/2004
Chem 2311 Organic Lab

Description: Chem 2311 and Chem 2302 introduces students to the organic chemistry laboratory to study, synthesize, isolate, and purify organic compounds. A wide array of instruments include infrared spectroscopy (IR), nuclear magnetic resonance (NMR), and gas chromatography (GC). The course includes topics such as chemical reactions, thermal chemistry, and 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 2312 Principles of Chemistry II

Description: Chem 2312 is an introductory undergraduate chemistry course that will introduce students to the fundamental principles of chemistry. The course includes topics such as 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/

Chic 1106 Introduction to Chicana/o Studies: Mexico and the United States From 1871 to the Present

Description: This course introduces students to the exciting history of Chicana/o politics during the 20th century and the start of the 21st century. Students will learn about the many diverse ways Chicana/os participated and continue to participate in politics to gain equal economic, political, and social rights. Students will learn and apply political and sociological theories about democracy, political participation, race, ethnicity, class, and gender to understand, analyze, and interpret Chicana/o politics.

Instructor: Duenez, Michael

Course URL: http://www.chem.umn.edu/class/

Chic 3212 La Chicana

Description: This course 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—dissuasive 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.

Instructor: Rojas, Guillermo

Chic 3375 Folklore of Greater Mexico

Description: This course explores the socio-cultural function of various types of folklore within a region known as Greater Mexico — an area that includes what is now Central America, Mexico, and the U.S. Southwest. One of the objectives is to determine the way in which folkloric constructs and maintains community, resists and engenders cultural shifts, and (re)creates and maintains social systems. We will look at century-old beliefs, the mythological origins of contemporary folklore, the recovery and transformation of traditional practices and forms, and the political function of such processes. Our exploration will take us into various types of oral and material production. The focus of our discussions will be on evolution rather than devolution — the way in which, like culture, is a living process in which change and transformation are inevitable responses to shifts in the environment of the participants - myth as a function of ethnic revitalization rather than simply dead or dying practices. This study will take us into the mestizaje of the region - the mixed or blended cultures of the area - primarily indigenous and Spanish, with African, African American, and Asian influences - as well as the aggressive intrusion of Anglo American culture. The concept and reality of mestizaje complicates certain contemporary categories like race, ethnicity, and class.

Instructor: Winkler, Anne

Chic 3442 Chicana/o History: 1900 to Present

Description: This course surveys the history of Chicanos in the twentieth century, focusing on political, economic, social and cultural themes. It simultaneously addresses theories of history and...
Chic 3900 Topics in Chicano Studies: Service Learning in the Chicano/Latino Community

(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Ganley, Kathleen Marie!!Outstanding Service Award!!
Description: In this service-learning course students will examine the state of education for Chicanos/Latinos in the United States. Meeting in a weekly seminar, students will analyze pre-school to adult education programs, investigating traditional programs, creative new approaches being undertaken and needs for improvement in the education of the Chicano/Latino population. Students will examine educational methodologies through readings and discussions with Chicano/Latino community members that represent a wide spectrum of organizations and agencies. Students will study educational policies from a governmental perspective, meeting with state officials such as Representative Carlos Mariani, a representative from the Chicano/Latino Affairs Council and with a school lobbyist. Students will also study change from the perspective of the community, meeting with educators and organizers working on educational issues. Students will get first hand experience working in an educational setting by completing 42 hours of community service in one of the following school programs: Academia Cesar Chavez, Webster Open School or La Escuelita after school program for middle and high school students. Students themselves will also become agents of change as they will be engaged for 10 hours in a project with one community organization that is advocating on behalf of the Chicano/Latino community regarding an educational issue.

Chic 3900 Topics in Chicano Studies: Chicana/o and Latina/o Representation in Cinema

(Sec 003); 3 cr; A-F only; meets DELM req of classroom
Instructor: Torres, Eden E.
Description: This course is designed so that students will come to realize the importance of analyzing film as texts that illuminate deeply held beliefs around race, class, ethnicity, gender and national origin. It examines the enduring stereotypes of Latinos that appear in mainstream media productions, (primarily film focused on Mexican Americans and Puerto Ricans). We will also explore attempts by Latina/o filmmakers to subvert these images and present more complex characters and a multi-focal understanding of Chicano/Latino history, experience and culture. Chicano/Latino film will be studied as a form of cultural representation and insider communication. Students will learn the basics of film theory and criticism, an overview of cinematic history, and the socio-historical context for analyzing each film so that they can better understand the politics of representation. As they learn to interpret for meaning, students will begin to see media production as a means of socialization rather than just as an art or entertainment form. We will also discuss the role of film in the Chicano Movement and the burden of representation placed on Latina/o filmmakers, screenwriters, and actors. Students will learn how to evaluate and interpret moving images, visual symbols, and the narrative of cinema. Some films will be viewed in class, but students will be responsible for viewing others outside class time, either at special screenings or by renting videos.

Class time: 20% lecture, 60% Discussion, 20% Viewing films, inclass writing exercises & activities, co-facilitation of discussion
Work load: 50-120 pages of reading per week, 20-25 pages of writing per semester, 5 papers, four short analytical essays, one major paper
Grade: 50% written reports/papers, 5% quizzes, 5% in-class presentations, 25% class participation, 15% Co-Facilitations of discussion

Chic 3900 Topics in Chicano Studies: Latina/o Social Movements: Hist, Theory, Practice

(Sec 002); 3 cr; A-F only; meets DELM req of classroom
Instructor: Winkler, Anne
Description: Through the stories of individual activists, particular grassroots campaigns, and theoretical studies, we will explore the history, theory, and practice of Chicana/o and Puerto Rican social movements in the 20th and 21st century. National liberation, labor rights, and education reform will be major themes. Issues of gender and class will be highlighted. Latina/o struggles against war, police brutality, homophobia will be part to our discussion. We will also explore attempts by the Chicana/o (Mexican American ) and Boricua (Puerto Rican) communities and will be discussed in detail, in the context of a broader discussion about coalition building within and outside of the Latina/o community. A great class for anyone who is, or desires to become, a political activist, as well as those with an academic interest in social movements, and/or the intersection of race, class, gender, and empire in the United States. Students will keep a daily journal and write a research paper on any subject having to doing with Latina/o social movements. No exams. Class attendance and participation is essential.

This information is accurate as of: 11/3/2004
of additional disability-related topics will also be explored over the course of the semester. These include self-advocacy and self-determination, social inclusion, and ethical and legal issues.

Class time: 75% lecture, 25% Discussion
Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 20% problem solving
Exam format: Multiple choice and essay

CPsy 4343 Cognitive Development
(Sec 001); 4 cr; A-F only; prerequisite CPsy 2301; meets DELM req of classroom
Instructor: Pick Jr, Herbert L
Description: The object of this course is to study the development of children's thinking and how it is organized. In doing this a number of cognitive processes will be examined, such as memory, concept formation, attention, etc. How do these begin in neonates and young babies and what is their subsequent development? The role of these processes in practical activities such as numerical activities, way finding, understanding one's social environment, etc. will be studied. In all of this how the traditional ideas about intelligence will be considered.
Class time: 80% lecture, 20% Discussion
Work load: 35 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, 2 mid-semester exams and 1 final exam
Grade: 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% discussion questions handed in occasionally
Exam format: multiple choice and short answer and/or short essay

CPsy 4345 Language Development and Communication
(Sec 001); 4 cr; A-F only; prerequisite CPsy 2301; meets DELM req of classroom
Instructor: Kowalsky, Melinda Sue
Description: Language development is an undergraduate course in child psychology. This course will examine children's development of language in four major areas: phonology, semantics, syntax and morphology, and pragmatics. A focus of the course will be to give students an appreciation for the similarities and differences between language development and other aspects of cognitive development. Additional topics will be covered such as cross-linguistic research, bilingual language development, and language development of special populations such as deaf children. Readings will come both from the textbook and from additional research articles. Class participation, quizzes, exams, and a course paper will determine the course grade.
Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers
Grade: 25% mid-semester exam(s), 35% final exam, 15% written reports/papers, 15% quizzes, 10% class participation
Exam format: Multiple choice, true/false, definitions, short answer

CPsy 4347W Senior Project
(001); 2 cr; A-F only; prerequisite CPsy senior; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Englund, Michelle M
Description: The primary requirement of the senior project is to write a literature review on a developmental topic or problem in child psychology. This paper should integrate and evaluate previously published research on a topic of your choosing. I will not limit the range of topics that you can choose from but the paper must deal directly with research in child psychology. The overall focus of the paper should be on the concept of development. The paper must be approximately 15 pages in length, typed and written in APA style. Throughout the semester various smaller requirements have been established to facilitate progress toward completion of the final literature review.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 15-20 pages of writing per semester, 1 papers, revisions to paper due throughout the semester
Grade: 90% written reports/papers, 10% class participation
This information is accurate as of: 11/3/2004

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CPsy 4994 Directed Research in Child Psychology
(Sec 001-018): 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr in CPsy, instr consent, dept consent; meets DELM req of classroom
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.
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; meets DELM req of classroom
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

Chinese
453 Folwell Hall: 612/625-6534

Chn 1012 Beginning Modern Chinese
(Sec 001, 005, 050): Credit will not be granted if credit has been received for: CHN 4002, CHN 4002; 6 cr; prereq 1011 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This is the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 or the equivalent.
Grade: 20% mid-quarter exam(s), 20% final exam, 15% quizzes, 15% class participation, 5% Homework: tapes; 10% composition; 10% writing; 5% Oral Performance
Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation
Course URL: http://www.all.umn.edu/chinese_language

Chn 3032 Advanced Modern Chinese
(Sec 001): 4 cr; prereq 3031 or equiv or instr consent; meets DELM req of classroom
Instructor: Li, Chi-Ping
Description: This course is open to students who have successfully completed the Chinese 3031 course. The focus will shift slightly away from just reading skills, and will include more student-guided/led discussions in Chinese, as well as writing on a variety of assigned and student-chosen themes. We will also attempt to incorporate a contemporary Chinese newspaper and Chinese film into the classroom, so that students will be exposed to a broader cross-cultural knowledge of the target language cultural context. At the end of the course, students should be able to read Chinese articles with sophistication and appreciate them from appropriate cultural understanding. They should also be able to write good Chinese compositions that express their views on various topics.
Class time: 20% lecture, 80% Discussion
Work load: 10-20 pages of reading per week, 5-10 pages of writing per semester, 5 exams, 5 papers
Grade: 20% mid-semester exam(s), 20% final exam, 5% written reports/papers, 10% quizzes, 10% in-class presentations, 15% class participation
Exam format: multiple choice, fill the blanks, complete the sentences etc.
Course URL: http://www.all.umn.edu/chinese_language

Chn 3201 Chinese Calligraphy
(Sec 050): 2 cr; meets DELM req of classroom
Instructor: Zhang, Hong
Description: A beginning course in Chinese Calligraphy. Chinese language background NOT required. Lectures will introduce various Chinese Calligraphy techniques and expose the student to the history of Chinese Calligraphy and its cultural background. Students will also be taught 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

Exam format: Listening, speaking, reading and writing
CE 3022 Intermediate Chinese Calligraphy (Sec 050); 2 cr; prereq 3201 or instr consent; meets DELM req of classroom
Instructor: Zhang, Hong
Description: This is the second semester of a two-semester sequence in Chinese Calligraphy. The course is designed for those who have completed the course Chn 3201. Students with Chinese Calligraphy background may also enroll with the permission of the instructor. The knowledge of Chinese language is not required. Students will learn more advanced techniques relating to the structure and composition of Chinese characters. The regular script type of Chinese Calligraphy style will be taught. Students are introduced to Chinese culture with varied Chinese classical poems and couplets. Students will also have the opportunity to learn the meaning of the characters they write. By the end of this course, students will be able to appreciate the art of Chinese Calligraphy. The instructor designed all the text material for this course.
Class time: 30% lecture, 70% practice
Work load: 1-2 pages of Chinese Calligraphy per week (approx. 20 characters per page)
Grade: 50% class participation, 50% homework assignments

Chn 5040 Readings in Chinese Texts (Sec 001); 3 cr; max hrs 12, 3 repeats allowed; prereq 3032 or equiv or instr consent; meets DELM req of classroom
Instructor: Zou, Zhen /ICLA-Work Group Outsldg Svc Awd!
Description: This course is intended to expose advanced students to various Chinese writings and improve their ability to read Chinese literary work in the original. We hope to inspire students to further explore modern Chinese literature, culture and society. In the spring semester, we will study writings of different styles in modern China, including essays, short stories, and poems written in the first half of the 20th century, with an emphasis on the 1920s-1930s, one of the peak times in 20th-century Chinese literary and cultural expression. The aspects of Chinese culture covered in this course, among others, include the May 4th Movement, religion, filial piety, ancestral worship, Chinese characteristics, and social and familial positions of male and female in China. 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 writings, and their reflection of a changing Chinese society. At the same time, we will try to explore the Chinese cultural and philosophical meanings found in those works. The course will be taught in Modern Standard Chinese (Mandarin).
Class time: 65% lecture, 25% Discussion, 5% Laboratory, 5% Film
Work load: 6 pages of reading per week, 6 pages of writing per semester, 4 exams, 5 papers, Web project, oral presentation, final project
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, fill in blanks, making sentences, short answers
Course URL: http://www.all.umn.edu/chinese_language

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; meets DELM req of classroom
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 homework assignments, 7 labs/reports
Grade: 27% mid-semester exam(s), 30% final exam, 10% quizzes, 21% lab work, 12% problem solving
Exam format: Multiple choice

CE 3401 Linear Structural Analysis (Sec 001); 3 cr; A-F only; prereq Grade of at least C- in AEM 3031, IT; meets DELM req of classroom
Instructor: Hajjar, Jerome F.
Description: Analysis of statically determinate and indeterminate linear structural systems; analysis of trusses and frames through virtual work, moment-area, consistent deformation, slope-deflection, and moment distribution methods; influence lines; approximate methods of analysis; calculation of loading. This course is geared for undergraduates interested in an introduction to predicting the forces and displacements in buildings, bridges, and other structures, and it is a required course for all civil engineering majors. This course is a prerequisite for CE 4401 Steel and Reinforced Concrete Design.
Class time: 90% lecture, 10% Discussion
Work load: 50 pages of reading per week, 3 exams, 12 problem solving assignments
Grade: 20% mid-semester exam(s), 35% final exam, 10% quizzes, 35% problem solving
Exam format: Several questions requiring analysis and problem solving; essays and short answers
Course URL: http://www.ce.umn.edu/classes/spring05/ce3401/

CE 3501 Environmental Engineering (Sec 001); 3 cr; A-F only; prereq Chem 1022, Phys 1302; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Arnold, Bill
Description: This course is an introduction to the field of environmental engineering. It is for undergraduate majors and non-majors. The course covers topics of global climate change, solid and hazardous waste treatment, air pollution, and water and wastewater treatment. A discussion of mass and energy balances and basic chemistry and microbiology is also presented.
Class time: 75% lecture, 25% Discussion
Work load: 15 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers, 7 Homeworks, 4 mini-quizzes
Grade: 30% mid-semester exam(s), 15% final exam, 20% written
CE 3502 Fluid Mechanics (Sec 001); 4 cr; A-F only; prereq [AEM 2012 or AEM 3031], Math 2373, [IT or ForP major]; meets DELM req of classroom
Instructor: Arndt, Roger EA
Description: This is a required course for all civil engineering students. The subject material is broken into two parts. Fundamental principles are covered in sufficient depth to provide the student with the tools necessary to pursue more advanced work on the topic. The fundamental aspects of the course include fluid statics, kinematics, the equations of motion, pressure-velocity relationships, viscous effects, boundary layers and momentum and energy equations. Applications are covered in sufficient detail to handle fluid flow problems at the entry level of engineering practice. Applications include lift and drag, flow in pipes and pipe systems, hydraulic machinery and fluid measurements. Three hours of lecture are supplemented by a three hour per week laboratory. The student will be required to participate in nine sessions of laboratory practice during the semester and provide a report on each. The laboratory reports will count for 25% of the grade in the course. Laboratory manuals are available at Copies on Campus. The text for the course is "Engineering Fluid Mechanics", 6th Ed., Robinson and Crowe. Although this course is aimed at undergraduate civil engineering students, it is also suitable for other engineering undergraduates or graduate students whose undergraduate work was not in engineering e.g., a biology major pursuing graduate work in environmental engineering.
Class time: 50% lecture, 50% Laboratory
Work load: 35 pages of reading per week, 3 exams, 8 papers
Grade: 15% mid-semester exam(s), 30% final exam, 25% written reports/papers, 15% quizzes, 15% problem solving
Exam format: problems
Course URL: http://www.ce.umn.edu/courses

CE 4180 Independent Study II (Sec 001-005); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: There is no fixed content or format for this course; both depend on a prior arrangement between the student and the faculty member involved. The course is intended for upper division civil engineering students who wish to investigate a topic not covered by any scheduled course.
Class time: 100% Independent Study
Work load: varies
Grade: 100% varies

CE 4190 Engineering Co-op Assignment (Sec 001); 2-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq Upper div CE, approval of department co-op director; meets DELM req of classroom
Instructor: Gulliver, John Stephen
Class time:
Grade: 100% written reports/papers

CE 4413 Steel Design II (Sec 001); 3 cr; A-F only; prereq [Grade of at least C- in 4401, [upper div IT or grad student]] or instr consent; 4411 recommended; meets DELM req of classroom
Instructor: Hajjar, Jerome F.
Description: This course covers the design of complete steel and composite steel/concrete structures. Topics include the design of plate girder bridges, steel building design including both member and connection design, and the design of structures using composite beams and composite columns. There will be a few individual problem sets, but most of the projects will be done in teams of four. A final project will culminate in a presentation by each team, including an oral examination (this is in lieu of a final examination). There will be occasional writing assignments to stress the importance of writing. The course is geared for upper division undergraduates and beginning graduate students with interest in learning about behavior and design of steel and composite buildings, bridges, and other structures.
Class time: 90% lecture, 10% Discussion
Work load: 25 pages of reading per week, 50 pages of writing per semester, 2 exams, 2 papers, 6 problem sets and 1 final project
Grade: 30% mid-semester exam(s), 15% written reports/papers, 10% in-class presentations, 45% problem solving
Exam format: Solve several engineering problems; write essays on structural behavior.
Course URL: http://www.ce.umn.edu/classes/spring05/ce4413/

Classical Civilization
300 Folwell Hall: 612/625-7565

CICv 3993 Directed Studies in Classical Civilization (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

CICv 3994 Directed Research in Classical Civilization (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

CICv 3996 Directed Instruction in Classical Civilization (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Classical and Near Eastern Studies

CNES 1003 World of Rome (Sec 001); 3 cr; prereq credit will not be granted if credit received for: CLAS 1007; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Wilcox, Amanda
Description: The World of Rome introduces ancient Roman culture to students who may have little or no background knowledge of classical civilizations. It fulfills a prerequisite for several majors in the Department of Classical and Near Eastern Studies. In this class, we explore the culture of the ancient Romans as it flourished in Rome and as it was exported throughout the Roman empire to the boundaries of the known world. We will also investigate how Roman encounters with other nations, especially the Greeks, influenced Roman social and religious institutions, philosophy, and art. Readings from Roman literature will range from a comic play by Plautus, which was first performed in the second century BC, to Virgil's epic poem, the Aeneid, which was composed during the reign of Rome's first emperor, Augustus Caesar, to the first Roman novel, Petronius' Satyricon, which was written in the first century AD. We will also pay attention to the crucial role of documentary and material evidence, particularly monuments and inscriptions, for understanding Roman antiquity. In the final part of the class, we will consider the reception of Rome. How have later cultures and nations, particularly the United States, made use of Rome to shape their images and ideals?
This information is accurate as of: 11/3/2004

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; meets DELM req of classroom
Instructor: Nappa, Christopher J
Description: The myths of the ancient Mediterranean and Near Eastern world have had a profound impact on the art, literature, and thought of all later western culture. In myth we encounter gods and heroes, demons and monsters, but most of all human beings trying to make sense of the universe and our place within it. Classics 1042 is a general introduction to classical mythology. Most of the readings in this course will come from ancient Greece, but myths from Mesopotamia and Rome will also be studied. Some emphasis will be placed on the survival of myth in later culture and on differing theories of interpreting myth.

Class time: 50% lecture, 50% Discussion
Work load: 55-100 pages of reading per week, 10 pages of writing per semester, 3 exams, Reading assignments vary in length.
Grade: 30% mid-semester exam(s), 20% final exam, 10% written reports/papers, 25% quizzes, 15% class participation
Exam format: short answer, essay
Course URL: http://www.tc.umn.edu/~cnappa/myth.html

CNES 1042H Honors Course: Greek and Roman Mythology
(Sec 001); Credit will not be granted if credit has been received for: CLAS 1042, CLAS 1042H; 4 cr; prereq Honors or instr consent; meets CLE req of Other Humanities Core; meets DELM req of classroom; meets HON req of Honors
Instructor: Nappa, Christopher J
Description: The myths of the ancient Mediterranean and Near Eastern world have had a profound impact on the art, literature, and thought of all later western culture. In myth we encounter gods and heroes, demons and monsters, but most of all human beings trying to make sense of the universe and our place within it. Classics 1042H is a general introduction to classical mythology. Most of the readings in this course will come from ancient Greece, but myths from Mesopotamia and Rome will also be studied. Some emphasis will be placed on the survival of myth in later culture and on differing theories of interpreting myth. Honors version of CNES 1042.

Class time: 50% lecture, 50% Discussion
Work load: 55-100 pages of reading per week, ~10 pages of writing per semester, 3 exams, Reading assignments vary in length.
Grade: 30% mid-semester exam(s), 20% final exam, 10% written reports/papers, 25% quizzes, 15% class participation
Exam format: short answer, essay
Course URL: http://www.tc.umn.edu/~cnappa/myth.html

CNES 1044 Introduction to Near Eastern Archaeology
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Monroe, Christopher M
Description: This course looks at the cultural achievements of Ancient Near Eastern peoples before the rise of Greece and Rome. Our particular lens will be that of the archaeologist. In the last 150 years much has been learned about early life in Egypt, Iraq, Israel, Iran, Syria, Palestine, and Turkey. We’ll see how archaeologists have used representational art, burials, tools, and architecture to piece together a cultural history stretching back 10,000 years. To simplify this long and complex history you will learn how humans adapted to three conditions or ‘ways of life’ known as sedentism, urbanism, and empire. Along the way you’ll meet the Sumerians, Egyptians, Babylonians, Phoenicians, Persians, and other ancients who invented government, literature, science, religion, various arts and technologies, trade, and marriage. By looking into the origins of these accomplishments, you will learn not just about the remote past of civilization and how archeology reveals it, but gain a deeper understanding of the current world. The course also serves as a gateway to advanced courses in Classical and Near Eastern Studies. The course follows a chronological sequence that traces the emergence and evolution of civilizations in the Near East and the excavations that have uncovered them. The development of kingship, law, writing, trade, religion, technology, economy, cross-cultural relations will also be explained and discussed.

Class time: 75% lecture, 25% Discussion
Work load: 50 pages of reading per week, 5 exams, Exams are 4 quizzes and 1 final exam
Grade: 30% final exam, 60% quizzes, 10% class participation
Exam format: mostly objective, with some short answer

CNES 1202 Prophecy in Ancient Israel
(Sec 001); 3 cr; prereq 1001 or 1201 or 3201 or instr consent; credit will not be granted if credit received for: ANE 1002, ANE 3002, CNES 3202, RelA 3202; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Monroe, Lauren A.S.
Description: The purpose of this course is to examine the phenomenon of prophecy in the religion of ancient Israel, as it is revealed through prophetic texts within the Hebrew Bible. We will seek to understand the social reality that underlies both the content and composition of these texts, and the relationship of the prophet to the Israelite institutions of the temple/cult and palace. We will implement literary critical, historical, sociological, and anthropological approaches in an effort to reconstruct the development of Israelite prophecy from its earliest appearance in narrative sources to its cessation during the Second Temple Period. 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 and religious 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. This course is intended for undergraduate majors and non-majors.

Class time: 80% lecture, 20% Discussion
Work load: 60-70 pages of reading per week, 8-12 pages of writing per semester, 2 exams, 2 papers, 10 short “thought quizzes” based on readings and lecture
Grade: 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 10% quizzes
Exam format: short answer, multiple choice and essay

CNES 3008 History of Ancient Art
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: The purpose of this course is to offer an introduction to the visual arts of those ancient cultures which contributed to the development of western civilization: namely, Egyptian, Babylonian, Assyrian, Phoenician, Aegean, Etruscan, Roman, and Early Christian/Byzantine. The lectures will focus on a selection of important works, but will include discussions of appreciation and style as well as the larger social, religious and visual ideas of early cultures. The requirements of the course are geared for students with no previous experience or study in this discipline.

Class time: 90% lecture, 10% Discussion
Work load: 15 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers, review sessions
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: short ID’s and essay
Course URL: http://cvi.lcl.umn.edu/courses/ancart/

CNES 3035 Classical Myth in Western Art
(Sec 001); 4 cr; credit will not be granted if credit received for: CLAS 3035; meets CLE req of Other Humanities Core; meets...
they saw Western Europe threatened by warlike horsemen from the East. Christianity took root as the dominant religion of the Roman Empire, and with the spread of the faith came the beginning of the end of paganism. The pagan myths were replaced by the Christian faith, which in turn was followed by the revival of classical mythology as ancient artists first depicted them and as they have reappeared in later Western art. Our first concern is to see how artists visually convey mythic content, and our second is to consider how the works functioned in their societies. Three characteristics of myth challenge artists: (1) myths arise out of concern with the world around us, and refusal to accept its limitations; (2) myths tell stories; (3) myths involve tradition. We therefore look at how artists expand everyday experience into a realm of myth, through the hieratic and fable tradition. Workload: Reading in course packets, about 15 pages a week. Course focuses on images, so attendance at discussion of slides in class is very important. Three quizzes, each divided between "objective" questions and short written discussion, and a longer prepared essay. Two projects, each with an individual written portion and a group portion. Class is organized to include both group and individual work making use of WebCT, but can be completed without any computer use. Fuller information on all parts of the course are available through WebCT. Registered students can access them using email passwords. 

Work load: 15 pages of reading per week
Grade: 30% final exam, 40% written reports/papers, 30% quizzes
Exam format: Slide ID, definition.

CNES 3071 Greek and Hellenistic Religions
(Sec 001); Credit will not be granted if credit has been received for: CLAS 5071, RELA 5071, CLAS 5071, RELA 5071, 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Sellwe, Philip H
Description: This course is a survey of ancient Greek religion from the Bronze Age down through Hellenistic times. My approach is both historical, treating developments over time, and thematic, focusing on particular aspects of Greek piety. The sources used include literature, art, and archaeology. Topics covered include prehistoric religion; Homer and the Olympian deities; music, dance, and procession as ritual performance; prayer and sacrifice; temple architecture; oracles and magic; beliefs about death and the afterlife; mystery cults; philosophical religion; criticism of traditional myths; the rise of Alexander the Great and ruler cult, and Near Eastern salvation religions. In addition to a substantial use of slides of ancient art and architecture, the main textbooks include Louise B. Zaidman and Pauline S. Pantel: "Religion in the Ancient Greek City," and David Rice and John Stambaugh, "Sources for the Study of Greek Religion." Walter Burkert's books, such as his "Greek Religion." are also very useful. CNES 3071 is intended for undergraduates, whether non-majors or majors in Greek, Classical Civilization, or Religious Studies.
Class time: 90% lecture, 10% Discussion
Work load: 75 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers
Grade: 25% mid-semester exam(s), 30% final exam, 45% written reports/papers
Exam format: Short answer and essay

CNES 3108 Age of St. Augustine of Hippo
(Sec 001); Credit will not be granted if credit has been received for: CLAS 1024, CLAS 3024, CLAS 1024, CLAS 3024, CLAS 1024, 3 cr; meets CLE req of International Perspective Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Nicholson, Oliver IUIC Outstanding Teaching Award!!
Description: This course is an introduction to a formative period in the history of Europe and the Near East. The years 365-500 AD. saw Christianity take root as the dominant religion of the Roman Empire, they saw developing relations between Rome and the Persian Empire, they saw Western Europe threatened by warlike horsemen from the steppes of central Asia and invaded by Germanic tribes who came eventually to form the nations of modern Europe. We shall study these historical changes across a wide range of civilizations, from the savage Huns and their fearsome leader Attila, the "Scourge of God", to the solemn ceremonial of the early Byzantine court, and the lively city of Constantinople which surrounded it. We shall also consider in detail the writings of the two most influential authors of the period, Boethius's "Consolation of Philosophy" and Augustine's "Confessions", one of the most honest autobiographies ever written. The emphasis of all readings will be on texts written at the time (in English translation). Everyone will write an essay. This will be history with the people left in. Come and meet folk like Augustine - he may be far away in time but his preoccupations are vividly recognizable now. There is something here for everyone, from those who know nothing about Late Antiquity to actual and potential Classics majors.
Class time: 100% Lecture-and-discussion
Work load: 2 exams, 1 papers, one '10-page' paper; exams are 'gobbets' - explained in class
Grade: 10% mid-semester exam(s), 40% final exam, 50% written reports/papers
Exam format: 'Gobbets' - ancient passages set for comment

CNES 3172 Archaeology of Israel
(Sec 001); 3 cr; prerequisite advanced undergrad; credit will not be granted if credit received for: CLAS 3088, CLAS 3089, CLAS 5088, RELA 3088, RELA 3089, RELA 5088, RELA 5089, RELA 5089 meets DELM req of classroom
Instructor: Berlin, Andrea
Description: In this course we will study the archaeology and history of Palestine from the Israelite conquest (c. 1100 BCE) to the Moslem conquest (640 CE). We will integrate material remains with literary and historical sources and especially highlight the results of recent excavations in order to assess what life was like during the eras treated in both the Old and New Testaments. Special topics will include: religious life during the period of the Divided Monarchy, the spread of Greek cultural ideas, the building program of Herod the Great, the two revolts against Rome, and the development of early Christian holy sites. All lectures will be illustrated by slides. There are no exams; grades are based on five short (6-7 pgs) papers and participation in biweekly discussion sessions. The class is appropriate for advanced undergraduates interested in archaeology, history, and/or the Bible. The 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, 40-50 pages of writing per semester, 5 papers
Grade: 90% written reports/papers, 10% class participation
Exam format: No exams

CNES 3202 Prophecy in Ancient Israel
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Monroe, Lauren A.S.
Description: The purpose of this course is to examine the phenomenon of prophecy in the religion of ancient Israel, as it is revealed through prophetic texts within the Hebrew Bible. We will seek to understand the social reality that underlies both the content and composition of these texts, and the relationship of the prophet to the Israelite institutions of the temple/cult and palace. We will implement literary critical, historical, sociological and anthropological approaches in an effort to reconstruct the development of Israelite prophecy from its earliest appearance in narrative sources to its cessation during the Second Temple Period. 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 and religious 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 openness to new ways of thinking and reading will be essential to students' success in this course. This course is intended for undergraduate majors and non-majors.
Class time: 80% lecture, 20% Discussion
Work load: 60-70 pages of reading per week, 8-12 pages of writing
per semester, 2 exams, 2 papers, 10 short "thought quizzes" based on readings and lecture

Grade: 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 10% quizzes

Exam format: short answer, multiple choice and essay

CNES 3340 Practicum in Archaeological Field and Computer Techniques
(Sec 001); Credit will not be granted if credit has been received for: ARTH 3340, ARTH 5340, ARTH 5343; 3 cr; prereq CICv major or instr consent or 1 course in ancient art and archaeology; meets DELM req of classroom

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

Description: This is an opportunity to master basic skills that range across disciplines: the humanities, civil engineering and surveying, and natural and physical sciences. The Practicum serves as a pre-requisite for participation in one of several U of M projects in Greece or Minnesota and open to undergraduate and graduate students. Also appropriate training for other excavations. Prior to fieldwork assignments are handbooks on archaeology and professional surveying. Readings are put into practice First half of semester, the class meetings are 3 hours on Friday afternoon; the dig begins with spring at a local site and runs all day on Saturday.

Class time: 10% Discussion, 20% Laboratory, 70% Field practice

Work load: 30 pages of reading per week

Grade: 40% class participation, 40% lab work, 20% Notebook

CNES 3502 Ancient Israel: From Conquest to Exile
(Sec 001); Credit will not be granted if credit has been received for: ANE 5502, CNES 5502, HIST 3502, HIST 3502, RELA 3502, RELA 3502; 3 cr; prereq Knowledge of Hebrew not required, 3501 recommended; meets HON req of Honors; meets CLE req of Natural History and Science

Instructor: von Dassow, Eva

Description: Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of history, and so it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

Class time: 60% lecture, 40% Discussion

Work load: 75 pages of reading per week, 25 pages of writing per semester, 1 exams, 4 papers, Quizzes and short writing assignments

Grade: 25% final exam, 45% written reports/papers, 20% quizzes, 10% class participation

Exam format: Essays and short IDs.

CNES 3951W Major Project
(Sec 001); 4 cr; prereq [Three 3xxx ANE courses, [major in ANE or CNEA or RelS]] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Student may contact the instructor or department for information

This information is accurate as of: 11/3/2004

CNES 5071 Greek and Hellenistic Religions
(Sec 001); Credit will not be granted if credit has been received for: CLAS 3071, RELA 3071, CNES 3071, RELA 3071; 3 cr; prereq instr consent; meets DELM req of classroom

Instructor: Sellew, Philip H

Description: This course is a survey of ancient Greek religion from the Bronze Age down through Hellenistic times. My approach is both historical, treating developments over time, and thematic, focusing on particular aspects of Greek piety. The sources used include literature, art, and archaeology. Topics covered include prehistoric religion; Homer and the Olympian deities; music, dance and procession as ritual performance; prayer and sacrifice; temple architecture; oracles and magic; beliefs about death and the afterlife; mystery cults; philosophical religion; criticism of the traditional myths; the rise of Alexander the Great and ruler cult; and Near Eastern salvation religions. In addition to a substantial use of slides of ancient art and architecture, the main textbooks include Walter Burkert, "Greek Religion"; Robert Parker, "Athenian Religion"; Louise Zaidman & Pauline Pantel, "Religion in the Ancient Greek City"; and David Rice & John Stambaugh, "Sources for the Study of Greek Religion". 5071 is intended for graduate students or advanced undergraduate majors. Once a week there is a separate discussion section focusing on theory and method in the study of Greek religion.

Class time: 70% lecture, 30% Discussion

Work load: 100 pages of reading per week, 25 pages of writing per semester, 2 exams, 3 papers

Grade: 20% mid-semester exam(s), 30% final exam, 25% written reports/papers, 25% class participation

Exam format: Short answer and essay

CNES 5340 Practicum in Archaeological Field and Computer Techniques
(Sec 001); Credit will not be granted if credit has been received for: ARTH 3340, ARTH 5340, ARTH 5343; 3 cr; prereq CICv major or ancient art and archaeology course or instr consent; meets DELM req of classroom

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

Description: This is an opportunity to master basic skills that range across disciplines: the humanities, civil engineering and surveying, and natural and physical sciences. The Practicum serves as a pre-requisite for participation in one of several U of M projects in Greece or Minnesota and open to undergraduate and graduate students. Also appropriate training for other excavations. Prior to fieldwork assignments are handbooks on archaeology and professional surveying. Readings are put into practice First half of semester, the class meetings are 3 hours on Friday afternoon; the dig begins with spring at a local site and runs all day on Saturday.

Class time: 10% Discussion, 20% Laboratory, 70% Field practice

Work load: 30 pages of reading per week

Grade: 40% class participation, 40% lab work, 20% Notebook

CNES 5502 Ancient Israel: From Conquest to Exile
(Sec 001); Credit will not be granted if credit has been received for: ANE 5502, CNES 5502, HIST 3502, HIST 3502, RELA 3502, RELA 3502; 3 cr; prereq Knowledge of Hebrew not required; 5501 recommended; meets DELM req of classroom

Instructor: von Dassow, Eva

Description: Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of history, and so it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

Class time: 60% lecture, 40% Discussion

Work load: 75 pages of reading per week, 25 pages of writing per semester, 1 exams, 4 papers, Quizzes and short writing assignments

Grade: 25% final exam, 45% written reports/papers, 20% quizzes, 10% class participation

Exam format: Essays and short IDs.

CNES 5502 Ancient Israel: From Conquest to Exile
(Sec 001); Credit will not be granted if credit has been received for: RELA 3502, ANE 5502, ANE 5502, ANE 3502, ANE 3502, CNES 3502, HIST 3502, HIST 3502, RELA 3502; 3 cr; prereq Knowledge of Hebrew not required; 5501 recommended; meets DELM req of classroom

Instructor: von Dassow, Eva

Description: Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of history, and so it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

Class time: 60% lecture, 40% Discussion

Work load: 75 pages of reading per week, 25 pages of writing per semester, 1 exams, 4 papers, Quizzes and short writing assignments

Grade: 25% final exam, 45% written reports/papers, 20% quizzes, 10% class participation

Exam format: Essays and short IDs.
of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

Class time: 60% lecture, 40% Discussion
Work load: 75 pages of reading per week, 30 pages of writing per semester, 1 exams, 5 papers, Short writing assignments and quizzes.

Grade: 25% final exam, 45% written reports/papers, 20% quizzes, 10% class participation

Exam format: Essays and short IDs.

Communication Studies

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; meets DELM req of classroom
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 113W Analysis of Argument
( Sec 001-008); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
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 1131 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 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 DELM req of classroom; 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 Robert L. Scott, 435 Folwell Hall. 612-624-6832. Scott033@tc.umn.edu

Comm 3201 Introduction to Electronic Media Production
( Sec 001-004); 4 cr; A-F only; prereq 1101 or instr consent; meets DELM req of classroom
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” 3rd edition, T

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, 4 exams, 2 papers, Television production

Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 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; meets DELM req of classroom
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, 2 papers, Video production

Grade: 15% written reports/papers, 25% quizzes, 10% class participation, 50% Studio and Field Productions

Exam format: Short answer, multiple choice, True/False

Comm 3211 Introduction to U.S. Electronic Media
( Sec 001); 3 cr; meets DELM req of classroom
Instructor: Vavrus, Mary Douglas
Description: SPCH 3211 is a basic course in electronic communication. It is not a production course; rather, it is a course in which we survey different aspects of the electronic media and their users in the U.S., starting with the history of radio and continuing through contemporary theories of media culture. Because the mass media, and especially the electronic media, are crucial parts of our everyday private and public lives, it is important to understand them and understand them in context. In this course, we will be concerned with placing electronic media in historical, political, cultural, and technical context so that we can view them as complex entities. Thus, this course is intended to give students a general understanding of electronic media, to acquaint them with major debates surrounding electronic media, and to make them more active and knowledgeable media critics.

This information is accurate as of: 11/3/2004
Comm 3402 Introduction to Interpersonal Communication
(Sec 001, 002); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom
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-semester exam(s), 30% final exam, 40% written reports/papers
Exam format: multiple choice
Course URL: http://www.comm.umn.edu/~akoerner/courses/3402/

Comm 3404 Language Borderlands
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Sheldon, Amy
Description: Content: To examine how being multilingual (or multilingual( or multilingual affects an individual's sense of identity and sense of belonging. You will compose your own language autobiography to develop self-understanding. We will read autobiographical writing by individuals who live in and between two or more languages (dialects) and cultures. We will learn about the opportunities and challenges that bilingualism and biculturalism provide for self-exploration and self-identity. We will see how bilingualism impacts every corner of one's life, and thus creates challenges to integrating a "double" self or multiple selves. Course includes consideration of ASL and English social dialects e.g. African American English. Target audience: Undergrads. Teaching Method: Mostly class discussion, minimal lecture mode by instructor. Teaching goals: To develop language awareness including awareness of the complex relationship between language, identity and culture. To develop awareness of the range and complexity of identity issues that can be involved in being bilingual and bicultural. Assignments: Critical thinking and writing related to readings. Sample of sources: Gloria Anzaldúa, M.J. Bienvenue, Elias Canetti, Eva Hoffman, Alice Kaplan, Irena Klepfisz, Richard Rodriguez, Luc Sante, et al.
Class time: 20% lecture, 80% Discussion
Work load: 20-30 pages of reading per week, 30 pages of writing per semester, 3-5 papers
Grade: 70% written reports/papers, 10% in-class presentations, 20% class participation, 0% Some informal writing
Course URL: http://www.classweb.cla.umn.edu

Comm 3411 Introduction to Small Group Communication
(Sec 001-006); 3 cr; meets DELM req of classroom
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
This information is accurate as of: 11/3/2004
Work load: 50 pages of reading per week, 2 exams, 3 papers
Grade: 20% mid-semester 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; meets DELM req of classroom
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-semester exam(s), 40% written reports/papers, 10% class participation, 10% lab work
Exam format: Multiple choice, true/false, short answer

Comm 3431 Persuasion Theories
(Sec 001); 3 cr; prereq Soph recommended; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Rose, Jeremy H
Description: Theories of Persuasion is designed to familiarize the student with the complex and dynamic phenomenon of persuasion as a form of human communication. There are three basic objectives for the course: 1) To be able to understand the concept of persuasion from a theoretical perspective, and be familiar with the research findings on the persuasion process; 2) To demonstrate understanding of the process of persuasion in a variety of communication contexts, through oral and written exercises; 3) To be a critical consumer of persuasive messages. Course assignments include 4 scrapbooks (where the student finds persuasive messages and analyzes them), 3 tests, and a group project centered around an advertising campaign. In addition, there will be regular in-class exercises performed in groups.
Class time: 60% lecture, 10% Closed Circuit TV, 10% Discussion, 10% Laboratory, 10% group projects
Work load: 25-30 pages of reading per week, 25 pages of writing per semester, 3 exams, 4 papers, Group project - ad campaign
Grade: 28% mid-semester exam(s), 28% final exam, 25% written reports/papers, 9% special projects, 10% class participation
Exam format: Approx. 60% multiple choice, short answer & definitions, and one essay question

Comm 3441 Introduction to Organizational Communication
(Sec 001, 002); 3 cr; prereq 1101 or equiv; meets DELM req of classroom
Instructor: Mc Arthur, Jerie Marie
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

This information is accurate as of: 11/3/2004
Comm 3452W Intercultural Communication: Theory and Practice
(Sec 001); 3 cr; prereq Planning an intercultural experience; meets CLE req of International Perspectives Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
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; meets DELM req of classroom
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 pages, 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 DELM req of classroom
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 appropriate regulated.
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; prereq Soph; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: STAFF
Description: This course extends the principles of Spch 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; meets DELM req of classroom
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-semester 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); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: STAFF
Description: This course extends the principles of Spch 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 3990 Research Practicum
(Sec 001); 1-3 cr; max hrs 6, 6 repeats allowed; meets DELM req of classroom
Instructor: Koerner, Ascan Felix
Description: Working with faculty in the communication research lab.
Class time: 100% Laboratory
Work load: 1 papers
Grade: 10% written reports/papers, 90% lab work

Comm 4452W Intercultural Interaction: Theory and Application
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

This information is accurate as of: 11/3/2004
Instructor: Albert, Rosita D
Description: This course focuses on communication between persons from different cultural backgrounds. The first part will emphasize theoretical concepts in intercultural communication. Topics will include concepts of time, nonverbal communication, values, stereotyping, perception, etc. Drawing on these concepts, the second half of the course will focus on their operation in a variety of settings (educational, business, organizational, and community), and in specific cultures (usually those of the participants, but others as well). It is expected that students from a variety of cultures will be taking the class. Students will do field projects in intercultural teams of 2-4 persons. The course will include discussion, journals, field projects, readings, a paper and a take-home final exam. Approximately half of the students are expected to be either international students or students from non-mainstream cultures in the U.S. TO INSURE THIS, REGISTRATION REQUIRE PERMISSON FROM THE INSTRUCTOR. CONTACT THE DEPARTMENT TO FIND OUT WHO IS HANDLING THESE PERMISSIONS.

Class time: 20% lecture, 60% Discussion
Work load: 10-20 papers, exercises
Grade: 30% mid-semester exam(s), 40% in-class presentations, 30% class participation
Exam format: take-home essay

Comm 4471 Communication in Marriage and Family
(Sec 001); 3 cr; prereq 3401 or 3402 or instr consent; meets DELM req of classroom
Instructor: Koerner, Ascan Felix
Description: The goal of this course is to provide an in-depth understanding of the communication processes that occur in marriages and families. Emphasis is thereby given to both the theoretical explanation of communication processes and the practical application of communication techniques that enhance marital and family interactions. Taking a life-circle approach, we first look at infants and their communication with primary care-givers, then at children’s interactions in their families of origin, and finally at communication in marriages and families of procreation. The course is designed so that students with some prior exposure to interpersonal theory should be able to complete it successfully, as long as they are committed to engage the material thoroughly and critically. Do not take this class unless you are willing and able to, at a minimum, do all your readings and to complete all your assignments on time. The readings/assignments frequently serve as background and/or starting points for further investigation and without knowing them, much of what will be discussed in class will not make much sense to you.

Class time: 50% lecture, 25% Discussion, 25% Group work
Work load: 75 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Two in-class presentations
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 5% in-class presentations, 15% class participation
Exam format: Multiple choice and essay
Course URL: http://www.comm.umn.edu/~akoerner/courses/4471/

Comm 5402 Advanced Interpersonal Communication
(Sec 001); 3 cr; prereq 3401 or 3402; meets DELM req of classroom
Instructor: STAFF
Description: Course outline: This course pursues two interdependent goals. The first goal is to provide a clear understanding of the nature and role of theory in social science. The second goal is the review of important established theories of interpersonal communication as well as of theories that define recent developments in the field. To accomplish these goals, we will investigate the philosophical bases of social science, look how current theories of communication measure up to these standards, and finally look at theories such as sociobiology that define future development of interpersonal theories. Thus, this course is weighted more heavily toward the theoretical than toward the applied. It focuses more on in-depth investigations of a few theories rather than a broad survey of the field, and finally the process of inquiry is more important than making definite statements about the discipline. Target audience: Upper-class and graduate students. Reading packet.

Available at Paradigm (in the Dinkydome) plus one textbook.

Class time: 25% lecture, 50% Discussion, 25% group work, partners, in-class assignments
Work load: 50 pages of reading per week, 20 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: multiple choice, true/false, short essay
Course URL: http://www.comm.umn.edu/~akoerner/courses/5402/index.html

Comm 5406 Communication and Gender
(Sec 001); 3 cr; prereq One women’s studies course, instr consent; meets DELM req of classroom
Instructor: Sheldon, Amy
Description: How gender can be constructed in and through everyday verbal interactions. How subordinate, dominant or egalitarian gender positions and social relationships can be reflected in and produced by patterns of ordinary language use. Sample topics: silence, talk control, LGBT language, children’s language, feminist issues in language, social construction of gender, the gender order, gender as linguistic performance, sexist language, prescriptivism, guidelines for nonsexist language, and resistance to subordination and domination through language. Emphasis is on the development of critical and analytical thinking and skill in clear writing. Readings and assignments raise awareness of the power of language, the extent of the reach of gender into our use of language, the influence of gender prescriptions on everyone’s speech, the possibilities for individual and social change in the use of language, the degree to which the field is being explored and developed. Students will observe their own speech and speech events they participate in. Focus on English; comparisons across languages where possible. Senior paper may be written in this course. Graduate and undergraduate students graded separately. This course can be used by Women’s Studies majors to satisfy the Women’s Studies Advanced Theory Requirement.
Class time: 40% lecture, 60% Discussion
Work load: 20-40 pages of reading per week, 20-30 pages of writing per semester, 4 papers
Grade: 80% written reports/papers, 20% class participation

Comm 5411 Small Group Communication Research
(Sec 001); 3 cr; A-F only; prereq 3411 or instr consent; meets DELM req of classroom
Instructor: Hewes, Dean E
Description: Human beings are inherently social animals who must, to some extent, interact in groups in order to be satisfied with life. Moreover, in democratic societies, most important decision-making is done in groups. How and how well people communicate in groups must, therefore, have some bearing on the quality of the group experience. In this class we will explore social interaction in groups, with special attention to task-oriented groups. Our approach will be theoretical and social scientific, with an eye to practical implications. We begin with the effects of communication of single individuals on group performance, moving steadily toward the effects of the interaction patterns of the whole group on group performance, and finishing with the discussion of the ways in which groups relate to each other.

Class time: 70% lecture, 20% Discussion, 10% Laboratory
Work load: 20 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 30% special projects
Exam format: Essay

Comm 5611 Survey of Rhetorical Theory
(Sec 001); 3 cr; prereq 1101; meets DELM req of classroom
Instructor: Campbell, Karlyn Kohrs
Description: A historical survey of theorizing about the role of public discourse in human affairs from ancient Greece and Rome (Gorgias, Plato, Isocrates, Aristotle, Cicero) to transitional figures (Augustine, Ramus, Bacon, Christine de Pizan) to modern (Nietzsche, Sarah
Grimes and contemporary thinkers (Kenneth Burke, Michel Foucault, Stuart Hall, Henry Louis Gates, Jr., Chaim Perelman). Addresses issues about the functions and nature of public discourse/argument, whether its skillful use can be taught, and the relationship between public argument and achieving social consensus about issues of truth and ethics. Theory from all periods is applied to contemporary discourse in order to explore the usefulness of concepts from different periods for understanding and evaluating current public/persuasive messages.

Class time: 75% lecture, 25% Discussion
Work load: 25 pages of reading per week, 40 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% lab work
Exam format: Essay

Comparative Literature
350 Folwell Hall: 612/624-8099

CLit 5910 Topics in Comparative Literature: Arab Cinema
(Sec 003); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Bizri, Hisham
Description: A general survey course of the cinema of the Arab world with a focus on Egypt, Algeria, and Syria. European colonialism, the loss of Palestine and the establishment of the State of Israel, the Arab-Israeli wars, the rise of Arab nationalism, and the Algerian War all played an important role in shaping much of Arab cinema. How did these different historical moments change Arab society and in turn the culture of films, filmmakers, and the film audiences in the various Arab countries? Is there a place for authenticity/tradition or did acculturation dominate all aspects of filmmaking? What did writers like Naguib Mahfouz, Ihsaan Adal-Qudous, and Franz Fanon contribute to the political-religious moment, the works and thoughts of John Dewey and other American Pragmatists resurface. As Dewey was the primary shaper of public schools, secular education, and progressive politics, he is also the "fall guy" of various attacks against democracy and public schools. Pragmatism will take on his tasks, reframed for these times.

Work load: 50 pages of reading per week, 1 exams, 2 papers
Course URL: http://hishambizri.com/teaching/umn/spring05/arabfilm

CLit 5910 Topics in Comparative Literature: Pragmatism
(Sec 001); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Sarles, Harvey B !!Arthur Motley Exemplary Tch Aw!!
Description: In this precarious political/economic/religious/educational moment, the works and thoughts of John Dewey and other American Pragmatists resurface. As Dewey was the primary shaper of public schools, secular education, and progressive politics, he is also the "fall guy" of various attacks against democracy and public schools. Pragmatism will take on his tasks, reframed for these times. We will read and discuss Dewey's ideas, primarily through his book: "Democracy and Education." The course will ask us to see where we are, how we got here, and continue to shape - as Dewey would have us do - the future toward a participative democracy. We'll read several recent critiques of Dewey, all trying to "return" this country to an earlier political-religious moment. Dewey's friend G.H.Mead and other Pragmatists have also laid out important issues which re-arrise just now in the peculiarities of terrorism, war, and empire. Humans are interactive from birth, so we'll consider the implications of Mead's idea that the "self" is "emergent" from sociality, rather than the reverse. Having discovered not very long ago, that we all have had "m others," the notion of the self will help us (as Dewey put it) to "reconstruct" philosophy. Note that Mead's ideas are now being widely applied as "Attachment Theory" in the field of Child Development. We'll read excerpts from Mead, and some of his line of thought (Birdwhistell, Goffman, Sarles), and how they derived from the likes of C.S.Peirce and Wm James.

Grade: 65% written reports/papers, 20% in-class presentations, 15% class participation

CLit 5992 Directed Reading in Comparative Literature
(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Directed readings - arranged

Comparative Studies in Discourse and Society
350 Folwell Hall: 612/624-8099

CSDS 5910 Topics in Comparative Studies in Discourse and Society: Arab Cinema
(Sec 004); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Bizri, Hisham
Description: A general survey course of the cinema of the Arab world with a focus on Egypt, Algeria, and Syria. European colonialism, the loss of Palestine and the establishment of the State of Israel, the Arab-Israeli wars, the rise of Arab nationalism, and the Algerian War all played an important role in shaping much of Arab cinema. How did these different historical moments change Arab society and in turn the culture of films, filmmakers, and the film audiences in the various Arab countries? Is there a place for authenticity/tradition or did acculturation dominate all aspects of filmmaking? What did writers like Naguib
Aboulela, Mosteghameni, others. Advanced undergraduates and graduates welcome.

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

**Work load:** 150 pages of reading per week, 20 pages of writing per semester, 2-3 papers for undergrads, 1-2 papers for grads; 1 oral presentation

**Grade:** 65% written reports/papers, 20% in-class presentations, 15% class participation

**CSDS 5933 Directed Study**

(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Directed study - arranged

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**Computer Science**

4-192 EE/CSci Building: 612/625-4002

**CSci 1001 Overview of Computer Science**

(Sec 001); 4 cr; prereq None; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** Konstan, Joseph Andrew

**Description:** A broad introduction to the great ideas of Computer Science designed to help you understand the foundations and limits of today's computing and information technology, to help you reason about possible future applications and technological advances, and to help you be informed contributors to the public dialog on policy issues related to technology. This is not an introductory programming or "computing skills" class, rather it is an overview of many areas of computer science including: algorithms for automating the solutions to problems; abstraction in design and problem solving; the fundamental concepts of computer databases, networks, and expert systems; foundations of human-computer interaction; and the core concepts behind the Internet, web, desktop software, and personal computers. Class discussions (Mondays, usually) will provide an opportunity for interactive discussion and debate of current Computer Science-related social, economic, and technical issues facing society. Lab sections (once per week) will provide a more in-depth opportunity to explore specific course content. Sessions are held in a classroom laboratory where exercises can be completed by pairs of students working on computers. Reading assignments, both from a textbook and from online sources, are designed to prepare you for course material and inform discussions. Problem sets and other written assignments are designed to help you more thoroughly explore Computer Science concepts and their implications.

**Class time:** 45% lecture, 30% Discussion, 25% Laboratory

**Work load:** 30-50 pages of reading per week, 1-2 pages of writing per week, 2 exams, 1 paper.

**Grade:** 25% mid-semester exam(s), 25% final exam, 10% written reports/papers, 10% class participation, 10% lab work.

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**This information is accurate as of: 11/3/2004**
CSci 1902 Structure of Computer Programming II
(Sec 001); 4 cr; prereq Math 1271 or Math 1371; meets DELM req of classroom
Instructor: Dovolis, Chris John
Description: CSci 1902 is an object oriented programming course that builds on the fundamentals of design, abstraction and algorithm development. 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, data structures covered include queues, stacks, trees, and related fundamental algorithms. Upon completing this course students should be able to write moderately complex object oriented Java programs that make appropriate use of the data structures and algorithms presented. The programming project component of this course is substantial and includes a simulation project. This course is a required course for CSci majors, and is a prerequisite for many of the higher level CSci courses.
Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 3 exams, 6 lab assignments and programs
Grade: 30% mid-semester exam(s), 30% final exam, 40% lab work
Exam format: Programming, short answer, and some writing
Course URL: http://www.itlabs.umn.edu/classes/Spring-2005/csci1902/

CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers
(Sec 001); 4 cr; prereq Math 1271 or Math 1371; meets DELM req of classroom
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, data structures, debugging, files, I/O, state machines, testing, and coding standards.
Class time: 70% lecture, 20% Discussion, 10% Laboratory
Grade: 25% final exam, 25% quizzes, 50% problem solving
Exam format: Problem solving; open book/notes
Course URL: http://www-itlabs.umn.edu/classes/Spring-2005/csci1113

CSci 4061 Introduction to Operating Systems
(Sec 001); 4 cr; prereq [2021, 2021] or instr consent; meets DELM req of classroom
Instructor: Cosley, Daniel Regis
Description: Operating systems from the outside: services that operating systems provide to application developers, and how to use them. Topics to be covered include the history and evolution of operating systems, shells, programming tools, memory management, file systems and I/O, process control, concurrent processes and synchronization, and interprocess communication. Assignments will generally use the C or C++ programming language and a POSIX-compliant operating system (e.g., Linux or Solaris). Students should already be able to write small programs in C/C++ before taking this class; knowing Unix from a user's point of view will also be helpful.
Class time: 80% lecture, 10% Discussion, 10% In-class group activities; quizzes
Work load: 40 pages of reading per week, 1 exams, 6 or so systems programming assignments.
Grade: 30% final exam, 20% quizzes, 40% class participation, 10% In-class activities other than quizzes
Exam format: Short answer + Reading, understanding, and modifying code snippets.

CSci 2011 Discrete Structures of Computer Science
(Sec 001); 4 cr; prereq Math 1272 or Math 1372 or instr consent; meets DELM req of classroom
Instructor: Sturlivant, 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
CSci 4107 Introduction to Computer Graphics Programming  
(Sec 001); Credit will not be granted if credit has been received for: CSCI 5107, CSCI 5107, CSCI 5107; 3 cr; prereq 4041 or instr consent; cannot be taken for grad CSci cr; meets DELM req of classroom 
Instructor: Interrante, Victoria 
Description: This course provides a basic introduction to the theory and practice of computer graphics programming, using C/C++ and OpenGL. The focus is on fundamental topics in computer graphics modeling, rendering and animation, with an emphasis on practical concepts and the effective use of graphics toolkits. This course does not fulfill the prerequisite for csci5108, and students who receive credit in csci4107 cannot take csci5107 for credit.
Class time: 90% lecture, 10% Discussion 
Work load: 20 pages of reading per week, 6 pages of writing per semester, 2 exams, 4 programming projects 
Grade: 15% mid-semester exam(s), 25% final exam, 60% special projects 
Exam format: Computation and short answer 
Course URL: http://www.itlabs.umn.edu/classes/Spring-2004/csci4107/

CSci 4211 Introduction to Computer Networks  
(Sec 001, 020); Credit will not be granted if credit has been received for: CSCI 5211, CSCI 5211, CSCI 5211; 3 cr; prereq 4061 or instr consent; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr; meets DELM req of classroom 
Instructor: STAFF 
Description: Fundamental concepts, principles, protocols, and applications. Layered network architectures, data link protocols, local area networks, routing, transport, congestion /flow control, emerging high-speed networks, network programming interfaces, management, security, and applications. Ethernet, ATM, TCP/IP, HTTP, and WWW. Basic knowledge of computer architecture and operating systems is recommended.

CSci 5108 Fundamentals of Computer Graphics II  
(Sec 001); 3 cr; prereq 5107 or instr consent; meets DELM req of classroom 
Instructor: Meyer, Gary W 
Description: This course presents advanced topics in computer graphics. Its coverage includes hidden surface algorithms, sampling theory, local illumination models, volumetric rendering, advanced ray tracing, and radiosity. It also incorporates material that is not likely to be found in existing computer graphics textbooks and has only recently appeared in journals and conference proceedings. It is a "hands on" course in which students implement several of the algorithms discussed in class. The course is intended for individuals who have already had at least one semester or two quarter courses in computer graphics. It is assumed that students are familiar with basic rasterization algorithms, two and three dimensional geometric transformations, perspective projection, and simple illumination models. Individuals who have implemented a basic ray tracer are ideally prepared to take this course. Others who have programmed at least one hidden surface algorithm should also be able to handle the material.
Class time: 100% lecture 
Work load: 4 programming assignments and 1 project 
Grade: 20% mid-semester exam(s), 80% programming assignments and final project 
Exam format: problem solving and essay

CSci 5471 Modern Cryptography  
(Sec 001); 3 cr; prereq [2011, 4041, [familiarity with number theory or finite fields]] or instr consent; meets DELM req of classroom 
Instructor: Kim, Yongdae 
Description: Overview (3.0 cr; prereq [2011, 4041, [familiarity with number theory or finite fields]] or permission from Instructor) Introduction to cryptography. Theoretical foundations, practical applications. Threats, attacks, and countermeasures, including cryptosystems and cryptographic protocols. Secure systems/networks. History of cryptography, encryption (conventional, public key), digital signatures, hash functions, message authentication codes, identification, authentication, applications. Goal The goal is to make students familiar with the foundations of computer and network security. More precisely, To learn mathematical background for cryptographic techniques To learn basic cryptographic techniques used in computer and network security To learn how secure these techniques are To learn how to use these techniques securely To learn how to apply these techniques to computer systems and Internet. Among these goals, the last two are the primary goal.
Class time: 90% lecture, 10% Discussion 
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams 
Grade: 20% mid-semester exam(s), 30% final exam, 30% special projects, 4% class participation, 16% problem solving 
Exam format: Problem solving and brief essay (5 lines maximum) 
Course URL: http://www-users.itlabs.umn.edu/classes/Spring-2003/csci5471-005/ (Send e-mail to kyd (at) cs.umn.edu to see it)

CSci 5511 Artificial Intelligence I  
(Sec 001); 3 cr; prereq 2011 or instr consent; meets DELM req of classroom 
Instructor: Voyles, Richard Meredit 
Description: Textbook: Russel & Norvig, "Artificial Intelligence: A Modern Approach," You must also have a reference for LISP. (See web site for suggestions.) Prerequisites: knowledge of Data Structures (graphs and trees) and of predicate calculus. Course Objective: To gain an in-depth understanding of the foundations of Artificial Intelligence, with particular emphasis on search algorithms and knowledge representation. This course is suitable for students who wish to gain a solid technical background in the field as preparation for more advanced work in AI. The course is for undergraduate and graduate students.
Class time: 70% lecture, 30% Discussion 
Work load: 15-25 pages of reading per week, 30 pages of writing per semester, 3 exams, Programming assignments and a Project 
Grade: 20% mid-semester exam(s), 35% final exam, 15% special projects, 10% lab work, 20% problem solving 
Exam format: Problem solving 
Course URL: http://www.itlabs.umn.edu/classes/Spring-2004/csci5511

CSci 5708 Architecture and Implementation of Database Management Systems  
(Sec 001); 3 cr; prereq 5707 or instr consent; meets DELM req of classroom 
Instructor: Shekhar, Shashi 
Description: Database management system: Under the hood. Learn concepts to performance tune query processing and on-line transaction processing systems. Learn about current trends, e.g. distributed databases, data warehouses and data mining.
Class time: 90% lecture, 10% Discussion 
Work load: 40 pages of reading per week, 2 exams 
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving assignments and lab work 
Exam format: problem solving 
Course URL: http://www.cs.umn.edu/~shekhar/5708

CSci 5801 Software Engineering I  
(Sec 001); 3 cr; prereq [1902, 2011] or instr consent; meets DELM req of classroom 
Instructor: Heimdahl, Mats Per 
Description: Advanced introduction to software engineering intended for graduate students. Software life cycle; development models; software requirements analysis; introduction to software design, coding, testing, and maintenance. 
Class time: 100% lecture 
Work load: 40 pages of reading per week, 3 exams, 1 papers, 
Homeworks

This information is accurate as of: 11/3/2004
Construction Management
101 Wesbrook Hall: 612/624-4000

CMgt 3011 Construction Plan Reading
(Sec 001): 2 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: Introductory level course in construction plan reading and construction documents. Course materials include architectural, civil, mechanical, electrical drawings and project manual. The emphasis is on the development of skills necessary for the reading, understanding and interpretation of commercial construction plans and project manuals, including notes, symbols, and plan layout. This course is appropriate for third year Construction Management and CALA students, and at any time for students in IT and other colleges. (2 credits; Prequisites: None)

CMgt 4013 Legal and Ethical Issues in Construction
(Sec 001): 3 cr; prereq 4011 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Examination of role of construction management professional in society. Broad principles of conduct for construction management professional as well as specific goals to be achieved in professional performance and behavior and reviews of mandatory requirements.

CMgt 4019 Autocad for Construction Managers
(Sec 001): 2 cr; meets DELM req of classroom
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; meets DELM req of classroom
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 CMSV 2880 [at North Hennepin or Inver Hills Community College] or equiv or instr consent; meets DELM req of classroom
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 4031 Construction Safety and Loss Control
(Sec 001): 3 cr; A-F only; prereq Upper div; meets DELM req of classroom
Instructor: STAFF

CMgt 4041 Specifications and Technical Writing for Construction Professionals
(Sec 001): 3 cr; prereq 4011 or concurrent enrollment in 4011; meets DELM req of classroom
Instructor: STAFF
Description: Develop and enhance appropriate oral and written communication necessary for use in the construction process from planning phase through contract closeout. Develop construction-specific practical applications to facilitate the process and avoid common pitfalls. (3 credits; Prequisites: CMgt 4011 or concurrent enrollment)

CMgt 4051 Construction Materials for Managers
(Sec 001): 3 cr; A-F only; prereq WPS 4301 or AEM 2011; meets DELM req of classroom
Instructor: STAFF
Description: Basic concepts of physical properties and behavior mechanisms for construction materials such as concrete, aggregate, steel, and wood. Standard specifications for material properties. Laboratory techniques for evaluation of each material.

CMgt 4193 Directed Study
(Sec 001, 006-008): 1-4 cr; max crs 16, 4 repeats allowed; prereq BAS student in Construction Management Program, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Topic arranged with B.A.S. Construction Management academic adviser.

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

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; meets DELM req of classroom
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

This information is accurate as of: 11/3/2004
CSCL 1201 Introduction to Cinema and Media Culture  
(Sec 001-003); Credit will not be granted if credit has been received for: SCMC 1201, SCMC 1201; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom  
Instructor: STAFF  
Description: The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

CSCL 1301W Reading Culture: Theory and Practice  
(Sec 002, 003); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
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; meets DELM req of classroom  
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, 002); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
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 explores such questions, starting from two assumptions: (1) that history can have explanatory power; and (2) that all history comes to us in a mediated way, that is, as a "text" that encodes someone's or some group's version of it. Small classes focus on reading a variety of texts "in" history - the Mall of America, a Nazi rally, a 17th century Dutch painting; "history on television," the representation of the human body, etc., as well as some critical theory "about" history, designed to help you think about its importance, its uses and abuses.

Class time: 40% lecture, 60% Discussion

CSCL 1910W Freshman Seminar: Teen Flicks  
(Sec 002); 3 cr; max hrs 6; A-F only; prereq freshman; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Wasson, Haidee S  
Description: From innocent to rebellious, from earnest to anxious, from wide-eyed to wicked, from virgins to vampire slayers, the representation of youth in popular media has changed dramatically over the years. American youth were once widely portrayed as the hope of future generations, and as embodying the best and most virtuous social values. Today, there is little uniformity in the ways in which teens appear in film and television. This course will provide an introduction to the study and analysis of film and media culture by focusing on films and television programs about, or featuring, teenagers. We will be primarily concerned to survey basic approaches to film and television analysis. Along the way, we will also consider the ways in which the representation of 'youth' and 'adolescence' have changed during the post-war period. This is an active learning, writing intensive course designed to encourage critical and creative thinking about the place of images, and ideas about youth, in our everyday lives.

Class time: 30% lecture, 40% Discussion, 30% group work

Work load: 30 pages of reading per week, 10 pages of writing per semester, 1 papers, short response papers

Grade: 50% written reports/papers, 30% quizzes, 10% in-class presentations, 10% class participation

CSCL 1921 Introduction to Film Study  
(Sec 003); Credit will not be granted if credit has been received for: ARTH 1921, ARTH 1921W, ARTH 1921W, ARTH 1921W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom  
Instructor: Bizri, Hisham  
Description: This class is an introduction to the critical study of film. We will examine the historical, theoretical, and aesthetic aspects of film within the broader cultural milieu. We will look at a number of films that have shaped the field, their formal properties such as mise-en-scene, acting, and montage, various movements (the French New Wave), Hollywood genres (Westerns and Film Noir), the documentary and avant-garde traditions, current topics in film studies (gender, race, post-colonial studies), and the advent of digital cinema. The instructor brings to the course the perspective of a practicing filmmaker engaged in the making and thinking about cinema.

Class time: 50% lecture, 25% Discussion, 25% Laboratory

Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 6 papers

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

Exam format: short questions and essays

Course URL: http://hishambizri.com/teaching/umn/spring05/intro

CSCL 1921 Introduction to Film Study  
(Sec 001); Credit will not be granted if credit has been received for: ARTH 1921, ARTH 1921W, ARTH 1921W, ARTH 1921W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom  
Instructor: STAFF  
Description: This course is about movies--what they are, how they...
work, and ways we can watch, read, and enjoy them with a critical eye. Our basic questions are: How do films make meaning? How do they construct a world for us, while (often) giving the impression that that constructed world is natural and inevitable? How do films position us as viewers and shape us as subjects? What is the relation between the film text and the political economy of the industry? We’ll look at a wide variety of films from different times and places and consider some of the rich diversity of writing known collectively as Film Theory. This is a basic introductory course designed for those who love going to the movies, but want to understand them better.

CSCL 1921 Introduction to Film Study
(Sec 002); Credit will not be granted if credit has been received for: ARTH 1921, ARTH 1921W, ARTH 1921W, ARTH 1921W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Wasson, Haidee S
Description: This course is about movies—what they are, how they work, and ways we can watch, read, and enjoy them with a critical eye. Our basic questions are: How do films make meaning? How do they construct a world for us, while (often) giving the impression that that constructed world is natural and inevitable? How do films position us as viewers and shape us as subjects? What is the relation between the film text and the political economy of the industry? We’ll look at a wide variety of films from different times and places and consider some of the rich diversity of writing known collectively as Film Theory. This is a basic introductory course designed for those who love going to the movies, but want to understand them better.

CSCL 3115 Cinema and Ideology
(Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Lekas, Michelle Yvonne
Description: "Cinema and Ideology" will involve an examination of both of these terms, and how they function together. To this end we will read from theorists such as Louis Althusser, Richard Dyer, Stuart Hall, Ed Guerrero, Jean-Louis Baudry, Linda Williams, Spike Lee, and others. We will also see films by Spike Lee, P.T. Anderson, Euzhan Palcy, Ousmane Sembene, Jean Negulesco, Douglas Sirk, Perry Henzell, Dusan Makaveyev, Jean-Luc Godard, Quentin Tarantino, and Frank Capra. Most important, though, are the lectures and discussions through which we will analyze, debate, and understand our material.
Class time: 30% lecture, 40% Discussion, 30% screenings
Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers, film journals
Grade: 20% final exam, 30% written reports/papers, 15% quizzes, 20% class participation, 15% film journals
Exam format: multiple choice

CSCL 3172 Music as Discourse
(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Leppert, Richard !Morse Alumni Award!!
Description: "Music is very ill for young heads.... Sweet music at the first delights the ears, but afterward corrupts and depraves the mind. But being used in public assemblies, as directors to filthy dancing...it estranges the mind, stirs up filthy lust, effeminizes the mind, ravishes the heart, enflames concupiscence, and brings in uncleanness." This diatribe against the supposed evils of music was written in 1583. The real or imagined power of music (whether for evil or good), as well as its social uses, and its psychic and cultural meanings have been the subject of human reflection--and anxiety--from Plato to the present. This course will examine the ways in which music can be considered a "discursive practice," i.e., how music participates in the formation of human consciousness, social norms and identities. It will examine how and for what purposes music is used; what (and who) distinguishes "music" from "noise;" music's relation to the body; and why some music is policed and censored. Examples from blues, jazz, opera, punk, rock, the symphony, and other music.
Class time: 85% lecture, 15% Discussion
Work load: 40 pages of reading per week, 10-12 pages of writing per semester, 4 exams
Grade: 100% 4 exams (including final), each worth 25% of total grade
Exam format: Essay

CSCL 3173W The Rhetoric of Everyday Life
(Sec 001); 3 cr; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
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: 25% lecture, 50% Discussion, 25%
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 3175 Comedy: Text and Theory
(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Thomas, Gary C. !Arthur Motley Exemplary Tch Aw!!
Description: In this course you'll study two kinds of things, comic texts and theories about comedy. Texts include anything from bumper stickers ("Rapture Now! Get the Assholes Out of Here") and lapel-pin flags to classic drama (a play or two by Aristophanes, Shakespeare, Moliere, Shaw, Beckett, e.g.), obscene and hostile jokes and satire to TV and Hollywood movies (like "Daily News," "The Simpsons," "Being John Malkovich," "Monty Python and the Holy Grail," "Rushmore," "Best in Show," "American Beauty") For theory we'll consider a fairly canonical set of literary, philosophical, psychological, and sociological musings- Deep Thoughts-on the nature, mechanics, and socio-political uses of comedy (among others, Bakhtin, Bergson, Freud, Frye, and a feminist and postmodern or two). The instructor feels constrained to warn those whose delicate sensibilities might be offended by the likes of George Carlin, Rabelais or Roseanne to look elsewhere. Despite the philosophical seriousness with which the Comic Spirit is pursued here, evaluations have been enthusiastic, if polarized: from utterly enraptured ("This course changed my life ... professor is way cool") to deeply disaffected ("Course sucks, teacher's a jerk").
Class time: 80% lecture, 20% Discussion
Work load: 40 pages of reading per week, 2 exams, 2 papers
Exam format: Multiple choice, essay, textual analysis

CSCL 3176 Oppositional Cinemas
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Chen, Leo Chanjen
Description: This course examines movies that offer alternatives to the mainstream Hollywood Movie Machine, including, e.g., avant-garde cinema, non-Eurocentric films from Asia, Africa and Latin America, 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., Manthia Diawara, Trinh T. Minh-ha, Jane Gaines, Richard Dyer, Carlos Diegues, Ousmane Sembene, Jean-Luc Godard, John Waters, and others.
This information is accurate as of: 11/3/2004
CSCL 3456W Sexuality and Culture
(Sec 001, 002); Credit will not be granted if credit has been received for: SCMC 3177, SCMC 3177; 4 cr; meets DELM req of classroom
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: 60% lecture, 40% Discussion
Work load: 50 pages of reading per week

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; meets DELM req of classroom
Instructor: Hubbard, Kysa Koerner
Description: How do bodies mean? Fat, thin, rich, poor, young, old, gay, straight. How, and by whom, is this meaning produced? Woman, Man, black, brown, red, white. Can representations of the body ever be innocent? Good, evil, dirty, clean. The body is not merely flesh and bone, but a surface of inscription, a locus of control, a malleable, intelligible embodiment of culture and ideology. We will investigate the various (and nefarious) ways in which past and present Western cultures have codified the human body into socially-constructed, politically-loaded categories that work to both confer and delimit opportunities for and access to power. In texts ranging from the public execution of a seventeenth century female "infanticide" to video promotions material from pharmaceutical companies to the production and consumption of "blackness" in nineteenth century art to the graphic twin spectacles, Extreme Makeover and The Swan, we will explore specific ways in which specific bodies are made to signify, as well as specific ways in which we experience our and others' bodies in light of these representations. A history of philosophies of the body will provide a foundation for these inquiries, while critical theory will help us unpack the complex relationships between our perceptions and presentations of the body, and the concrete things we do to/with it.
Class time: 40% lecture, 30% Discussion, 30% image reading and small groups
Work load: 30-50 pages of reading per week, 15 pages of writing per semester, 2 papers, presentation; Readings will include, but are not limited to, Plato, Descartes, Marx, Nietzsche, Merleau-Ponty, Foucault, Gilman, Showalter, Mercer, Leppert, Bourdieu, and Bordo.
Grade: 50% written reports/papers, 20% in-class presentations, 10% class participation, 20% reading response questions

CSCL 3421W Psychoanalysis and Literature Part I: The Essential Freud
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: What critical tools does psychoanalysis make available to us as students of culture? What are the premises 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 3412W Psychoanalysis and Literature Part II: An Illusion
Instructor: STAFF
Description: What are the limits of psychoanalysis? What are its possibilities? What makes psychoanalysis, as a cultural form, so powerful? This course focuses on the challenge of the new, the "Other," in psychoanalysis and its philosophical and cultural impact on the formation of the modern self. It engages some of the central concepts of psychoanalysis, including the unconscious, the mirror stage, object relations, the phallic stage, the Oedipus complex, and the penis envy hypothesis, as well as its more controversial concepts, including the death drive and the idea of soullessness. The course also explores the relationship between psychoanalysis and culture, including literature, film, art, and music, and the course will engage with several psychoanalytically-infused readings, such as "The Origin of the Family, Private Property and the State" by Karl Marx, and "The History of Sexuality," Vol. 1 by Michel Foucault. The course will be taught in English and will be conducted in a seminar format.
Class time: 60% lecture, 40% Discussion

CSCL 3455W Sexuality and Culture
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
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 "heterosexual" and "homo/hetero-symmetrical"--symbolic and mutually exclusive definitions we continue to struggle with to this day. The course examines ways that such struggles--homo/hetero, natural/unnatural, normal/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 3472 Gay Men and Homophobia in American Culture
(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: Supreme Court rulings, Gay marriage, queer heroes from 9/11, Gay bishops, Will and Grace, Ikea and Miller Lite commercials, metrosexuals, and the Fab Five: Why are the gendered body, sexual desire, eroticism, and the labels and identities attached to them so heavily invested with significance in American culture? Specifically why, despite legal and social gains and popular entertainments, are gay/queer men and homosexuality still capable of generating violent emotion and bodily assault (gay-bashing) and mobilizing elaborate means of censorship and containment? Whose interests are served by the maintenance of homophobia and the queer closet, and is there an alternative to the great In/Out divide? Crucially: What cultural forces/discursive, psycho-social, economic/drive historical change? The course examines these and related questions in their historical context, from late colonial times to the present, and from a variety of perspectives, including philosophy, psychology and medicine, religion and law, literature, visual art, music, and film. The course creates a space where the much-contested realities of homosexuality and queer subcultures can be appreciated in an atmosphere of free and open inquiry. In the past CSCL 3472 has drawn men and women, gay- and nongay-identified students in roughly equal numbers.
Class time: 70% lecture, 30% Discussion

CSCL 34910 Topics in Cultural Studies and Comparative Literature: Studies in Film: Seductions: Film, Desire, Gender
(Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Craig, Siobhan S
Description: This course will focus on the multiple and contested ways in which gender and sexuality are engaged by cinema. We will consider the following questions, among others: How does film construct particular sexualities or gender identifications as "natural" and normative or "unnatural" and deviant? What are some of the
cinematic codes and conventions that make the world of a film, and the identities proposed within it, seem "normal" and "real," and what happens when these are challenged? Can the contravention of these codes throw subjectivity into crisis, destabilizing familiar concepts of gender or sexuality? What do we, as film spectators, look for in cinema, and what kinds of sexualities and gendered subjectivities emerge in our dialogue with the screen? The course will introduce films from a variety of national cinemas and historical periods, ranging from the 1920s to the present, and including both mainstream Hollywood cinema and the avant-garde. We will focus on different ways of "reading" cinema, and some of the theoretical debates that surround it.

Class time: 75% lecture
Work load: 25 pages of reading per week, 30 pages of writing per semester, 3 papers, weekly short reading responses
Grade: 100% written reports/papers

CSCL 3910 Topics in Cultural Studies and Comparative Literature: States of Exception: Jewish Thought in Modernity
(Sec 003); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Peck, Jason Michael
Description: In this course, we will investigate how Jewish intellectuals (philosophers, poets, novelists and sociologists) have perceived the notion of "exceptionality" throughout the last centuries. While we will explore these writers' engagement with specifically Jewish exceptionality (in its legal, theological, and linguistic manifestations), we will also look at the ways in which Jewish writers theorize the notion of exceptionality as such.
Class time: 40% lecture, 60% Discussion
Work load: 50-150 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Final in-class exam
Grade: 25% final exam, 40% written reports/papers, 10% in-class presentations, 25% class participation
Exam format: Essay questions

CSCL 3910 Topics in Cultural Studies and Comparative Literature: Reading Asian Cultures
(Sec 005); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Sawhney, Simona
Description: What are "Asian Cultures" and what is "reading"? This course will proceed by examining the terms of its own title, and by thus examining the place and status of "Asia" in the American university. Do we need particular kinds of skills to study Asian texts, or just particular kinds of information? What kinds of political forces have historically informed the study of Asia in America? What happens when we read texts in translation and what choices are available to us? Our readings will, in various ways, draw attention to such questions. Readings will include work by Iqbal, Rabindranath Tagore, Mishama, Lu Xun, Bei Dao, and Natsume Soseki. We will also watch films by Wong Kar Wai and Satyajit Ray and read selections from the work of Michel Foucault, Edward Said, Haun Saussy, and Rey Chow.
Class time: 50% lecture, 50% Discussion
Work load: 100-200 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, oral presentations

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; meets DELM req of classroom
Instructor: STAFF
Description: What does it mean to say we live in a "plural" or "multicultural" society? What material conditions, tensions, and struggles are masked beneath these convenient, nice-sounding, and overused labels? In this course we will consider ways writers, artists, and cultural theorists have attempted to sort out and critique the contradictions between a plural/multicultural ideal and the obstacles to its realization. That is, we will both critique the term and try to point out its possibilities. Course materials range widely according to section, but typically include classic historical texts as well as more recent work by feminists, queer folk, and people of color.
Class time: 60% lecture, 40% Discussion
Work load: 30-50 pages of reading per week, VARIES pages of writing per semester
Grade: 100% A variety with emphasis on written work and discussion

CSCL 5302 Aesthetics and the Valuation of Art
(Sec 001); Credit will not be granted if credit has been received for: CSDS 5302, CSDS 5302; 3 cr; meets DELM req of classroom
Instructor: Schulte-Sasse, Jochen
Description: Course readings will include major essays on the relationship of aesthetic theory, ideology, and value/evaluation of art from Friedrich Nietzsche and Walter Benjamin to Jan Mukarovsky, Louis Althusser, Paul de Man, Barbara Herrnstein Smith, Hayden White, Stephen Heath, Kaja Silverman and Teresa De Lauretis. Issues the course will focus on involve the role of aesthetics since the eighteenth century, the relationship between ideology and value/evaluation, the role of identification and the desire for identity in the evaluation of art, and the politics of evaluation.
Class time: 30% lecture, 70% Discussion
Work load: 50-70 pages of reading per week, 4 papers
Grade: 80% written reports/papers, 20% class participation
Exam format: essay

CSCL 5835 Richard Wagner's "Der Ring des Nibelungen": Music, Myth, and Politics
(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: Thomas, Gary C. !!Arthur Motley Exemplary Tch Aw!!
Description: Everything about him was enormous. His ego, his genius, his effect. No less than Marx, Darwin, Freud, and Nietzsche, his fellow 19th century begetters of modernity, he conjured new worlds into being and sentenced old ones to death. Like them, he transformed everything he touched or that touched him, past, present, and future. After him, as after them, the field, the play, and the stakes looked radically, brilliantly different. A consummate theatrical and fetishist of the sublime, he obsessed over power, only ever after to be appropriated by it. More than a century after his death he continues to fascinate and absorb, seduce and repel. Richard Wagner and the Ring of the Nibelung's.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, 8 exams, 4 papers, weekly short reading responses

CSCL 5910 Topics in Cultural Studies and Comparative Literature: Arab Cinema
(Sec 004); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Bizri, Hisham
Description: A general survey course of the cinema of the Arab world with a focus on Egypt, Algeria, and Syria. European colonialism, the loss of Palestine and the establishment of the State of Israel, the Arab-Israeli wars, the rise of Arab nationalism, and the Algerian War all played an important role in shaping much of Arab cinema. How did these different historical moments shape Arab cinema and in turn the culture of films, filmmakers, and the film audiences in the various Arab countries? Is there a place for authenticity/tradition or did acculturation dominate all aspects of filmmaking? What did writers like Naguib Mahfouz, Ihsan Adel Al-Qudous, and Franz Fanon contribute to the debate? How did the different genres be it the musical, the melodrama, this information is accurate as of: 11/3/2004
the action, and the social realist film portray the Arab condition, from the
humiliation felt in the loss of Palestine, to the brief euphoria of
Nasserism and Algeria, and finally back to humiliation and despair?
What role did membership play, from the state, Islam, or simply self-
imposed? Last but not least, what are the specific cinematic languages
that these films defined and their relationship to Arabic literature, music,
theater, and architecture.

Work load: 50 pages of reading per week, 1 exams, 2 papers
Course URL: http://nishimizbiri.com/teaching/umn/spring05/arabfilm

CSCL 5910 Topics in Cultural Studies and Comparative Literature:
Pragmatism
(Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of
classroom
Instructor: Sarles, Harvey B !!Arthur Motley Exemplary Tch Aw!!
Description: In this precarious political/economic/religious/educational
moment, the works and thoughts of John Dewey and other American
Pragmatists resurface. As Dewey was the primary shaper of public
schools, secular education, and progressive politics, he is also the "fall
guy" of various attacks against democracy and public
schools.Pragmatism will take on its tasks, reframed for these times.
We will read and discuss Dewey's ideas, primarily through his book:
"Democracy and Education." The course will ask us to see where we are,
how we got here, and continue to shape - as Dewey would have us
do - the future toward a participative democracy. We'll read several
recent critiques of Dewey, all trying to "return" this country to an earlier
political-religious moment. Dewey's friend G.H.Mead and other
Pragmatists have also laid out important issues which re-arise just now
in the peculiarities of terrorism, war, and empire. Humans are
interactive from birth, so we'll consider the implications of Mead's idea
that the "self" is "emergent" from sociality, rather than the reverse.
Having discovered not very long ago, that we all have had "m/others,
the notion of the self will help us (as Dewey put it) to "reconstruct"
philosophy. Note that Mead's ideas are now being widely applied as
"Attachment Theory" in the field of Child Development. We'll read
excerpts from Mead, and some of his line of thought (Birdwhistell,
Goffman, Sarles), and how they derived from the likes of C.S.Peirce
and Wm James.

Class time: 100% Dialogue
Work load: 50 pages of reading per week, 15-20 pages of writing per
semester, 1 papers, Primary Text: "Democracy and Education" by
John Dewey. Requirements: Final Essay/Project.
Grade: 90% written reports/papers, 10% class participation

CSCL 5910 Topics in Cultural Studies and Comparative Literature:
(Post)Colonial Translation/Reinvention of Lit/Hist
(Sec 003); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of
classroom
Instructor: Tageldin, Shaden M
Description: That modern European imperialisms relied on the
translation of Arabic, Chinese, Sanskrit, and other non-European
literatures to reinvent the non-European world as "subject" territory is
perhaps not surprising. Stranger is the fact that African, Arab, and
Asian subjects of European domination have translated the literatures
of their colonizers to induce "rebirths" of their own literatures and
histories. In this course, we will explore the dynamics of literary
translation across (post)colonial power divides of the eighteenth
through the twentieth centuries to understand why writers and
intellectuals from Bengal to Senegal have imagined it possible to
"awaken" to self-consciousness in the very beds of their dominators.
Moving between literary history, translation theory, and the close-
reading of literary texts, we will ask how and why (1) European empire-
through-invaders and traders, preachers and teachers--uses
translation to elicit the surrender of its would-be subjects; (2) Indian
and Arab "renaissances" and pan-African negritude use translation to
reinvent their cultures in the casts of their colonizers, indigenizing
European tropes and genres; and (3) imaginative literature represents
and rewrites empire and (post)coloniality as and through translation.
Readings by Said, Spivak, Benjamin, Nair, Sheehi, Joshi, Liu, Edwards,
al-Tahtawi, al-Muwayyili, Tagore, Chatterji, Senghor, Cesaire, Oyono,
Aboulela, Mosteghannemi, others. Advanced undergraduates and
graduates welcome.
Class time: 25% lecture, 50% Discussion, 25% student oral
presentations
Work load: 150 pages of reading per week, 20 pages of writing per
semester, 2-3 papers for undergrads, 1-2 papers for grads; 1 oral
presentation
Grade: 65% written reports/papers, 20% in-class presentations, 15%
class participation

CSCL 5993 Directed Study
(Sec 001, 002); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr
consent, dept consent, college consent; meets DELM req of
classroom
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; meets DELM req of classroom
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); 1-6 cr; max crs 6, 6 repeats allowed; A-F only; meets
DELM req of classroom
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 5097 Student Teaching in Art Education
(Sec 001); 8 cr; S-N only; prereq Licensure student in art ed;
meets DELM req of classroom
Instructor: STAFF
Description: Observation of, participation in, and supervisory
experiences with various types and levels of art classes.

CI 5177 Practical Research
(Sec 001); 3 cr; A-F only; prereq CI MEd student, or CI or EdPA
Teacher Leadership MEd student; meets DELM req of classroom
Instructor: STAFF
Description: Preparation for identifying a research and development
topic, reviewing the existing knowledge on the topic, planning and
conducting a research project.

CI 5186 School-Related Projects
(Sec 001-004); 1-4 cr; max crs 4, 1 repeat allowed; A-F only;
prereq MEd student; meets DELM req of classroom
Instructor: STAFF
Description: Research or evaluation project related to teaching.
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; meets DELM req of classroom
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); 1-6 cr; max crs 12, 12 repeats allowed; prereq Grad student only; meets DELM req of classroom
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 5361 Teaching Via the Internet
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: Examination of the capabilities of the Internet for professional development and instructional use. Use of specific client/server software for accessing the Internet, instructional issues and opportunities; implications for K-12 student involvement and classroom management; and Web page development by teachers and their students. Previous experience with computers desirable.

CI 5367 Interactive Multimedia Instruction
(Sec 001); 3 cr; A-F only; prereq Knowledge of principles and procedures of CBI design and one multimedia authoring system; meets DELM req of classroom
Instructor: Hooper, Simon Richard
Description: Principles of effective computer-based design; tools in multi-media development; contemporary issues and skills used in the design, development and implementation of interactive multi-media instruction. Use multi-media development tools, create a multi-media portfolio, and investigate the issues surrounding their effective use.

CI 5472 Teaching Film, Television, and Media Studies
(Sec 001); 3 cr; A-F only; meets DELM req of internet delivered
Instructor: Beach, Richard W !!Educ Distinguished Tchg Awd!!
Description: Methods of teaching film, video, and media studies at the secondary and college level, methods for eliciting critical responses; analysis of film/video techniques; analysis of cultural representations and genre characteristics; connecting and comparing film/video and literature; studying documentary and television news; developing media studies units.
Class time: 20% lecture, 80% Discussion
Work load: 30-40 pages of reading per week, 30 pages of writing per semester, 1 papers, 1journal
Grade: 50% written reports/papers, 50% Journal

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

CI 5535 Foundations of Science Education
(Sec 001); 3 cr; A-F; prereq M.Ed, grad student, or instr consent; meets DELM req of classroom
Instructor: Finley, Fred N
Description: Analysis of present science teaching practices in light of historical and philosophical foundations of science education.

CI 5597 Clinical Experience in Secondary School Science Teaching
(Sec 001); 4-8 cr; max crs 8, 1 repeat allowed; S-N only; prereq initial licensure or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Supervised clinical experience in secondary school science teaching.

CI 5635 Culture and Diversity in Second Language Classrooms
(Sec 001); 3 cr; prereq initial licensure program only; meets DELM req of classroom
Instructor: Ranney, Susan Elaine
Description: Developing skills for teaching a diverse student population in both foreign language and English as a second language instructional settings through study, practice and reflection.

CI 5662 Issues in Second Language Curriculum Design
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Tedick, Diane J
Description: Historical overview of curriculum development in second language education; contexts that influence curriculum development; models for curriculum development in second language settings; politics of curricular reform; national and state standards and implications for curriculum development; effects of technology on second language curriculum.

CI 5693 Directed Study in Second Languages and Cultures
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Instr consent; meets DELM req of classroom
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; meets DELM req of classroom
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; meets DELM req of classroom
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; meets DELM req of classroom
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.

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

Dnce 1020 Modern Dance Technique 4
(Sec 001); 2 cr; max crs 4; prereq 1010, dept consent; meets DELM req of classroom

This information is accurate as of: 11/3/2004
Instructor: Mann, Paula
Description: This course is the fourth of eight levels of modern dance technique offered in the Dance Program. Class work is based on the practical application of the principles of space, time, and energy with a 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. Audition for technique placement or successful completion of level three with departmental approval required for registration.
Class time: 100% Studio
Work load: 1 papers

Dnce 1020 Modern Dance Technique 4
(Sec 002): 2 cr; max crs 4; prereq 1010, dept consent; meets DELM req of classroom
Instructor: Thompson, Erin D
Description: This course is the fourth level of eight levels of modern dance technique offered in the Dance Program. Class work is based on the 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. Successful completion of level three or departmental approval by audition required for registration.
Class time: 100% Studio
Work load: 1 papers, Attending a Modern Dance Performance

Dnce 1102 Ballet Technique 2
(Sec 001): 1 cr; prereq 1101, dept consent; meets DELM req of classroom
Instructor: Anderson, Kristina Forsberg
Description: This class is the second of a two-semester sequence of ballet technique. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute all the elements of a basic level ballet class, including barre exercises, center work, turns, and jumps. Audition for technique placement or successful completion of level one with departmental approval required for registration.
Class time: 100% Studio
Work load: 1 papers, Attending a Ballet Performance

Dnce 1120 Ballet Technique 4
(Sec 001): 2 cr; max crs 4; prereq 1110, dept consent; meets DELM req of classroom
Instructor: Anderson, Kristina Forsberg
Description: This course is the fourth of a two-semester sequence in beginning ballet technique - level four in an eight-semester sequence. 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 ease and confidence and with a physical understanding of classical ballet elements. Audition for technique placement or successful completion of level three with departmental approval required for registration.
Class time: 100% Studio
Work load: 1 papers, Attending a Ballet Performance

Dnce 1202 Jazz Technique 2
(Sec 001): 1 cr; prereq 1201, dept consent; meets DELM req of classroom
Instructor: Sealy, Zoe W
Description: This is the second of an eight-semester sequence in jazz dance technique/style. Class work will continue to focus on fundamental jazz vocabulary and movement. Clear articulation of movement will continue to be emphasized, as well as the use of space, weight, dynamics, focus and musicality. The continued use of improvisation will be used to help build one's self-confidence in dance movement. Successful completion of previous level or departmental approval by audition required for registration.
Class time: 5% lecture, 95% studio
Work load: 1 papers, Attending a Dance Performance
Grade: 10% written reports/papers, 50% achievement and skill; 30% class attendance; 10% effort, progress, and attitude

Dnce 1220 Jazz Technique 4
(Sec 002): 1 cr; max crs 2; prereq 1210, dept consent; meets DELM req of classroom
Instructor: Grotting, Karla Kaye
Description: This is the fourth of an eight-semester sequence of jazz dance technique/style. This class will introduce vocabulary and develop technical skills, using a variety of jazz dance styles while increasing flexibility, groundedness and strength. This will include more complex weight changes, rhythm patterns changes of direction and balances. Students will work on perfecting inside and outside pirouettes in plie and releve. Dancers will increase their understanding of musicality, dynamics, style and improvisation, and explore a basic understanding of the history of jazz music styles. Successful completion of previous level or departmental approval by audition required for registration.
Class time: 100% Studio
Work load: 1 papers, Attending a Dance Performance
Grade: 0% studio

Dnce 1302 Tap Technique 2
(Sec 001): 1 cr; prereq 1301 or instr consent; meets DELM req of classroom
Instructor: Chvala, Joseph Michael
Description: This studio class is the second semester in a six-semester sequence of tap dance technique. This course will focus on the fundamentals of tap dance with and emphasis on musicality and rhythm. Students will continue the practice of basic footwork and combinations, beginning time steps, tap routines and exercises in tap dance improvisation. Successful completion of level one or departmental approval required for registration.
Class time: 100% Studio

Dnce 1313 African Based Movement
(Sec 001): 1 cr; meets DELM req of classroom
Instructor: Brown, Patricia
Description: This course will focus on the varied movement of the African Diaspora, primarily West Africa, but not limited to the West Africa region or the continent of Africa. Class will include traditional movement, but will also focus on movement inspired by Africa, the Caribbean, and the African Diaspora at large. Coursework includes in-class movement participation, one movement midterm and one two-page paper.

This information is accurate as of: 11/3/2004
Dnce 1317 Arabic Dance  
(SEC 001); 1 cr; meets DELM req of classroom  
Instructor: Shore, Sandra Lee  
Description: This class will explore the basic movements and styling of dances of the Arabic-speaking world with an emphasis on the classical women's performing dances. Traditional and contemporary movements from Egypt, the Levant, the Arabian Peninsula, North Africa and Turkey will be included and defined in class. Students will also work toward an understanding of the cultural context of these movements and dances, and their source of passion and motivation - Arabic music. Class focus will include body awareness and conditioning as it applies to this dance form.  
Class time: 100% Studio  

Dnce 1321 Ballroom 1  
(SEC 001, 002); 1 cr; meets DELM req of classroom  
Instructor: Griffin, Erica Colleen Furuseth  
Description: This course is an introduction to ballroom dance. Class work will focus on basic patterns in the fox trot, waltz, swing, cha-cha, rhumba, 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  

Dnce 1332 Yoga  
(SEC 001, 002); 1 cr; meets DELM req of classroom  
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 1333 Yoga for Dancers  
(SEC 001); 1 cr; prereq Dance major, dept consent; meets DELM req of classroom  
Instructor: Pick, Gretchen E  
Description: This yoga course will merge the experience of dance to T'ai Chi Ch'uan. T'ai Chi Ch'uan is an ancient Chinese slow-motion exercise which provides benefits in the areas of health, self-defense, mental development, and meditation. The slow, calm, continuous movements of T'ai Chi help the body and mind to become relaxed and centered by developing natural movement patterns, deep breathing and a tranquil stress-free mind. In addition, each movement has a practical application for self-defense, which is taught in a non-competitive and non-aggressive manner.  
Class time: 100% Studio  

Dnce 1335 T'ai Chi Ch'uan  
(SEC 001); 1 cr; meets DELM req of classroom  
Instructor: Abdella, Paul Edward  
Description: This course is designed to give students an introduction to T'ai Chi Ch'uan. T'ai Chi Ch'uan is an ancient Chinese slow-motion exercise which provides benefits in the areas of health, self-defense, mental development, and meditation. The slow, calm, continuous movements of T'ai Chi help the body and mind to become relaxed and centered by developing natural movement patterns, deep breathing and a tranquil stress-free mind. In addition, each movement has a practical application for self-defense, which is taught in a non-competitive and non-aggressive manner.  

Dnce 1401 Introduction to Dance  
(SEC 001); 3 cr; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom  
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 performances, and movement experiences. The course presents international perspectives on how dance functions in specific cultural contexts and how dance traditions influence each other as cultures come 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 031); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom  
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: one, a traditional modern dance technique course, two, three out-of-class discussions, and three, 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.  

Dnce 1500 Topics in Dance: Bodyworks: Introduction to Somatic Studies  
(SEC 050, 060); 2 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom  
Instructor: Nordstrom-Loeb, Barbara Ellen  
Description: Somatic Studies is an emerging and growing field that examines the ways our bodies, minds and emotions are interrelated and how those relationships are expressed in and changed through working with our bodies and body patterns. This course will introduce students to basic theories and concepts of Somatic Studies and will include practical experiences in both Eastern and Western-based Body Therapy techniques. In addition, students will explore their personal Somatic profile. This course is appropriate for those interested in movement and performance studies, complimentary health or other physical/behavioral fields.
Dnce 1500 Topics in Dance: Laban Movement Analysis  
(Sec 050, 060); 2 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom  
Instructor: Nordstrom-Loeb, Barbara Ellen  
Description: Laban Movement Analysis (LMA) unfolds and explores the subtle meanings embedded in all patterns of movement and physical actions. The study of LMA increases awareness of individual movement styles; develops sensitivity to cultural non-verbal patterns, and promotes a deeper understanding of the communicative and expressive nature of all forms of movement and dance. Using experiential explorations, improvisation, observation and class discussion, this class will introduce the student to the basic theory and elements of LMA as a means to develop and enhance their movement skills, expression, physicality, clarity and creativity. LMA is important tool in fields that involve the performance or understanding of movement- including dance, theater, psychotherapy, education, music, kinesiology and non-verbal communications. Successful completion of this course will fulfill a prerequisite for the Certification program in Laban Movement Analysis and partially fulfill a prerequisite for Dance/Movement Therapy Certification/ Alternate Route.

Dnce 1500 Topics in Dance: Alexander Technique for Performing Artists  
(Sec 070); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom  
Instructor: Thompson, Erin D  
Description: The Alexander Technique is a method used to restore our inherent ease, flexibility and coordination. Alexander work is especially useful for dancers, singers, actors and instrumentalists as it enhances fluidity and dynamism in performance. The class will explore kinesthetic awareness, anatomy and body/mind connection, as well as the unconscious habits we develop which interfere with graceful coordination.

Dnce 1500 Topics in Dance: Skinner Releasing Technique  
(Sec 010); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom  
Instructor: Thorson, Elizabeth Morgan  
Description: Skinner Releasing Technique is a dance form that facilitates a deep kinesthetic experience of movement. Hands on tactile studies and imagery foster releasing of hidden tension patterns and blocks to allow more freedom of movement. This process reveals a natural grace in every human being - a key philosophy in this work. The guided poetic imagery is interwoven with music and sound that taps into the imagination, triggering spontaneous improvised movement. Thus, technical growth and creative process are integrated.

Dnce 3020 Modern Dance Technique 6  
(Sec 001); 2 cr; max crs 4; prereq 3010, dept consent; meets DELM req of classroom  
Instructor: Flink, Carl Lindsay  
Description: This course is the sixth 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 3220 Jazz Technique 6  
(Sec 001); 1 cr; max crs 2; prereq 3210, dept consent; audit registration not permitted; meets DELM req of classroom  
Instructor: Sealy, Zoe W  
Description: This course is the sixth of an eight semester sequence of jazz dance technique/style. Classwork will continue to explore the eclectic range of jazz dance, covering traditional vernacular styles and the more contemporary styles of today. Focus will continue to be placed on increasing technical skill and more complex movement combinations. Stylistic qualities will be explored through improvisation, and emphasis will be placed on clarity of movement, intent, dynamics, phrasing, and expression. Successful completion of previous level or departmental approval by audition required for registration.  
Class time: 100% Studio  
Work load: 1 papers

Dnce 3302 Tap Technique 4  
(Sec 001); 1 cr; prereq 3301 or instr consent; meets DELM req of classroom  
Instructor: Grotting, Karla Kaye  
Description: This course is the fourth of a six-semester sequence of tap dance technique. This studio class will focus on intermediate skills of tap dance, including pick-ups, pull-backs, and wings. There will be a continuing emphasis on musicality and rhythm. The class will practice intermediate footwork and combinations, time-steps, tap dance routines and improvisational exercises. Instructor of departmental approval required for registration.  
Class time: 100% Studio

Dnce 3337 Body Mind Centering  
(Sec 001); 2 cr; meets DELM req of classroom  
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 3402 Dance History 2  
(Sec 001); 3 cr; prereq 3401; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom  
Instructor: Chatterjea, Ananya  
Description: Dance History 2 is the second semester in a year-long
course reviewing and analyzing the beginnings of dance as a formalized movement and ultimately as an art form. Dance History 2 continues the study of ballet's beginnings, examining the development of ballet through baroque and romantic periods in France, then through its evolution in Russia with the ultimate development of Ballet Russes. With modernism, the focus shifts through Germany to America and the course works through the achievements of the pioneers to a general disillusionment with their work in the development of postmodern dance and its different phases. Successful completion of Dance History 1 and departmental approval required for registration.

Class time: 50% lecture, 50% Discussion
Work load: 4 papers
Grade: 65% written reports/papers, 20% class participation, 15% problem solving

Dnce 3433 Articulate Body
(Sec 001); 3 cr; prereq Dnce major, dept consent; meets DELM req of classroom
Instructor: Gleason, Pamela A
Description: This course will cover an introduction to kinesiology and biomechanics of dance. At the end of this course, students will be able to apply the knowledge they gain of anatomical, physiological, and biomechanical principles to dance technique, conditioning, and injury prevention. Classwork will include lecture, group exploration, readings, class projects, demonstrations, quizzes and a final exam. Departmental approval required for registration - Dance Majors only.

Dnce 3500 Topics in Dance: Body Mind Centering 2
(Sec 003); 2 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom
Instructor: Fargnoli, Margaret
Description: This course is the sixth level in a six-semester sequence of tap dance technique. This class will consist of advanced level tap technique and rhythm structures. The course will focus on precision, relaxation and moving beyond technical skills to performance level dancing, with a specific focus on upper-body movement. The class will use more complex music and complicated rhythm structures to challenge students. Coursework will also include tap composition/choreography created through structured improvisation and an informal showing of class work. Successful completion of previous level or departmental approval required for registration.

Dnce 3500 Topics in Dance: Tap 6
(Sec 004); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom
Instructor: Chvala, Joseph Michael
Description: This course is the sixth level in a six-semester sequence of tap dance technique. This class will consist of advanced level tap technique and rhythm structures. The course will focus on precision, relaxation and moving beyond technical skills to performance level dancing, with a specific focus on upper-body movement. The class will use more complex music and complicated rhythm structures to challenge students. Coursework will also include tap composition/choreography created through structured improvisation and an informal showing of class work. Successful completion of previous level or departmental approval required for registration.

Dnce 3500 Topics in Dance: Body Mind Centering 2
(Sec 003); 2 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom
Instructor: Northstrom-Loeb, Barbara Ellen
Description: This class is an introduction to the field of Dance/Movement Therapy. Students will learn about the history and theory of the field as well as experience a range of Dance/Movement Therapy forms and techniques. In addition, students will learn more about the ways that movement reflects who we are and how movement can transform and heal. The class will be both experiential and academic and does not require any previous movement experience. Course topics will include: Discovering potential career opportunities, learning how the mind, body, and emotions are connected, expanding understanding of the meaning of movement, examining the relationship between psychology and dance and exploring the power of movement to transform. This course has been approved by the American Dance Therapy Association as meeting requirements for the Alternative Route DTR credential.

Dnce 3601 Dance Composition 1
(Sec 002); 3 cr; prereq 1020, 1601, concurrent reg in a modern dance technique course, dept consent; meets DELM req of classroom
Instructor: Flink, Carl Lindsay
Description: This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative. Successful completion of Improvisation or departmental approval required for registration.

Dnce 3601 Dance Composition 1
(Sec 001); 3 cr; prereq 1020, 1601, concurrent reg in a modern dance technique course, dept consent; meets DELM req of classroom
Instructor: Mann, Paula
Description: This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative. Successful completion of Improvisation or departmental approval required for registration.

Dnce 3622 Dance Production II
(Sec 001); 2 cr; A-F only; prereq 3621, dance major, dept consent; meets DELM req of classroom
Instructor: Schock, Bonnie Jeanne
Description: This course is a continuation of DNCE 3621 - Dance Production 1. Students in this course will produce the Student Dance Concert in the Spring. Departmental approval required for registration - Dance Majors Only

Dnce 3700 Performance
(Sec 001); 1 cr; max crs 4; prereq Concurrent enrollment in a technique course, audition, dept consent; meets DELM req of classroom
Instructor: Pierce, Toni L
Description: Audition, casting and departmental approval required for registration

Dnce 4454W (Re)Writing the Dancing Body
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Chatterjea, Ananya
Description: (Re)Writing the Dancing Body is an upper-level writing intensive course that is based on the recognition that writing about dance requires specific skills, particularly because of the need to connect the kinesthetic-visceral experience of movement to the verbal-linguistic modes of linguistic expression. The course begins with basic but important exercises such as designing resumes and curriculum vitae and then moves on to work on clarity and focus of articulation through the writing of dummy grants. The course then explores the various modes of writing that are part of Dance Studies, such as oral histories, historical documentation, performance reviews, anthropological studies, and scholarly essays. Since the phenomenon

This information is accurate as of: 11/3/2004
Dnce 5020 Modern Dance Technique 8
(Sec 001); 3 cr; prerequisite: 4601, concurrent registration in a modern dance technique course, department consent; meets DELM req of classroom
Instructor: Margolis Brown, Kari
Description: This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing and understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups. Successful completion of previous level or departmental approval required for registration.

Dnce 4601 Dance Composition 3
(Sec 002); 3 cr; prerequisite: 3602, concurrent registration in a modern dance technique course, department consent; meets DELM req of classroom
Instructor: Smith, Joan Anne
Description: This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing and understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups. Successful completion of previous level or departmental approval required for registration.

Dnce 5020 Modern Dance Technique 8
(Sec 001); 2 cr; max crs 4; prerequisite: 5010, department consent; audit registration not permitted; meets DELM req of classroom
Instructor: Pierce, Toni L
Description: This course is the eighth level of eight levels in modern dance technique. This course will offer a variety of modern dance techniques and styles from various instructors and guest artists. This course is intended for the advanced Dance Major. Successful completion of Modern 7 or departmental approval by audition required for registration. Dance Majors only.
Class time: 100% Studio
Work load: 1 papers

Dnce 5220 Jazz Technique 8
(Sec 001); 1 cr; max crs 2; prerequisite: 5210, department consent; audit registration not permitted; meets DELM req of classroom
Instructor: Lee, Linda Talcott
Description: This course is the eighth of an eight-semester sequence of jazz dance technique/style. This class will further enhance the techniques and styles learned in previous levels. Emphasis will be placed on stretching emotional boundaries through movement, developing unique performance persona and mastering audition techniques. The goal for this class is to produce dancers who are technically strong, flexible, musical, expressive and prepared for a professional career. Successful completion of previous level or departmental approval by audition required for registration.

Dnce 5601 Dance Composition 5
(Sec 001); 1 cr; prerequisite: 4601, 4602, department consent; meets DELM req of classroom
Instructor: Maddux, Marge
Description: This course is the final part of a six-semester sequence in Dance Composition. Class work consists of exploration and investigation of movement through independently scheduled rehearsals. Choreographic concepts will focus on the continued study of tools in the dance creation process, development and refinement of movement, and structure of group choreography and collaborative projects. Successful completion of previous level or departmental approval required for registration.

This information is accurate as of: 11/3/2004
DHA 1311 Foundations: Drawing and Design in Two and Three Dimensions
(Sec 001-003); 4 cr; A-F only; prereq DHA major or pre-major; meets DELM req of classroom
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. You 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; prereq DHA major or pre-major; meets DELM req of classroom
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); 4 cr; A-F only; prereq [DHA major or pre-major] or instr consent; meets DELM req of classroom
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, proofer, computer 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 2221 Clothing Design Studio I
(Sec 001); 4 cr; A-F only; prereq 1201, [1221 or pass sewing proficiency exam], DHA [major or pre-major]; meets DELM req of classroom
Instructor: STAFF
Description: An introduction to theories and methods used to solve problems in designing clothing for a variety of user groups. Developing an understanding of the relationship of the 2-dimensional pattern shape to the 3-dimensional body. Introduction to basic flat pattern, draping and fitting principles. The objectives of the course are: To understand the basic relationship of the 2 dimensional plane to the 3-dimensional body in developing patterns. To understand and utilize flat pattern manipulation to vary pattern style while maintaining size in the design of clothing. To examine, evaluate, and utilize pattern design techniques as appropriate for selected clothing designs. To learn the basic process of apparel design ideation through the use of a variety of illustration techniques. To learn and implement the basic process of apparel pre-production form design concept through finished sample. This class is designed for pre-clothing design majors who have completed the necessary prerequisites: DHA 1201, 1311, 1221, 1312. The class is designed for studio learning opportunities with supporting lecture and demonstrations. Project work requires an average of 15 hours outside of class.
Class time: 25% lecture, 75% Studio
Work load: 50% exercises; 25% projects; 1 major project
Grade: 50% special projects, 50% problem solving

DHA 2311 Drawing and Illustration
(Sec 001); 3 cr; A-F only; prereq 1311, 1312, [DHA major or pre-major]; meets DELM req of classroom
Instructor: Johnson, Judith Ann
Description: This course complements the rendering skills learned in Drawing One. We will use various mediums: pen and ink, pencil, colored pencil, watercolor, marker, or combinations of these. We will be creating realistic, stylized, as well as abstract forms. We will create illustrations suitable for books, calendars, children's books, logos and ads, as well as an application of the life-drawing we do in class (theater poster, cartoon character, advertisement, paper doll, etc.). We will bring in the work of an illustrator we find interesting and share it with the class. We have one field-trip, to the Kerlan Collection in Walter Library (on the west bank).
Class time: 20% lecture, 10% Discussion, 70% studio work in class
Work load: 4 pages of writing per semester, 10 in-class and homework assignments
Grade: 5% written reports/papers, 10% class participation, 85% in-class and homework assignments

DHA 2334 Computer Applications I: Digital Composition for Design
(Sec 001); 3 cr; A-F only; prereq DHA major or pre-major, 1311, 1312, 1315; meets DELM req of classroom
Instructor: Schwarte, Adrienne Renee
Description: This is an advanced computer design class that focuses on the integration of design knowledge with Macintosh computer applications. Students obtain experience using software to design illustrations and page layouts with the support of their understanding on design principles and strategies. Five programs are focused on: Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Adobe ImageReady and Macromedia Dreamweaver. Familiarity with these software applications is expected. Emphasis of this class is placed on broadening students' experience on applying software as well as...
producing sophisticated and professional design work. A cooperative learning environment is utilized.

**Class time:** 10% lecture, 40% Discussion, 50% Laboratory 
**Work load:** 5 projects 
**Grade:** 80% written reports/papers, 20% class participation

**DHA 2345 Typographic Design** 
(Sec 001; 002); 3 cr; A-F only; prereq DHA major, pass portfolio review; meets DELM req of classroom 
**Instructor:** STAFF
**Description:** Typographic Design is an introduction to the art of visual communication: the visual realization of a most basic element of communication—the word. The history of typographic forms, principles of composition, and the expressive potential of type will be explored through 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 project participation

**DHA 2402 Residential Technology** 
(Sec 001); 3 cr; A-F only; prereq 1101 or concurrent enrollment in 1101; meets DELM req of classroom 
**Instructor:** STAFF 
**Description:** Survey of technological systems in the near environment with emphasis on the consumption and conservation of natural resources, energy sources, and human factor considerations in kitchen design. Students will learn to evaluate residential kitchen plans based on the human factor components of function, design, and efficiency of space; define terms and discuss current issues related to fuels and residential technology; explain the principles and function of electricity used in the residential environment; specify the electric circuits needed and outlet placement in a residence; explain the principles of operation of gas burners used in residential technology systems; determine comparative costs of residential fuels and ways to conserve energy; explain residential lighting distribution and requirements, describe the methods and applications of heat transfer used in the residential environment; describe the chemical and mechanical aspects of residential water use; identify issues related to reduction and removal of residential waste; identify characteristics of materials, finishes, and construction methods used in the residential kitchen; differentiate among the types of control mechanisms used in the residential environment to perform specific functions; and evaluate sources of information about residential technology to determine the source's effectiveness and appropriateness in conveying information. Target: undergrads in housing, interior design, arch, and related fields. 

**Class time:** 75% lecture, 10% Discussion, 15% Laboratory 
**Work load:** 10 pages of reading per week, 2 exams, kitchen design project 
**Grade:** 25% mid-semester exam(s), 25% final exam, 30% special projects, 5% class participation, 15% lab work

**DHA 2613 Lighting Design and Life Safety Issues** 
(Sec 001); 4 cr; A-F only; prereq [DHA major, pass portfolio review] or instr consent; meets DELM req of classroom 
**Instructor:** Ginthner, Delores Ann !!Outstanding Achievement Award!!
**Description:** The elements and principles of design are merged with the functional and aesthetic human aspects of lighting design. Examination of types and application of lighting technology are combined to solving lighting design problems for interior space. Exploring the interface of electrical, HVAC, and plumbing systems within the building. Course is designed for undergraduate interior designers and others interested in lighting interior spaces.

**Class time:** 60% lecture, 20% Discussion, 10% Laboratory, 10% Working on projects. 
**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers, Exercises as needed. 
**Exam format:** Short answer

**DHA 3224 Clothing Design Studio IV** 
(Sec 001); 4 cr; A-F only; prereq [2213, 3223] with grade of at least C-, DHA major; meets DELM req of classroom 
**Instructor:** LaBat, Karen Louise 
**Description:** Use of the design process in designing clothing for special needs. Conduct and apply research in design of specialized clothing for use in situations requiring thermal protection, impact protection, accommodation for mobility, and to facilitate and/or increase body function. Text is "Clothing: The Portable Environment", by Watkins. Prereq is Clothing Studio III 
**Class time:** 20% lecture, 10% Discussion, 70% Studio 
**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 projects 
**Grade:** 15% mid-semester exam(s), 15% final exam, 10% problem solving, 60% design projects 
**Exam format:** Essay

**DHA 3312 Color and Form in Surface Design** 
(Sec 001); 3 cr; A-F only; prereq DHA major, pass portfolio review; meets DELM req of classroom 
**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; meets DELM req of classroom 
**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 4162 History of Interiors and Furnishings: 1750 to Present** 
(Sec 001); 4 cr; A-F only; prereq 4161 or instr consent; meets CLE req of International Perspect Theme; meets DELM req of classroom 
**Instructor:** Hadjiyanni, Tasoulla 
**Description:** This course is a survey of the furniture and domestic interiors of Europe and America between 1750 and the present day, with an emphasis on the evolution of style. Although the focus of this
course will be primarily upon furniture, information about architecture, interior wall and floor coverings window treatments and soft furnishings will be included where possible.

Class time: 80% lecture, 20% presentations

Work load: 40 pages of reading per week, 20 pages of writing per semester, 6 exams, 1 paper

Grade: 60% mid-semester exam(s), 15% final exam, 10% written reports/papers, 15% special projects

Exam format: identification of images

DHA 4196 Internship in DHA
(Sec 001, 004, 010, 020-025); 1-4 cr; max crs 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; meets DELM req of classroom

Instructor: STAFF

DHA 4217 International Developments in Textiles and Apparel
(Sec 001); 4 cr; A-F only; max crs 8; A-F only; prereq [1201, ApEc 1102, [jr or sr or grad student]] or instr consent ; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Lee, Seung-Eun

Description: The intent of this course is to introduce students to the theories of the internationalization of retailing and global issues involved in textiles and apparel business operations. Topics covered include: the internationalization of retailing, the effects of culture on the internationalization process, retailing in developing countries, method of entry in foreign markets, retailing in international market, global sourcing, and social responsibility issues. Junior, senior or graduate students only.

Class time: 60% lecture, 30% Discussion, 10% Guest lecture

DHA 4334 Computer Applications II: Design for the Digital Environment
(Sec 001); 3 cr; A-F only; prereq [2334 or instr consent], DHA major or DHA grad student or instr consent]; pass portfolio review; meets DELM req of classroom

Instructor: Hokanson, Brad!!Outstanding Achievement Award!!

Description: DHA 4334 deals with the use and creation of digital images and video in a computer environment. Significant effort will be expanded on the creation of new images, their meaning and use; a parallel effort will focus in the use of Macromedia Flash. The interaction between form and content will be paramount; images and multimedia have meaning, and the technical skills to make given forms is essential to creating in the new digital realm. A limited number of advanced non majors may be granted permission to take the course by the instructor.

Class time: 15% lecture, 15% Discussion, 70% Laboratory


Grade: 20% class participation, 80% problem solving

Exam format: Visual

Course URL: http://160.94.18.218/4334/schedule.html

DHA 4345 Advanced Typographic Design
(Sec 001); 4 cr; A-F only; prereq 3352, [DHA major or grad student or instr consent]; meets DELM req of classroom

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

DHA 4351 Design Process: Photography
(Sec 001); 3 cr; A-F only; prereq [DHA major or grad student or instr consent], pass portfolio review; meets DELM req of classroom

Instructor: Martin, Peter Lynn

Description: This course focuses on the relationship between material design media and the design problem and its most effective solution. Students gain technical skills to take, develop, process, scan, and digitally print photographs. Students also develop design skills by exploring the expressive potential of photographic images, and address issues surrounding manipulation of photographs for design and personal expression. Projects include both image composition and research and analysis. This class is intended primarily for DHA majors who have completed design foundations coursework; students from other majors are welcome as space allows.

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

Work load: 5 pages of writing per semester, 4 or 5 design projects, exercises

Grade: 10% written reports/papers, 90% design projects

DHA 4354 Graphic Design IV: Integrative Campaign
(Sec 001); 4 cr; A-F only; prereq 3353, DHA major; meets DELM req of classroom

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

DHA 4461 Housing Development and Management
(Sec 001); 3 cr; A-F only; prereq [2401, 2402, 2463] or instr consent; meets DELM req of classroom

Instructor: Shio, Thadeus Joseph

Description: This course focuses on development and management issues in multifamily rental housing. The subjects of the course include: Multifamily housing development (planning, financing), management approaches, management issues with specific residential populations (such as the elderly and families with children), and affordable housing issues (such as public housing, co-operatives, mobile homes, and...
Directed study in design, housing, and apparel (Sec 001-025); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prerequisite instruction consent; meets DELM req of classroom.

Course description: Planning and storyboarding, design and development of multimedia will be involved. The class will include paper prototyping, digital prototyping, testing and analysis. This course is intended for upper level undergraduates and graduate students in both the software and the hardware of the field. While a significant portion of the work of the class will be a combination of studio work and discussion, readings in the field are critical to communication and productivity. The course is intended for upper level undergraduates and graduate students in both design and non-design related fields who will tackle questions brought forward by migration. Using cultural groups prevalent in our area, we will explore ways in which design can bridge their pre- and post-relocation identities. Students are challenged to act as agents of change, using design to raise awareness about pressing social issues and search for solutions, creating designs that matter.

Class time: 30% lecture, 30% Discussion, 30% Films, guest speakers, outside lectures, visits to community organizations, and student presentations.

Workload: 20 pages of reading per week, 12 pages of writing per semester, 1 papers, a design project of the students' choice.

Grade: 20% written reports/papers, 60% special projects, 15% in-class presentations, 5% class attendance.

DHA 5125 Product Development: Softlines (Sec 001); 4 cr; A-F only; prerequisite 2213 or clothing design major or retail merchandising major or grad student or instr consent; credit will not be granted if credit received for: 4215; meets DELM req of classroom.

Course description: Use of product development process for softlines including apparel and other sewn products. Economics of quality, design for product effectiveness and reliability, quality specifications, conducting tests and interpreting results, inspection, acceptance sampling, and vendor relations. This course is intended for seniors in Clothing Design and Retail Merchandising and graduate students in apparel. The course combines lectures, guest speakers, presentations by professionals in the quality assurance field, laboratory testing of textile products and materials, and a major product development from a quality assurance perspective.

Class time: 10% lecture, 5% Discussion, 85% laboratory, 5% team discussion and project.

Workload: 30 pages of reading per week, 50 pages of writing per semester, 2 exams, 1 major project report, 1 major team project development project.

Grade: 10% mid-semester exam(s), 15% final exam, 25% special projects, 5% quizzes, 5% in-class presentations, 10% class participation, 20% lab work, 10% problem solving.

Exam format: Essay.

This information is accurate as of: 11/3/2004
This information is accurate as of: 11/3/2004
Dutch 4004 Intermediate Dutch
(Sec 001): Credit will not be granted if credit has been received for: DTCH 1004, DTCH 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: Oosterhoff, Jenneke A!!Outstanding Service Award!!
Description: This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 4003 with special focus on the extension of speaking and writing skills (in preparation for the GPT and OPI). We will finish "Code Nederlands." 2. The main book after that is the text/exercise book "Help" volume 3. This book is accompanied by audio tapes which will be used in class by the instructor and made available to the students for use in the audio lab. 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 student 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 hrs of outside preparation per class session.
Class time: 20% lecture, 80% pre-writing and interactive exercises
Grade: 30% quizzes, 30% written assignments; 40% participation and preparation

Dutch 5993 Directed Studies
(Sec 001): 1.4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
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.

East Asian Studies

EAS 3462 Introduction to East Asia II: 1600-2000
(Sec 001): 3-4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Isett, Christopher Mills
Description: This course is designed to introduce the main themes of East Asian history since 1500, focusing primarily on the histories of China, Japan, Korea and Vietnam. The course examines long-term changes, trends, and continuities in society, economy, politics and culture. The course also looks at the connections within Asia and between Asia and the rest of world over this period. Class time will be devoted mostly to lectures, but will also include time for questions, discussion, and film. Grades are based on performance in mid-term (25%), final exam (35%), two 5-6 page papers (15% each), and participation in discussion (10%). The reading load is moderate to heavy, with about 75 pages a week in translate primary sources and secondary books.
Class time: 70% lecture, 10% Closed Circuit TV, 20% Discussion
Work load: 75 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 10% class participation
Exam format: Written exam/blue book/essay and identifications

EEB 3001 Ecology and Society
(Sec 001): 3 cr; A-F only; prereq [ Jr or sr] recommended; biological sciences students may not apply cr toward major; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Morrow, Patrice Ann
Description: We will study factors that affect the occurrence, functioning and distribution of organisms on our planet. We will emphasize current issues in ecology and management of ecological systems, from culture tubes to global issues. This course is designed for students with little or no background in biology. You can expect to obtain greater understanding of the influence of physical, chemical and geological processes on ecology, as well as the influence of ecological processes on population and geochemical dynamics. Human influences and ecological dilemmas will be illustrated in many cases with examples from current events. Includes recitation.
Class time: 66% lecture, 33% Discussion
Work load: 22 pages of reading per week, 10 pages of writing per week, 3 exams
Grade: 44% mid-semester exam(s), 22% final exam, 33% discussion section, grade comes from participation, preparation, writing, projects
Exam format: short essay and multiple choice and related non-writing response questions

EEB 4016W Ecological Biogeography
(Sec 001): 3 cr; prereq Biol 3407; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Cushing, Edward J
Description: Biotic regions of the world in general and North America in detail. The emphasis this year will be on the distribution of vascular plants and vegetation regions. Ecological principles of distribution; and the interpretation of regional and temporal patterns in the distribution of vegetation and species. Includes one weekend field trip, on 22-24 April (4:05pm Fri to 6:00pm Sun), for which a written report is required. No textbook, but an atlas and packet of handouts is required. One or two slide sets each week, on plants, vegetation, and habitats of vegetation regions of North America. Three problem sets, worked on by small groups, explore topics from the primary literature or the internet; the results are shared with the class through short essays, oral presentations, or posters. Mid-semester and final exams, and biweekly short quizzes, include sight identification of images of plants and vegetation regions, plus short essay questions. 3 credits; two lectures per week plus slide sets and field trip.
Class time: 50% lecture, 10% Discussion, 40% One weekend field trip
Work load: 12 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers, One slide set per week (on WebCT)
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 15% quizzes, 5% in-class presentations
Exam format: Essay, sight identification of plants and vegetation

EEB 4134 Introduction to Ornithology
(Sec 001): 4 cr; prereq Biol 1001 or Biol 2012; meets DELM req of classroom
Instructor: Zink, Robert Martin !!Endowed Chair!!
Description: Birds constitute one of the better known groups of organisms. In this course, we will deal with many aspects of bird biology in a lecture, field, and laboratory setting. Students will learn to identify most species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul campus, plus local Saturday field trips. We will spend considerable time learning about ecology and behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced, but this is currently under construction. Target Audience: Upper-
division undergraduates and graduate students.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 25 pages of reading per week, 5 pages of writing per semester, 4 exams, 1 papers, Field Identification of birds

**Grade:** 20% mid-semester exam(s), 20% final exam, 60% lab work

**Exam format:** multiple choice; essay

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**Econ 1105 Principles of Macroeconomics**

(Sec 001, 017, 033, 036, 038, 040, 042, 044); 4 cr; prereq 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; meets DELM req of classroom

 Instructor: STAFF

Description: This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

**Class time:** 75% lecture, 25% RECITATION SECTION

**Work load:** 3 exams

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**Econ 1035 Heller Hall: 612/625-6353**

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**Econ 1102 Principles of Macroeconomics**

(Sec 001, 013, 025, 027, 029, 031, 033); 4 cr; prereq [1101 or equiv], knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1105, 1112, ApEc 1102; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

 Instructor: STAFF

Description: This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

**Class time:** 75% lecture, 25% discussion section

**Work load:** 3 exams

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**Econ 1102H Honors: Principles of Macroeconomics**

(Sec 001, 003, 005); 4 cr; prereq [1111 or equiv], Math 1271, CSOM honors; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets HON req of Honors

 Instructor: STAFF

Description: This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

**Class time:** 75% lecture, 25% discussion section

**Work load:** 3 exams

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**Econ 1104 Principles of Microeconomics**

(Sec 001); 4 cr; prereq Math 1271; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

 Instructor: STAFF

Description: This is an introductory course in Economics. Math 1271 (Calculus I) is a prerequisite for this course. 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% discussion section

**Work load:** 3 exams

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**Econ 1105 Principles of Microeconomics**

(Sec 001); 4 cr; prereq [1104 or equiv], Math 1271; meets CLE req of International Perspect Theme; meets CLE req of Social Science

 Instructor: STAFF

Description: This course is for non-majors in Economics. It includes an introduction to the history and role of financial institutions, the Federal Reserve system and banking, and monetary policy.

**Class time:** 100% lecture

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**Econ 3101 Intermediate Microeconomics**

(Sec 001-004); Credit will not be granted if credit has been received for: APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq 1101, 1102 or equiv, Math 1271 or equiv; meets DELM req of classroom

 Instructor: STAFF

Description: This is a required course for Economics majors, and is a prerequisite for most upper-division Economics courses. It essentially provides you with tools necessary to work with economic theory. Students should have completed Calculus I successfully PRIOR to taking this course. Students are NOT permitted to take Calc I concurrently. The course includes the study of consumer and producer behavior under competitive and monopolistic conditions; factors influencing production, price, and other decisions of the firm; applications of the theory.

**Class time:** 100% lecture

**Work load:** 3 exams

**Exam format:** problems, short essays

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**Econ 3102 Intermediate Macroeconomics**

(Sec 001-004); Credit will not be granted if credit has been received for: APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, ECON 3112, ECON 3102H; 4 cr; prereq 3101 or equiv; meets DELM req of classroom

 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

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**Econ 3105 Managerial Economics**

(Sec 001); Credit will not be granted if credit has been received for: APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, ECON 3101, ECON 3111, ECON 3101H; 4 cr; prereq 1101, [1102 or equiv], [Math 1271 or equiv]; not open to Econ majors; meets DELM req of classroom

 Instructor: STAFF

Description: This is for non-economics majors. Emphasis on producer behavior. Theory of the firm, managerial decision problems. Demand theory. Production technology and cost concepts. Pricing-output decisions under different market structures. Government regulation.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 2 exams

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**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 DELM req of classroom

 Instructor: STAFF

Description: This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

**Class time:** 75% lecture, 25% RECITATION SECTION

**Work load:** 3 exams

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This information is accurate as of: 11/3/2004
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; meets DELM req of classroom
Instructor: STAFF
Description: Students can sign up for this one-credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various iterations to the TA and receive feedback on every assignment. The final product is the completed paper.
Class time: 1 papers
Grade: 100% written reports/papers

Econ 4171 History of Economic Thought
(Sec 001); 3 cr; prereq 3101, 3102 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Covers history of economic thought - includes the Mercantilist and Physiocratic doctrines, Adam Smith, Ricardo, Malthus, Marx, Keynes, and modern theory. Some additional topics at the discretion of the instructor.
Class time: 90% lecture, 10% Discussion
Work load: 2 exams
Exam format: essays

Econ 4311 Economy of Latin America
(Sec 001); 3 cr; prereq [1101, 1102] or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Economic evolution in Latin America since the 1950s. Development, growth, trade, liberalization, poverty, inflation, budgets, other important issues in the Latin American economies.
Class time: 90% lecture, 10% Discussion
Work load: 2 exams, 1 papers
Exam format: essays

Econ 4315 The Japanese Economy
(Sec 001); 3 cr; prereq 1101, 1102 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Economic development of Japan. Issues covered include trade, development, growth, population, capital formation, international economic relations, agricultural and industrial policies, role of government, and current issues.
Class time: 95% lecture, 5% Discussion
Work load: 2 exams, 1 papers

Econ 4331W Economic Development
(Sec 001); 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; meets DELM req of classroom
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; meets DELM req of classroom
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; meets DELM req of classroom
Instructor: STAFF
Description: Not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, commercial policy. Exchange rates, international monetary systems.
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 4431V Honors Course: International Trade
(Sec 001); 4 cr; prereq [(3101, 3102) or equiv], Math 1271; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Offered mainly for Economics majors. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Main emphasis on trade theories. URL address will be available later.
Class time: 95% lecture, 5% Discussion
Work load: 30-50 pages of reading per week, 40-50 pages of writing per semester, 2 exams, 1 papers

Econ 4432W International Finance
(Sec 001); 3 cr; prereq 3101, 3102 or equiv; 4431 or 4439 or equiv recommended; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: STAFF
Description: Balance of payments, international financial markets, exchange rates, international monetary systems, international investment and capital flows, open economy macroeconomic policy.
Class time: 95% lecture, 5% Discussion
Work load: 2 exams

Econ 4631H Honors Course: Industrial Organization and Antitrust Policy

This information is accurate as of: 11/3/2004
Econ 4721 Money and Banking  
(Sec 001); Credit will not be granted if credit has been received for: ECON 4631, ECON 3601; 4 cr; prereq 3101 or equiv; meets CLEM req of classroom; meets DELM req of classroom; meets HON req of Honors  
Instructor: STAFF  
Description: Relationship between market structure, economic efficiency, and welfare. Economic origins of monopoly and other restraints on competition. Purpose and effects of antitrust and related legislation.  
Class time: 95% lecture, 5% Discussion  
Work load: 2 exams

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

Econ 4731H Honors Course: Macroeconomic Policy  
(Sec 001); 4 cr; prereq [ECON 3101, 3102] or equiv, Math 1271; honors; meets CLEM req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors  
Instructor: STAFF  
Description: The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. We begin by reviewing the household consumption and leisure choice, and the market-clearing model. We then study inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy. This honors section will analyze the topics more in-depth than the corresponding regular section and will require a couple of extra readings.  
Class time: 95% lecture, 5% Discussion  
Work load: 20 pages of reading per week, 2 exams  
Grade: 45% mid-semester exam(s), 45% final exam, 10% problem solving  
Exam format: Questions, essays  
Course URL: http://www.econ.umn.edu/~nardi/teaching/teaching.html

Econ 4741H Honors: Quantitative Analysis of the Macroeconomy  
(Sec 001); 4 cr; prereq [ECON 3101, 3102] or equiv, [STAT 3011 or equiv]; meets CLEM req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors  
Instructor: STAFF  
Class time: 95% lecture, 5% Discussion  
Work load: 30-40 pages of reading per week, 2 exams  
Exam format: Problems

Econ 4731 Financial Economics  
(Sec 001); Credit will not be granted if credit has been received for: ECON 4749, ECON 4751H; 3 cr; prereq 3101 or equiv, Math 1271 or equiv, 1 semester statistics; meets DELM req of classroom  
Instructor: STAFF  
Class time: 95% lecture, 5% Discussion  
Work load: 30-40 pages of reading per week, 2 exams  
Exam format: Problems

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 CLEM req of Writing Intensive; meets DELM req of classroom  
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, instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: This is for economics honors theses only.

Education and Human Development  
110 Wulling Hall: 612/625-6501

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; psych course recommended; meets DELM req of classroom  
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

This information is accurate as of: 11/3/2004
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, PA 1961W; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Long, Durwin Alan  
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 4303W Leadership in the World  
(Sec 001); Credit will not be granted if credit has been received for: PA 4961, PA 4961W, PA 4961W, PA 4961W; 3 cr; A-F only; prerequisite (3302W or PA 3961W), completed field experience, undergrad leadership minor; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Alwood, Susan J  
Description: This seminar, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to individually focus student learning that has been developed in earlier leadership seminars. Leadership theory, organization building, social change and interdisciplinary approaches to complex global issues will be the main components in this seminar. Students will be expected to demonstrate skill in analyzing pertinent literature, write with purpose and clarity, and lead thoughtful group study. In this seminar, students will submit scholarly products to demonstrate a mature understanding of personal leadership in a changing global context.  
Class time: 10% lecture, 90% Discussion  
Work load: 20-100 pages of reading per week, 40 pages of writing per semester, 2 papers  
Grade: 50% written reports/papers, 25% class participation, 25% problem solving  
Exam format: No exam - two final papers of ten pages each

EdPA 5056 Case Studies for Policy Research  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom  
Instructor: Fry, Gerald Walton  
Description: This course, co-taught by Gerald W. Fry and R. Michael Paige, will introduce students to case study research. This research approach is highly flexible in the units of analysis that can be considered and the wide range of specific quantitative and qualitative research methods that can be applied. We will examine the different genres of case study research (e.g., historical, ethnographic, descriptive, evaluative) and the research methods that are appropriate to those genres. We will examine how case study research has been used in the social and behavioral sciences, with the focus on the field of Education. Students will read and critique case studies, and they will work in teams to conduct and present to the class a small scale example of case study research. The goals of the course are to: 1. familiarize students with case study research genres, units of analysis, and methods. 2. promote students' skills in reading and critiquing case study research. 3. introduce students to the literature on case study research, and, 4. provide students the opportunity to practice conducting case study research. The course text will be Sharan Merriam's book on case study research and a packet of reading selected by the course instructors. The course will be web enhanced but the URL is not yet available.  
Class time: 40% lecture, 30% Discussion, 30% field research  
Work load: 50-75 pages of reading per week, 25 pages of writing per semester, 1 papers, team research project: presentation  
Grade: 60% written reports/papers, 40% team project  
Exam format: Essay

EdPA 5102 Knowledge Formats and Applications: International Development Education Con  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Harkins, Arthur M  
Description: Knowledge Formats and Applications describes and explains the growing presence of knowledge as a resource in the multi-institutional global economy. Knowledge is defined as the means by which information resources are transformed into valuable products and services. First identified by Peter Drucker over thirty years ago, knowledge workers are now 40% of the U.S. workforce and growing. Knowledge mining and refining, innovation, management and application are covered, together with the role of telecomputing in supporting these interrelated functions. Students' papers utilize course resources to explore potential applications of knowledge systems and workers at selected points within the global framework. The class is Web CT-supported  
Class time: 40% lecture, 30% Discussion, 20% student reports  
Work load: 100 pages of reading per week for the first eight weeks; one paper developed on a weekly basis; no exams  
Grade: 40% written reports/papers, 30% class participation, 30% paper-support portfolio

EdPA 5356 Disability Policy and Services  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Johnson, David Richard!!Emma Birkmaier Educ Lead Prof!!  
Description: This course provides a broad overview of disability policy and services and introduces students to philosophical approaches to service provision, historical development and context of community services for persons with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle. Research and professionals from the University of MN and community will offer information and best practical examples of service delivery approaches. Lecture, discussion and presentation by students are the primary focus of methods.  
Class time: 50% lecture, 50% Discussion  
Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers  
Grade: 35% final exam, 20% written reports/papers, 40% special projects, 5% class participation  
Exam format: Essay

EdPA 5501 Principles and Methods of Evaluation  
(Sec 002); Credit will not be granted if credit has been received for: EPSY 5243, EPSY 5243; 3 cr; meets DELM req of classroom  
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 students 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://webct3.umn.edu/SCRIPT/EDPA5501_S01

EdPA 5524 Evaluation Colloquium  
(Sec 001); 1 cr; max crs 24, 24 repeats allowed; S-N only; prerequisite 5501 or EPSY 5243; meets DELM req of classroom  
Instructor: King, Jean A.  
Description: Colloquium participants will become familiar with a newly published taxonomy of Essential Evaluator Competencies by engaging in interactive discussions and activities across four domains of evaluation practice: general skills for evaluation practice, systematic inquiry, competent evaluation practice, and evaluation professionalism. In the colloquium, participants will have the opportunity to assess
personal strengths and to identify target areas for growth in their practice of program evaluation. The sessions are appropriate both for people who have conducted program evaluations or those who may be interested in becoming program evaluators.

**Class Time:** 10% lecture, 90% Discussion
**Work Load:** 10 pages of reading per week, 20 pages of writing per semester, 1 papers
**Grade:** 50% written reports/papers, 50% class participation

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**EPsy 3264 Basic and Applied Statistics**

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

**Instructor:** Everson, Michelle G

**Description:** This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling methods, experimental design, sampling distributions, and methods of statistical estimation and inference. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge gained in the course to analyze simple statistics used in research, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. Because this version of EPSY 3264 will be conducted entirely online, it is important for all students to keep up with required readings and assignments. Students are also expected to be active participants in this course. Active participation includes asking and answering questions in assigned discussion groups, posting responses to assignments and discussion questions in discussion groups, and responding to the messages posted by other members of the class. Because this is a web-based course, it is expected that all students have internet access and a basic understanding of computer use (e.g., e-mail, web browsers, word-processing software).

**Class Time:** 10% lecture, 60% Discussion, 30% Independent learning activities
**Work Load:** 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers
**Grade:** 46% written reports/papers, 23% quizzes, 17% class participation, 14% problem solving

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**EPsy 5112 Knowing, Learning, and Thinking**

**Sec 001:** Credit will not be received if credit has been received for: EPSY 5231, EPSY 5231; 4 cr; A-F only; meets DELM req of classroom

**Instructor:** Tennyson, Robert D

**Description:** This course provides an introduction to the theory and practice of psychology in regards to the concepts of knowing, learning, and thinking. The overarching theme is the influence of psychological theories dealing with human cognition, with a focus on both historical and contemporary views and issues. The goal is to help the student acquire knowledge of learning theories and their applications. Objectives To acquire knowledge of educational foundations in learning philosophies and theories. Including the major theories of behaviorism, cognitive psychology, and constructivism. To develop an understanding of the application of learning theory to improvements in learning. To apply learning philosophy and theory to a self-defined learning environment. Requirements 1. Student Worksheets. To help students in applying information learned in an instructional sessions, student worksheets will be done directly during class. 15% of the final grade. 2. Statement of Learning Philosophy and Theory. The second is a written statement that includes both your philosophy of learning and theory of learning. Each student will make a presentation of his or her report during the last week of class. 30% of the final grade. 3. Selected Key Persons and Concepts. Preparation of a written definition of selected key persons and concepts in educational psychology. Students will present the concepts to the class with accompanying examples. 20% of final grade.

**Class Time:** 40% lecture, 30% Discussion, 30% student presentations
**Work Load:** 50 pages of reading per week, 25 pages of writing per...
Instructor: Taylor, Lucienne J
Description: This online (WebCT) course provides an overview of topics associated with the education of the gifted and talented. Among those topics are cognitive and affective characteristics of gifted and talented students, the identification of gifted and talented, curricular and instructional issues, and parental and social relationships. The course will feature analysis of ideas, methods, and research findings presented in book chapters and research articles. EPsy 5191: Education of the Gifted and Talented should interest graduate and undergraduate students, as well as educators, counselors and other interested parties concerned with the education of the gifted and talented. This course may also be used as part of the certification program in gifted education and talent development.

Work load: ~40 pages of reading per week, 25 pages of writing per semester, 3 papers
Grades: 70% written reports/papers, 30% discussion questions
Exam format: No exam
Course URL: http://webct3.umn.edu

EPsy 5261 Introductory Statistical Methods
(Sec 001); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5231, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, 3 cr; meets DELM req of classroom
Instructor: Everson, Michelle G
Description: This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling distributions, correlation, sampling methods, chi-square, and simple linear regression. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge you gain in order to analyze simple statistics used in research within your own field of study, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. The course will cover the topics of descriptive statistics, graphing methods, data collection methods, inferential statistics (confidence intervals and hypothesis tests), chi-square, correlation, and simple linear regression. This course will use WebCT.
Class time: 20% lecture, 40% Discussion, 40% Laboratory
Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 exams, 2 papers, 8 homework assignments
Grade: 30% final exam, 24% written reports/papers, 30% quizzes, 16% problem solving
Exam format: multiple-choice, final exam is take-home

This information is accurate as of: 11/3/2004
EPsy 5261 Introductory Statistical Methods  
(Sec 004); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5264, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, 3 cr; meets DELM req of classroom  
Instructor: Kiss, Agi  
Description: Statistics is the science devoted to the study of how data are collected, organized, analyzed, and interpreted. We are surrounded by statistics on a daily basis—in newspapers, advertising claims, social science research, and government reports (to name but a few examples). Upon completion of this introductory course, we hope you will be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge you gain in order to analyze simple statistics used in research within your own field of study, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. The course will cover the topics of descriptive statistics, graphing methods, data collection methods, inferential statistics (confidence intervals and hypotheses tests), chi-square, correlation, and simple linear regression. This course will use WebCT.  
Class time: 20% lecture, 40% Discussion, 40% Laboratory  
Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 exams, 2 papers, 8 homework assignments  
Grade: 30% final exam, 24% written reports/papers, 30% quizzes, 16% problem solving  
Exam format: multiple-choice, final is take-home  

EPsy 5261 Introductory Statistical Methods  
(Sec 003); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5264, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, EPSY 3264, 3 cr; meets DELM req of classroom  
Instructor: White, Mary Jane  
Description: Statistics is the science devoted to the study of how data are collected, organized, analyzed, and interpreted. We are surrounded by statistics on a daily basis—in newspapers, advertising claims, social science research, and government reports (to name but a few examples). Upon completion of this introductory course, we hope you will be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge you gain in order to analyze simple statistics used in research within your own field of study, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. The course will cover the topics of descriptive statistics, graphing methods, data collection methods, inferential statistics (confidence intervals and hypotheses tests), chi-square, correlation, and simple linear regression. This course will use WebCT.  
Class time: 20% lecture, 40% Discussion, 40% Laboratory  
Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 exams, 2 papers, 8 homework assignments  
Grade: 30% final exam, 24% written reports/papers, 30% quizzes, 16% problem solving  
Exam format: multiple-choice, final is take-home  

EPsy 5400 Special Topics in Counseling Psychology  
(Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; meets DELM req of classroom  
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  
Grade: 20% written reports/papers, 10% special projects, 20% in-class presentations, 50% class participation  

EPsy 5401 Counseling Procedures  
(Sec 001); 3 cr; prereq Upper div student; meets DELM req of classroom  
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 5432 Foundations of Individual/Organizational Career Development  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom  
Instructor: Kachgal, Mera  
Description: "This course is designed for (1) students interested in informally helping other people with their career planning and development, (2) students who will formally help clients with their career planning and development, and (3) students who are interested in their own personal career planning and development. The course will cover such topics as The Changing World of Work and Work Organizations; How to Gather Information About Your Occupational
Preferences and Prospects; the Roles of Achievement, Abilities, Aptitudes, and Values in the Career Development Process; Making and Implementing Career Decisions; How to Find Job Leads; Resume Writing, Job Applications, Electronic Vitas, and Other Written Sources of You; Learning and Teaching Interviewing Skills to Get a Job; and the Social and Economic Aspects of Work. The class will be experiential, collaborative, and practical in nature. Students will develop their own skills in discovering the world of work, and developing their own career portfolio. Books: 1) Lock, R.D. Taking Charge of your Career Direction: Career Planning Guide, Book 1 (5th ed.) Thomson Brooks/Cole. 2) Lock, R.D. Job Search: Career Planning Guide, Book 2. (5th ed.)

Class time: 30% lecture, 30% Discussion, 40% Work load: Approximately 85% weekly homework assignments and 15% midterm and final exam quizzes

EPsy 5613 Foundations of Special Education I
(Sec 001); 3 cr; A-F only; prereq Child development course, 5601 or equiv; meets DELM req of classroom
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 5646 Reading and Writing Practices with Deaf/Hard of Hearing Children
(Sec 001); 3 cr; prereq 5644 or general educ methods in tchg reading and writing skills, or instr consent; meets DELM req of classroom
Instructor: Schultz, Mary Hale
Description: This course focuses mainly on graduate students who plan to be teaching reading and writing to deaf and hard of hearing learners in grades 1-12. This course addresses current issues and best practice strategies and technology used by teachers working with deaf and/or hard of hearing students with limited and emerging language as well as students who have developed a first language. Students in this class will develop a final project which includes balanced literacy built into a theme for a given grade level. Each week one portion of this will be addressed and developed. The class is part lecture and part discussion focusing on current research and the use of two texts: (1) Vacca J.L., Vacca R.T., & Gove M.K. (2000) Reading and Learning to Read. (4th Edition) New York; Addison Wesley Long, Inc. This text has a web site which students will use on a weekly basis. (2) McNamally P.L., Rose S. & Quigley S. P. (1999) Reading Practices with Deaf Learners. Austin, TX: PRO-ED.

Class time: 60% lecture, 40% Discussion
Work load: 70-100 pages of reading per week, 95 pages of writing per semester, 1 exams, 5 quizzes, 1 major paper, with weekly assignments
Grade: 48% written reports/papers, 20% special projects, 22% quizzes, 10% response to reading and research

English as a Second Language
315 Nolte Ctr: 612/624-1503

ESL 3102 English Grammar for Academic Purposes
(Sec 001); 4 cr; prereq Non-native speaker of English; C-TOEFL score of at least 183 (or equivalent); 3101 or permission; meets DELM req of classroom
Instructor: Nelson, Eric Stuart
Description: This course will help you increase your accuracy and range in English grammar. Increasing your accuracy means learning to avoid errors. Increasing your range means moving beyond the simple structures and vocabulary that beginners in English rely on. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Among the traditional topics of grammar, these are likely to be included: subordination, coordination, and transition expressions; tense, aspect, and associated adverbials; gerunds, infinitives, and other types of complementation; and lexical grammar-the grammar associated with individual words. Activities and regular assignments will improve your ability to analyze grammar, including your own mistakes, and to use grammar more effectively. Expect two hours preparation time for each hour of class.

ESL 3201 Advanced English Reading and Composition
(Sec 001); 5 cr; prereq Non-native speaker of English, [C-TOEFL score 153-180 or equiv], instr consent , dept consent ; meets DELM req of classroom
Instructor: STAFF
Description: In this course you will read articles on topics ranging from cross-cultural differences to women serving in the military. You will improve your ability to understand and discuss articles and to write and revise papers related to what you have read. In addition to informal writing, such as journals, you will write two papers that will help you improve your control of all phases of writing: idea-gathering,
planning, drafting, revising, and editing.  
**Work load:** Expect two hours preparation time for each hour of class.

**ESL 3202 Academic Reading and Composition**  
*(Sec 001)*; 5 cr; prereq [3201, Non-native speaker of English, [C- TOEFL score of at least 183 or equiv]], 3201 or instr consent ; meets DELM req of classroom  
**Instructor:** Nelson, Eric Stuart  
**Description:** In this course you will read essays and articles on a variety of topics from a variety of sources. You will improve your ability to identify main ideas and details, analyze and critique support, and respond with your own ideas in writing and discussion. In addition to informal writing (such as journal entries), you will write two major papers: an argumentative essay and a field research paper. In the field research project, you will investigate a topic of your choice, conduct field research (e.g. through a survey or interviews), analyze your findings, and present them in a report. As you design your project, analyze your findings, and draft and revise your paper, you will practice a variety of skills that will help you in your academic work. Expect two hours preparation time for each hour of class.

**ESL 3302 Writing for Academic Purposes**  
*(Sec 001)*; 4 cr; prereq [3202, non-native speaker of English, [C- TOEFL score of at least 183 or equiv]] or instr consent ; meets DELM req of classroom  
**Instructor:** Nelson, Eric Stuart  
**Description:** In this course you will master the writing process from finding and developing ideas to drafting, revising, and editing. You will learn about a variety of types of writing. If the class includes students with specific needs (such as writing scientific and technical reports), those will be addressed. The course will emphasize refining your ability to incorporate source material into your writing; critiquing writing, including your own; and tailoring your writing according to your audience and purpose. Expect two hours preparation time for each hour of class.

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

**EngL 1001W Introduction to Literature: Poetry, Drama, Narrative**  
*(Sec 001)*; 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; meets DELM req of classroom  
**Instructor:** Goldberg, Brian B  
**Description:** EngL 1001W will introduce students to the critical analysis of poetry, short fiction, and drama.

**EngL 1001W Introduction to Literature: Poetry, Drama, Narrative**  
*(Sec 010)*; 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; meets DELM req of classroom  
**Instructor:** Roth-Reinhardt, Anne E  
**Description:** In this course, students will be introduced to the basics of poetry, drama, and fiction through various works of American literature. Our work will analyze the periodic construction and destruction of national mythologies - how we define ourselves (and continue to redefine ourselves) in this space we call America.  
**Class time:** 30% lecture, 70% Discussion  
**Work load:** 2 exams, 2 papers, Additional readings, short writing assignments, 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; meets DELM req of classroom  
**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.  
**Class time:** 30% lecture, 50% Discussion  
**Work load:** 60 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 3 papers  
**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% quizzes, 10% lab work  
**Exam format:** essay and objective questions

This information is accurate as of: 11/3/2004
EngL 1201W Introduction to American Literature  
(Sec 003); Credit will not be granted if credit has been received for: ENGL 1202, ENGL 1202, ENGL 1201V; 4 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: Borys Jensen, Lisa  
Description: What is the nature of a national literature, and how is it formed? English 1201 allows students to explore, through a wide variety of readings, some of the complex works that exist side-by-side within the category: texts from the margin and from the canon; works of patriotism and resistance; writings by the elite and by the self-made. The course is not intended to be a comprehensive survey of American literature, but rather an eye-opening introduction to the breadth of what may appear to be a deceptively simple category.  
Work load: 100-150 pages of reading per week, 15-20 pages of writing per semester

EngL 1201W Introduction to American Literature  
(Sec 002); Credit will not be granted if credit has been received for: ENGL 1202, ENGL 1202, ENGL 1201V; 4 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: Odegaard, Emily  
Description: In this section of Introduction to American Literature, we will examine works by women from 1860 to the present. As we examine these works, we will ask what do we mean by &quot;American&quot; literature? How do some works count as part of our national literary heritage and other works remain excluded? How does gender, race and class serve to define our literary tradition in the United States? We will read a variety of genres and will consider how these works contribute to ideas of American identity.  
Work load: 100-150 pages of reading per week, 15-20 pages of writing per semester

EngL 1201W Introduction to American Literature  
(Sec 003); Credit will not be granted if credit has been received for: ENGL 1202, ENGL 1202, ENGL 1201V; 4 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: Peterson, Becky L  
Description: This writing-intensive course will include a range of readings in poetry, fiction, and non-fiction, as well as in areas that might not fit neatly into a particular writing genre. We will pay close attention to individual works and attempt to situate the works in their cultural and historical contexts. This course is not intended to provide a comprehensive overview of American literature. Readings will focus primarily on issues of authorship and under-represented communities.

EngL 1201W Introduction to American Literature  
(Sec 001); Credit will not be granted if credit has been received for: ENGL 1202, ENGL 1202, ENGL 1201V; 4 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: Texter, Douglas W  
Description: American Literature 1201W: The American Dream  
Douglas W. Texter In this section of American Literature 1201W, which fulfills the CLE literature and writing-intensive requirements, we will examine versions of the American Dream and ask the following questions: Just what is the American Dream? Has it ever been a reality? Who has been excluded from it? How does literature constitute a way of knowing? Our journey of exploration through three centuries of the American Experiment will take us to the realms of politics, race, class, gender, institutions of higher education, and even self-help. An important component of this course will be a self-reflexive consideration of how our work in the classroom itself is a way of knowing and constitutes an important part of the current version of the American Dream. Evaluation: There will be no examination in this course. Instead, you will write five three-page papers, prepare reading notes for your texts, and participate in what I hope will be interesting discussions. Although the reading list has not been finalized, our texts will include some of the following: &quot;Declaration of Independence&quot; Autobiography (Benjamin Franklin) Walden (Henry David Thoreau) The Air Conditioned Nightmare (Henry Miller) &quot;Self-Reliance&quot; (Emerson) Leaves of Grass (Walt Whitman) Uncle Tom's Cabin (Harriet Beecher Stowe) Babbitt (Sinclair Lewis) Grapes of Wrath (John Steinbeck) Black Elk Speaks Absolom! Absolom! (William Faulkner) &quot;The Port Huron Statement&quot; (SDS)

EngL 1201V Honors: Introduction to Multicultural American Literature  
(Sec 001); Credit will not be granted if credit has been received for: ENGL 1301, ENGL 1301W, ENGL 1301T; 4 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: Scandura, Jani  
Description: This class has a very specific intellectual agenda: to consider how North American imperialisms and colonialisms--both actual and spectral--have shaped and continue to shape domestic and global cultural imaginaries in the last century and a half. We will engage with literary and artistic traditions that both express and resist the impact of North American (predominantly U.S.) colonization of its own citizens and on the citizens of other nations; and we will consider the possibilities and limitations of paradigms that engage with questions of imperialism, colonialism, and postcolonialism when confronted with the North American context.

EngL 1301W Introduction to Multicultural American Literature  
(Sec 004); Credit will not be granted if credit has been received for: ENGL 1202, ENGL 1202, ENGL 1201V; 4 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: Zahm, Kimberly Ann  
Description: Since this course is called "Introduction to American Literature," we will begin by asking these questions: What is American literature? For that matter, what does it really mean to be &quot;American&quot; and who gets to decide? What does it really mean to call something &quot;literature," and, likewise, who gets to decide? We will explore seemingly basic questions such as these in our exploration of some important and provocative texts that comprise a representation of American literature. Through reading a variety of genres (comic book, novel, short story, poetry, drama) and a variety of time periods, we will explore how American literature has evolved (and is evolving), why it is worth studying, and what it can tell us about ourselves. We will spend time honing your skills in close reading, in writing mechanics, and in overall formulation of persuasive ideas---skills valuable in careers and fields beyond literature. This course is designed to be interesting for English majors and other majors alike. Required texts: Adventures of Huckleberry Finn, Narrative of the Life of Frederick Douglass, The Awakening, Black Boy, Flannery O'Connor's short stories, Ariel, The House on Mango Street, Maus I & II, and M. Butterfly.  
Work load: 15 pages of writing per semester, 3 papers, 1 Exam (final); 1 group presentation  
Grade: 20% final exam, 60% written reports/papers, 5% quizzes, 10% in-class presentations, 5% class participation  
Exam format: Varied; short answer/essay

EngL 1301W Honors: Introduction to Multicultural American Literature  
(Sec 002); Credit will not be granted if credit has been received for: ENGL 1301, ENGL 1301W, ENGL 1301T; 4 cr; A-F only; prereq honors; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors  
Instructor: Zahm, Kimberly Ann  
Description: Since this course is called "Introduction to American Literature," we will begin by asking these questions: What is American literature? For that matter, what does it really mean to be &quot;American&quot; and who gets to decide? What does it really mean to call something &quot;literature," and, likewise, who gets to decide? We will explore seemingly basic questions such as these in our exploration of some important and provocative texts that comprise a representation of American literature. Through reading a variety of genres (comic book, novel, short story, poetry, drama) and a variety of time periods, we will explore how American literature has evolved (and is evolving), why it is worth studying, and what it can tell us about ourselves. We will spend time honing your skills in close reading, in writing mechanics, and in overall formulation of persuasive ideas---skills valuable in careers and fields beyond literature. This course is designed to be interesting for English majors and other majors alike. Required texts: Adventures of Huckleberry Finn, Narrative of the Life of Frederick Douglass, The Awakening, Black Boy, Flannery O'Connor's short stories, Ariel, The House on Mango Street, Maus I & II, and M. Butterfly.  
Work load: 15 pages of writing per semester, 3 papers, 1 Exam (final); 1 group presentation  
Grade: 20% final exam, 60% written reports/papers, 5% quizzes, 10% in-class presentations, 5% class participation  
Exam format: Varied; short answer/essay
EngL 1301W Introduction to Multicultural American Literature (Sec 001); 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; meets DELM req of classroom
Instructor: Treuer, David Robert
Description: What do we mean when we say "multicultural?" Do we mean "cultural minorities" like Ukrainian communities on the Great Plains? Or do we mean "racial minorities" such as African American, Asian American, or Native American peoples? What about communities such as Pakistani communities in the United States whose members are in the majority in Pakistan? And what of literature itself? When we say "multicultural American literature" do we mean literature about cultural communities or literature by members of those communities? And most important, why do we read multicultural literature? Is it a duty we perform as modern citizens? Do we read for knowledge or pleasure or both? What can we, when all is said and done, learn from literature? These are the questions we will ask and answer in this course. We will read widely, mostly from novels. Readings will include Toni Morrison, Mohsin Hamid, Vladimir Nabokov, Louise Erdrich, and others. We will read for pleasure, and for knowledge and will inspect the fantasies and notions of culture created and manipulated in the literature.

EngL 1301W Introduction to Multicultural American Literature (Sec 015); 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; meets DELM req of classroom
Instructor: Zebuhr, Laura
Description: This class examines the figures of the friend and the enemy. It first asks how these relations have been produced and regulated by both official state power and community in American liberal democracy. It then turns to American 'multicultural' literature to ask how it produces, approaches, and elaborates these concepts. Readings may include: The Declaration of Independence, the US Constitution, selections from Alexis de Tocqueville's Democracy in America, WEB DuBois & Booker T. Washington, The Narrative of Frederick Douglass, Mine Okubo's Citizen 13660, Mauss, S.Alice Callahan's Wynema, selected writings of Eldridge Cleaver, & Leslie Marmon Silko's Ceremony. Assignments include 2 formal papers, several informal writing assignments, a group presentation, short reading quizzes, & regular participation in discussions.

Class time: 50% lecture, 50% Discussion

EngL 1401W Introduction to "Third World" Literatures in English (Sec 001-004); Credit will not be granted if credit has been received for: ENGL 1402, ENGL 1401V, ENGL 1401V; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Colonialism, emigration, economics, war, famine, slavery: All of these forces have combined to make English a language spoken in almost every region of the world. The legacies of these forces have created an international Anglophone literature that addresses issues of displacement, poverty, wrongful appropriation, and the fight for freedom, in voices of astonishing variety and power. Through novels, short fiction, nonfiction prose and, in many classes, film, English 1401 investigates the ties between language and home, language and Empire, and language and freedom. Recent courses have focused on readings from Africa, the Caribbean, and Asia (including India).

EngL 1501 Literature of Public Life (Sec 001, 002); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: STAFF
Description: This class explores the intersection between literature and public life. Literature has been a primary means by which Americans together have imagined, defined, and questioned their common identity, and literature allows us to engage (though enlarging our capacity for empathy, articulation, and understanding) other citizens with whom we share all kinds of spaces. What are some major issues and conflicts that have shaped our institutions and values of public life? What are the terms that have developed and evolved over time by which Americans seek to define freedoms and responsibilities of citizenship? How do personal stories become part of the public stage? This class addresses these and other questions about the dimensions, history, and quality of civic engagement in the U.S. and will attempt to engage the ideas of citizenship. We will do this through reading and discussion of some important literary and historical texts, spanning the history of this country. First, we will examine the ways in which forms of literature-sermons, fiction, poetry, drama, journalism, film, and oral histories-have portrayed, commented on, and sometimes participated in public life at various moments in American history. Then we will begin to examine important themes in the recent history of American citizenship, such as race, education, gender and sexuality, war and peace, immigration, work, and class.

EngL 1501 Literature of Public Life (Sec 003); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Sigler, Joann J
Description: This course asks you to read a diverse body of texts, to write passionately and often, to engage willingly with your peers and community, and to be open to experiments. In the past, my section of this course has focused on the 1960s, and the final project has required the group to organize an anthology (i.e. Snooze Button 2004) meant to represent the members' generation. Expect to know the names of your class members, to work collectively, to share writing (both critical and creative.) The class is governed by consensus in the final weeks, so expect to contribute to discussions about the structure of the course itself as part of a Public Life. Expect to spend some time interacting with humanity outside of the classroom. Expect that the readings will be difficult in academic and personal ways, as identity often rubs up against expectation. The "midterm" is a creative take-home project to be presented aloud to the class; the "final" is also take-home. Primary readings include: Push by Sapphire, The Things They Carried by Tim O'Brien, My Life is My Sun Dance by Leonard Peltier, Skin by Dorothy Allison, Comfort Woman by Nora Okja Keller, TAZ by Hakim Bey, Lies My Teacher Told Me, by James Loewen, The 60s Reader edited by Ann Charters.

Class time: 10% lecture, 50% Discussion, 40% Final Project
Work load: 50-200 pages of reading per week, VARIIES pages of writing per semester, 4 hours community service
Grade: 25% written reports/papers, 25% special projects, 25% in-class presentations, 25% lab work
Exam format: Creative Option

EngL 1701 Modern Fiction (Sec 003); 4 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Healey, Stephen Peter
Description: This course will examine a sampling of prose fiction, with an emphasis on short stories written by American writers during the twentieth century. In class we'll encounter the readings mostly through class discussion (rather than lectures), and students will be required to attend and participate. The primary requirement for the course will be
Engl 1701 Modern Fiction  
(Sec 001, 002); 4 cr; meets CLE req of Literature Core; meets DELM req of classroom  
Instructor: Weinheimer, Joel  
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. 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.  
Class time: 100% Discussion  
Work load: 50 pages of reading per week, 15 pages of writing per semester, 20 exams, 3 papers  
Grade: 60% written reports/papers, 30% quizzes, 10% class participation  
Course URL: http://www.webct.umn.edu

Engl 1905 Topics: Freshman Seminar: The Story of Arthur  
(Sec 001); 3 cr; A-F only; prereq freshman; meets DELM req of classroom  
Instructor: Farber, Lianna  
Description: The story of Arthur, King of Britain, has a long life. It appears first in medieval chronicles; it is embroidered in French romance; John Milton had plans to make it the material of his epic; Henry Fielding mocked the King; the pre-Raphaelites focused on the doom of the relationships in the kingdom; and Tennyson, poet laureate, saw in it an idealized reign. The story was used, too, in America, where it was valued for its gothic qualities as well as for the idealism many thought it embodied. Throughout the ages it has also been a favorite subject to illustrate in illumination, print, and film. This seminar examines the story of King Arthur as it has been told from the Middle Ages to Monty Python, looking at the shapes it takes, the reasons for its perpetual popularity, and why so many artists have found it relevant for so long. We will pay particular attention to the forms in which it has been presented (historical chronicle, romance, lyric, novel, illustrations, film); what each re-teller finds important in the story; and the reasons each thinks it speaks to his or her own concerns and age.  
Class time: 100% Discussion  
Work load: 100 pages of reading per week, 20 pages of writing per semester, 5 papers  
Grade: 60% written reports/papers, 10% in-class presentations, 10% class participation  

Engl 3001W Textual Analysis: Methods  
(Sec 006); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, 4 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Musha, Julia  
Description: You: lover of literature, wordsmith, curious about other people's imagined experiences, regularly oblivious to real time and place, imaginative, ready to make literature central to your life. Me: multi-colored prism, door to your literary yet-to-be-thought, purveyor of secret tricks, conceptual fun house. Are we meant for each other??  
This course invites you to connect your love for literature with the field of literary criticism, explore new perspectives, and turn yourself into a reader who is more critically aware of what you are doing when you read-even when you do so "for pleasure." We will discuss some of the currently most important approaches to literary texts, assess their strengths and weaknesses, and make explicit their various assumptions about reading and the relation between critic, text, author, and context. Our goal will be to learn how to tackle sometimes difficult "theoretical" texts and how to use the tools for advanced criticism they offer to make convincing cases for our own readings. Three primary texts will serve as our demonstration pieces: a poem, a play, and a novel. If you are contemplating majoring or minoring in English, this course is for you.  
Class time: 60% lecture, 40% Discussion  
Work load: 90 pages of reading per week, 30 pages of writing per semester, 3 papers  
Grade: 60% written reports/papers, 20% special projects, 20% class participation  

Engl 3001W Textual Analysis: Methods  
(Sec 004); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, 4 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Luke, David B  
Description: The course will involve practice in the analysis of various literary forms, including narrative fiction, poetry, and drama. The course will consider techniques of argument, the use of evidence, and methods of documentation in literary papers. It will also introduce some of the significant developments in modern literary criticism.  
Class time: 75% lecture, 25% Discussion  
Work load: 75 pages of reading per week, 2 exams, 2 papers  
Grade: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers  
Exam format: Essay and comments on selected passages  

Engl 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, 4 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Engel, Sabine  
Description: Every act of reading implies a method, even when that method is so implicit as to be invisible to the reader. In this class we make the method visible. Our central question is: What does it mean to read a (literary) text? We will start the class by reading essays that raise the problem of method and of literary interpretation, and will end with Roland Barthes's notion of the pleasure of the text. Along the way we will focus, in order, on the concept of narrative and the short story genre; on versification, poetry and the materiality of language; on intertextuality and rewriting; and on the ways in which famous texts have been read by literary critics. Among the texts we will read are Poe's "The Purloined Letter," Melville's "Bartleby," Stein's "Tender Buttons," J.M. Coetzee's "Foe," Shakespeare's "Hamlet," and Barthes's "The Pleasure of the Text." This class integrates reading and writing at every level--there is a required reading journal and three 5-page papers, one of which research-based.  
Grade: 60% written reports/papers, 20% class participation, 20% reading journal  

Engl 3802 Modern Literary Criticism and Theory  
(Sec 001); 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; meets DELM req of classroom  
Instructor: Musha, Julia  
Description: Students in this introductory literature and writing class will read, discuss, and analyze a variety of "theoretical" texts and how to use the tools for advanced criticism they currently most important approaches to literary texts, assess their strengths and weaknesses, and make explicit their various strengths and weaknesses, and make explicit their various

This information is accurate as of: 11/3/2004
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; meets DELM req of classroom
Instructor: Balizet, Ariane Marie
Description: An introduction to early British Literature from the Middle Ages through 1800. In this class, we will study the history of English literature from the warriors of the Anglo-Saxon period to the lover sonneteers of the Renaissance. Readings will draw from poetry, prose, and drama, although particular emphasis will be placed on the theatrical tradition and its evolving meaning in early English literature and culture. This class will also trace literary forms and verse styles along with rhetorical conventions across the genres. Students looking for a foundation in the study of English can expect to become comfortable with some of the richest and most influential texts in the language.
Class time: 50% lecture, 50% Discussion
Work load: 20-100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Course URL: http://webct.umn.edu

EngL 3004W Historical Survey of British Literatures II (Sec 010); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Carter, Anne
Description: In this course we will sample widely from writings in English from the late eighteenth century to the present. Readings may include poetry, essays, reviews, plays, novellas, and novels. We will consider these texts in relation to some of the events, power struggles, and various pressures and trends of the time period in Britain and in the territories that have been marked by its colonial and imperial legacy. At the same time, we will closely read each text, considering, for example, what metaphors are at play, and how specific details contribute to the text as a whole.
Class time: 20% lecture, 80% Discussion
Work load: 10-18 pages of writing per semester, 1 exams, 3 papers

EngL 3005W Survey of American Literatures and Cultures I (Sec 001-003); 4 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: 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 Native American resistance to colonial nation-building, and the execution sermons to romantic poetry. Our diverse readings will include personal narrative, biography, essays, letters, speeches, sermons, histories, poems, oral transcriptions, and novels. How did these dissimilar sources contribute to the formation of a national identity? Can we claim a national literature? In English 3005 we will read widely and explore answers to these questions.
Class time: 30% lecture, 60% Discussion, 10% in-class writing
Work load: 50-150 pages of reading per week, 15-20 pages of writing per semester, 4 papers per semester. Each student will act as discussion leader (as part of a team of 3 or 4) once during the semester. The reading load will vary depending on the genre of literature (for example, novels will require more reading per week than poetry or letters).
Grade: 60% written reports/papers, 30% class participation, 10% in-class writing and informal response papers

EngL 3006W Survey of American Literatures and Cultures II (Sec 013); 4 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: Casey, Megan
Description: In this course we will read literature produced in the United States (and, occasionally, by Americans abroad) from the end of the Civil War to the present. We will trace through novels, short stories, poetry, plays, and films some of the major transformations in American identity, internal conflicts, and relations to the rest of the world of the last century and a half. We will investigate how a diverse array of writers have wrestled with increasing industrialization and urbanization, immigration and racial tensions, US domestic and international policies, technological change, and changing sensibilities about gender and sexuality. Finally, in our present moment of intense debate around the status of the United States on the international scene, we will use this survey of literature to consider how American exceptionalism and imperialism have been inscribed, articulated, and criticized over the past 150 years.
Class time: 40% lecture, 60% Discussion
Work load: 100-150 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 2 papers

EngL 3006W Survey of American Literatures and Cultures II (Sec 012); 4 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: Marshall, Leni
Description: English 3006 surveys American literature, literati, history, social movements, and schools of thought from the Civil War Era to the present. Texts include short stories, essays, poems, a movie, and a novel, offering a whirlwind tour of personalities from America’s multiple intersecting cultures, and glimpses of their inspirations, challenges, answers, and questions. The course is designed to increase students’ understanding of American literature and culture by combining extensive readings with some close, critical analyses, and to cultivate a life-long enthusiasm about and appreciation for literature.
Class time: 20% lecture, 70% Discussion, 10%
Work load: 100+ pages of reading per week, 12-15 pages of writing per semester, 2 exams
Grade: 60% written reports/papers, 10% class participation, 30% homework, quizzes, exams, and office hour participation

This information is accurate as of: 11/3/2004
EngL 3006W Survey of American Literatures and Cultures II
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets DELM req of classroom; meets DELM req of classroom
Instructor: Rabinowitz, Paula
Description: What is an American? Almost from the beginning of so-called discovery of the continent, writers and artists have been struggling to define this bulky concept. This course examines literature (poetry, fiction, essays, drama) and visual culture (photography and film) from 1865 to the present in an effort to discern how changes in the politics, economic, and technologies of the post-bellum nation contributed to new ideas about citizenship, race relations, gender construction, imperialist nationalism, worker’s rights. The geography of this vast and expanding nation offers landscapes of plenty and of despair. America’s artists have criss-crossed them all—and beyond—we'll read and view what they found.
Class time: 75% lecture, 10% Discussion, 15% viewing films
Work load: 200-300 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers
Grade: 100% Grading is NOT a mechanistic practice. Students who complete all the work competently will receive at least a C. Better quality work will receive better grades. Obiously, worse will not.
Exam format: essays

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; meets DELM req of classroom
Instructor: Griffin, Edward M !CLA Distinguished Tchg Awd!!
Description: This course, required for English majors but available for non-majors, covers plays of William Shakespeare selected to represent the major genres and periods of his career along with some of the abiding issues in Shakespeare criticism. We study two tragedies (Macbeth, Hamlet), three (connected) history plays (Richard II, 1 Henry IV, Henry V), and three comedies (A Midsummer Night’s Dream, As You Like It, Much Ado About Nothing). We shall also devote passing attention to 2 Henry IV. The texts of the plays for this section are the Signet paperback editions of A Midsummer Night’s Dream, As You Like It, and Much Ado About Nothing, along with the Penguin Four Histories and Four Tragedies. We devote some time to studying portions of filmed versions of the plays. You will have three projects, two involving written papers and one involving an aural/vocal exercise that you will record. This section of 3007 also requires you to attend a production of As You Like It at the Guthrie Theater sometime during its run, March 12-April 17.
Class time: 55% lecture, 35% Discussion, 10% film study
Work load: 100 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers, Tape-recording of student reading and analysis of passage; attendance at Guthrie production.
Grade: 25% final exam, 35% written reports/papers, 10 quizzes, 5% lab work, 25% Tape recording of student reading and analysis of passage.
Exam format: 90% essay; 10% short-answer

EngL 3007 Shakespeare
(Sec 003); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Klein, JoAnna Marie
Description: This course offers an examination of the “Approaches to Shakespeare” through discussions and analysis of eight dramas and contemporary critical approaches to those plays. Plays will most likely include: Merchant of Venice, Twelfth Night, Richard II, 1 Henry IV, Antony and Cleopatra, King Lear, Macbeth, and the Tempest. Additional readings in critical and interpretative approaches will be assigned. Some class time will be spent on watching portions of various filmed versions of the plays.
Class time: 20% lecture, 80% Discussion, 20% Film study
Work load: 50 pages of reading per week, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% lab work.
Exam format: short answer & essay

EngL 3007 Shakespeare
(Sec 001, 004-005); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: STAFF
Description: Sonnetteer, playwright, historian, symbol, hero, and source of passionate debate: *perhaps* 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.

EngL 3007H Honors: Shakespeare
(Sec 001); 3 cr; A-F only; prereq CLA honors; meets CLE req of Literature Core; meets DELM req of classroom; meets HON req of Honors
Instructor: Watkins, John
Description: This class will examine Shakespeare’s major plays as expressions of England’s emergence as a major commercial and military power in the late sixteenth and early seventeenth centuries. Special attention will be paid to questions of national sovereignty, England’s place in wider European community, religious conflict, and Atlantic expansionism. We will probably read The Merchant of Venice, 1 Henry IV, Henry V, Ethelrn, King Lear, Macbeth, The Tempest. Students may either write three short papers or one extended research paper expressing the play and its literary and historical sources.

EngL 3040 Studies in Film: Seductions: Film, Desire, Gender
(Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Craig, Siobhan S
Description: This course will focus on the multiple and contested ways in which gender and sexuality are engaged by cinema. We will consider the following questions, among others: how does film construct particular sexualities or gender identifications as “natural” and normative or “unnatural” and deviant? What are some of the cinematic codes and conventions that make the world of a film, and the identities proposed within it, seem “normal” and “real,” and what happens when these are challenged? Can the contravention of these codes throw subjectivity into crisis, destabilizing familiar concepts of gender or sexuality? What do we, as film spectators, look for in cinema, and what kinds of sexualities and gendered subjectivities emerge in our dialogue with the screen? The course will introduce films from a variety of national cinemas and historical periods, ranging from the 1920s to the present, and including both mainstream Hollywood cinema and the avant-garde. We will focus on different ways of “reading” cinema, and some of the theoretical debates that surround it.
Class time: 75% lecture
Work load: 25 pages of reading per week, 30 pages of writing per semester, 3 papers, weekly short reading responses
Grade: 100% written reports/papers

EngL 3040H Honors: Studies in Film: Film and the City
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq CLA honors; meets DELM req of classroom; meets HON req of Honors
Instructor: Rabinowitz, Paula
Description: In the digital age, the black & white image has come to signify truth and realism at the same time as it suggests nostalgia. This course explores many versions of b&w--photography, cinema, print—as well as theories about their reception. Using the icon of the newspaper—what’s black and white and re (a) d all over?—we will think about
technologies of documentary and fantasy as they have infected the aesthetic imagination since the camera replaced the pencil as a recording angel. Because this is also a course strongly interested in social themes, B&W will also reference the racial divisions marking American and global systems.

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

Work load: 200-300 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers, projects–perhaps websites, photography exhibitions, film, etc.

Grade: 0% Grading NOT a mechanistic practice. Those who complete all the work will receive at least a C. Better work results in better grades; obviously poor work will garner a lower grade.

Exam format: essay

EngL 3122 Shakespeare II: The Major Themes (Sec 001): 3 cr; prereq 3007 or instr consent; credit will not be granted if credit received for: 3131; meets DELM req of classroom

Instructor: Haley, David B

Description: "Shakespeare II--The Major Themes" is for students who have taken one of the introductory courses (EngL 1181 or EngL 3007) and would like to have another look at Shakespeare's major themes. These include the topics most familiar to his Elizabethan audience, such as the community's treatment of outsiders; the public role of women; change and continuity in political institutions like monarchy; society based on loyal service rather than equality (Shakespeare abhorred democracy); the tragedy of justice and revenge; and the tragicomedy of erotic love. The content of 3122 varies each time it is offered, but students usually read eight to ten plays and interpret them in class. Instead of midterm exams, you'll take short tests requiring brief essays, and a term paper will replace the final. Class discussion will focus on Shakespeare's text, with the instructor providing the necessary historical and theatrical context. Students are encouraged to try different approaches to the plays, e.g., comparison with Shakespeare's sources, contrast between several performances, scrutiny of textual difficulties. "Shakespeare II--The Major Themes" is designed to help you find your own preferred style of talking about Shakespeare.

Class time: 33% lecture, 67% Discussion

Work load: 100 pages of reading per week, 10-15 pages of writing per semester, 1 papers, 4 to 6 brief (twenty-minute) tests

Grade: 40% written reports/papers, 20% quizzes, 40% in-class presentations

EngL 3151 Romantic Literatures and Cultures (Sec 001): 3 cr; meets DELM req of classroom

Instructor: Goldberg, Brian B

Description: British Romantic Literature in the Age of the French Revolution: What is now recognized as British Romantic literature was largely formed in response to the tremendous shock delivered to British (and European) culture by the events of the French Revolution, which generated tremendous utopian hopes as well as fears and disappointment. This course examines some of the main writers and texts of the 1790s. Authors to be considered include William Blake, William Wordsworth, Samuel Taylor Coleridge, Anna Letitia Barbauld, Mary Wollstonecraft, William Godwin, Charlotte Smith, and Edmund Burke.

EngL 3222 American Novel From 1900 (Sec 001): 3 cr; meets DELM req of classroom

Instructor: Treuer, David Robert

Description: The Modern Native American Novel - Most courses offered that detail "Native American Literature" do so without much of an understanding of what is meant by "Native American" or how that might affect the penultimate descriptor - "literature." How are we to judge what falls into the subject area of "Native American Literature"? Are we to read only "Native American Writers"? How are we to classify who is, and who is not, Native American? By blood or experience? Moreover, what is Indian literature? Literature about Indians, or by them, or both? This course seeks to investigate these difficult questions by reading seminal works that have contributed to a literature about Native Americans. We will read early works by writers such as Cooper and Melville, and Hemingway, and work forward to include writings by N Scott Momaday and Leslie Marmon Silko. We will explore the development of key images of Native Americans and look at how the sum of these imaginings help constitute an understanding of Indian identity on the page. Instead of being representative, this course will use literature, all of it American Literature, to explore the formation of "Indianness" in order to pull apart the very idea of what constitutes Native American Literature.

EngL 3330 Gay, Lesbian, Bisexual, and Transgendered Literature: GLBT Fiction and Drama (Sec 001): 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Elfenbein, Andrew

Description: This course will examine novels and plays by gay, lesbian, bisexual, and transgendered (GLBT) authors, mostly American. We will examine such questions as how to describe GLBT history, how to understand the relation between sexuality and literature, and how this literature provides a background for understanding current debates around GLBT issues, such as the role of marriage.

Class time: 10% lecture, 90% Discussion

Work load: 80-100 pages of reading per week, 10-15 pages of writing per semester, 2 papers

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

EngL 3350 Women Writers: Silence and Breaking Silence as a Feminist and Lit (Sec 002): 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

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

Description: Texts for this course include Shakespeare's TAMING OF THE SHREW, Virginia Woolf's MRS. DALLOWAY, Nella Larsen's PASSING, Jessie Fauset's PLUM BUN, Audre Lorde's THE CANCER JOURNALS, Maxine Hong Kingston's THE WOMAN WARRIOR, Alice Walker's THE COLOR PURPLE, Patricia Weaver Francisco's TELLING, and Dorothy Allison's BASTARD OUT OF CAROLINA. The class will be conducted mainly through discussion. Students will write two short papers (2 pages) and a long paper (8-10 pages). They are expected to attend class and participate in discussion.

Class time: 25% lecture, 75% Discussion

Work load: 200 pages of reading per week, 14 pages of writing per semester, 3 papers

Grade: 75% written reports/papers, 25% class participation

EngL 3350 Women Writers: Voices from the Gaps (Sec 001): 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Mordecai, Rachel L.

Description: This course provides a context for research and analysis concerning literature by American women writers of colour. In this particular section of the Voices course, we will be considering work by Caribbean-American women writers. In addition to addressing questions raised by the particular works, we will interrogate the definitions that underpin the course itself: what do we mean by "American"? by "Caribbean"? by "of colour"? The course will focus on the work of six authors from the English-, Spanish-, and French-speaking Caribbean. The course is heavily discussion-based, with some short lectures. There are six required course texts, and a small group of critical and theoretical readings. In small groups, students will work research, write, revise, and submit a publishable author entry which will include audiovisual materials, bibliographical and bibliographical information, critical analysis, and online links to related web sites about selected authors. In addition, working individually, students will complete a literature review exercise, and will compose a book review for the Voices from the Gaps online literary journal "ReSound." All texts and discussions will be in English; no web experience required.

Class time: 20% lecture, 65% Discussion, 15% in-class group work on author entries

Course URL: http://voices.cla.umn.edu

This information is accurate as of: 11/3/2004
Engl 3601W Analysis of the English Language (Sec 001, 006); 4 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Escure, Genevieve J
Description: A general introduction to basic issues in language structure and language use, with specific application to English, and occasional extension to other languages. We outline the operation of universal mechanisms that enable humans to communicate meaning through speech or other codes such as sign language. After a brief outline of the physiological/biological foundations of language, and a review of crucial assumptions about language dynamics, the course is organized into two general sections: 1) a comprehensive examination of cognitive aspects of language, through concrete illustrations of its major components: the structure of sounds (phonetics and phonology); the structure of words (morphology); the structure of sentences (syntax); the structure of meaning (semantics); and the structure of discourse in context (pragmatics); 2) an overview of historical, social, and behavioral aspects of language. Contemporary language variation is related to historical change and language universals. A sociolinguistic perspective is provided on the correlation between linguistic components (as presented before), and external social variables, such as socio-economic status, ethnicity, gender, and age. Language variability is presented in the context of stylistic shifts and code-switching, with reference to differences between standard and nonstandard varieties (e.g., African American English). Finally, the process of native language acquisition is presented, and related to the other issues presented in class.
Class time: 70% lecture, 30% Discussion

Engl 3741 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; meets DELM req of classroom
Instructor: Daigre, Eric Stephen
Description: This course combines academic study with experiential and service learning in order to collectively build more complex understandings of the functions of literature, literacy, educational institutions, counter-institutional literacy programs, the grassroots and nonprofit sectors, and the different cultures and communities in the Americas. The goals of this ongoing learning are activist ones, specifically, developing more engaged higher educational institutions, selected literary and non-literary texts, examining the varieties of literacy and the functions of education, with reference to revolutionary movements in Latin America and the Civil Rights movement in the United States. For ?classwork? students will complete assigned readings, several short papers, in-class presentations, and a final project. Additionally, students will complete a ?practicum? as literacy workers, working two hours a week outside of regularly scheduled classes, and an orientation and training seminar to assist them in this work. As we cross the borders between campus and our surrounding communities, we will apply and question our readings in the concrete context of our hands-on literacy work.
Work load: Includes required off-campus service learning practicum

Engl 3870 Figures in English and North American Literature: Yeats, Eliot, Auden: Poetry (Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Finchow, Peter E
Description: Close reading and discussion of three of the major modernist poets of the twentieth century. While the emphasis will be on the poetry, we will also be reading and discussing selections from the prose and drama. There will be two in-class examinations and an 8 page paper. Reading assignments will average approximately 20-30 pages per class meeting, and questions/comments related to the assigned reading will fall due at the beginning of every week.
Class time: 30% lecture, 70% Discussion
Exam format: identifications and essays

Engl 3870 Figures in English and North American Literature: Flannery O'Connor (Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Griffin, Edward M. !CLA Distinguished Tchg Awd!!
Description: [Mary Flannery O'Connor died of lupus in her thirty-ninth year (1964). During her short career, most critics considered her gifted, odd, and decidedly minor, placing her in the stock category of ?Southern Gothic,? for she lived in Georgia and wrote quirky fiction filled with violence and deformity and devoted to characters readers readily identified as poor white trash. Yet her readers responded differently, sensing something else in her works, for she also wrote as an Irish-American, Roman Catholic woman (very rare in American and Southern literature) who had the deep concerns of a major writer. In the short space of one generation after 1964, her work attained major status; recently, she has become widely celebrated as an American master of the short story. But she is a hard case still, even for those who admire her stern variety of comic genius and moral judgment. Her stories of the American South make enormous demands on the attention and sympathies of her readers, never permitting us to rest comfortably in our assumptions about what is "normal," "correct," or "weird." Readers are seldom "neutral" about Flannery O'Connor, and I expect strong reactions, pro and con, to the readings in the course. We shall read nearly everything O'Connor ever published and plenty that she didn't write for publication. Each student will become an expert on one of her works, writing a term paper covering it exhaustively from its composition history to its reception and critical histories.
Class time: 100% discussion.
Work load: 75-100 pages of reading per week, 30-35 pages of writing per semester, 1 exams, 3 papers, Considerable research component into primary and secondary sources.
Grade: 20% final exam, 60% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: Essay

Engl 3883V Honors Thesis (Sec 001); 2-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Honors candidacy in English, consent of English honors advisor; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON 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, Individual research, reading, writing.
One-to-one discussions with faculty advisor in addition to the workshop
Work load: The work load varies with the project.
Grade: 100% written reports/papers, 0% 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: The Short Story (Sec 005); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Baxter, Charles

This information is accurate as of: 11/3/2004
EngL 3960W Senior Seminar: Modern Utopian Fiction (Sec 001): 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Firchow, Peter E
Description: In this course we will read and discuss a variety of modern utopian and dystopian fictions, including novels by H. G. Wells, D.H. Lawrence, Aldous Huxley, George Orwell, Anthony Burgess, Iris Murdoch and Margaret Atwood. Participants in the seminar will have the opportunity to bring in-class reports on one or more of these works. There will be some assigned contextual reading, including selections from criticism by the assigned authors as well as theoreticians of utopia, such as George Kateb. Aside from the senior project, there will also be two in-class examinations.
Class time: 20% lecture, 80% Discussion

EngL 3960W Senior Seminar: Jane Austen and George Eliot (Sec 007): 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Hirsch, Gordon D !!Morse Alumni Award!!
Description: Jane Austen and George Eliot are probably the outstanding women novelists of 19th-century England. Both writers investigate their society's structures and customs, the role of women, and the psychology of individuals. In this seminar we will study three novels by each of these authors--most likely "Pride and Prejudice," "Emma," "Persuasion," "The Mill on the Floss," "Middlemarch," and "Daniel Deronda." We will also view a film adaptation or two to consider how our age has adapted these texts. The course will be conducted as a seminar, with students giving short oral reports in class and class participation a requirement.
Class time: 20% lecture, 80% Discussion
Work load: 200 pages of reading per week, 40-50 pages of writing per semester, 4 papers
Grade: 60% written reports/papers, 15% special projects, 25% class participation

EngL 3960W Senior Seminar: Criticism of the Novel (Sec 004): 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Weinheimer, Joel !!Morse Alumni Award!!
Description: In this course we will be reading four novels: Jane Austen's Emma, Charles Dickens' Great Expectations, R. P. Warren's All the King's Men, and Tim O'Brien's In the Lake of the Woods. Our goal is to understand the novels, of course, but the senior papers written in the course will focus not on the novels per se but on the criticism of them. Papers will have such titles as "Feminist Criticism of Emma, 1990-2000" or "The Critical Debate over the Character of Willie Stark." Previous acquaintance with literary theory is helpful but not required.
Class time: 100% Discussion
Work load: 200 pages of reading per week, 20 pages of writing per semester, 1 papers
Grade: 80% written reports/papers, 20% quizzes
Course URL: http://www.webct.umn.edu

EngL 4041 Old Age in Film and Literature (Sec 001): 3 cr; A-F only; meets DELM req of classroom
Instructor: Luke, David B
Description: This course is primarily a thematic study of how and why aging shapes the central focus of a selection of modern verbal and visual texts. Readings will consist of Hemingway's THE OLD MAN AND THE SEA, Wallace Stegner, THE SPECTATOR BIRD, Margaret Laurence, THE STONE ANGEL, Gabriel Garcia Marquez, LOVE IN THE TIME OF CHOLERA, Tracy Kidder, OLD FRIENDS (a prize-winning non-fiction account of life in a nursing home), and Betty Friedan, THE FOUNTAIN OF AGE (a popular study of aging by the renowned feminist author). Films will include ON GOLDEN POND, TRAVELING NORTH, THE WHALES OF AUGUST, STRANGERS IN GOOD COMPANY, and a Smithsonian documentary, A CERTAIN AGE. The course will explore the subject of aging from philosophical, sociological, and psychological perspectives, and will examine how contemporary narratives both presume and subvert stereotypes of aging. In addition to an increased appreciation of the varied representations of aging in modern culture, one goal of the course will be to understand the experience of old age as much to do with culture as with biology, and yet how it also has as much to do with the sometimes liberating possibilities of personal experience as with the often coercive expectations of culture. In the words of one aged persona, we will hopefully learn about some of the ways in which old people "can be destroyed but not defeated."
Class time: 75% lecture, 25% Discussion
Work load: 150 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% class participation, 10% attendance
Exam format: analysis of passages and/or essays

EngL 4311 Asian American Literature and Drama (Sec 001): 3 cr; A-F only; meets DELM req of classroom
Instructor: Lee, Josephine D
Description: This course introduces students to the many and diverse literary and dramatic writings by Asian American artists. It looks at the historical past of Asian America through the perspective of writers such as Sui Sin Far and Carlos Bulosan; it also includes contemporary artists such as Maxine Hong Kingston, Jhumpa Lahiri, David Henry Hwang, and Amy Hill. The course examines the political and historical background of Asian American artists as well as their aesthetic choices. A section of the course will be devoted to local or visiting Asian American writers and their relationship to the larger field of Asian American literature.
Class time: 100% Discussion
Work load: 30-75 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 75% written reports/papers, 25% class participation

EngL 4722 History of Writing Technologies (Sec 001): 4 cr; credit will not be granted if credit received for: 3633; meets DELM req of classroom
Instructor: Hancher, Michael
Description: Technologies of writing -- the alphabet, handwriting, printing, and electronic text -- and their cognitive and social implications. Topics include writing and memory; literacy, power, and control; printing, language, and national identity; alphabetization and other ways of ordering the world; secrecy, privacy, and publicity; censorship and copyright; typology, legibility, and design; theories of technological determinism; the future of reading after the internet. Our readings will range from Homer and Plato to the most recent issue of Wired magazine.
Class time: 50% lecture, 50% Discussion
Work load: 70 pages of reading per week, 12-15 pages of writing per semester, 1 exams, 3 papers, 4 class presentations, online postings
Grade: 10% final exam, 60% written reports/papers, 15% in-class presentations, 15% class participation
Exam format: Brief essays
Course URL: http://webct.umn.edu/
EngL 5121 Readings in Early Modern Literature and Culture
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Grad student or instr consent; credit will not be granted if credit received for: 5230; meets DELM req of classroom
Instructor: Clayton, Tom !!Morse Alumni Award!! Regent’s Award!!
Description: An advanced critical survey of English literary texts of the late-sixteenth and earlier-seventeenth century (the ‘Shakespearean Moment’), including Donne, Jonson, George Herbert, Marvell, and other poets; Andrewes, Bacon, Browne, Burton, and other prose writers; and a number of less well known writers. Secondary scholarly readings, and also Margaret Edenston’s play, ‘Wit’ (1599), but the emphasis will be on the literary texts of the period.
Class time: 30% lecture, 70% Discussion
Work load: OPTIONAL pages of writing per semester, 2 exams
Grade: 30% mid-semester exam(s), 55% written reports/papers, 15% class participation, 0% Optional papers - according to length
Exam format: Primarily essay

EngL 5597 Harlem Renaissance
(Sec 001); Credit will not be granted if credit has been received for: AFRO 5597, AFRO 5597, AFRO 5597, AFRO 5597; 3 cr; meets DELM req of classroom
Instructor: Wright, John Samuel !!Morse Alumni Award!!
Description: If, as popular memory would have it, the 1920s was the decade of flappers, cabarets, bathtub gin, and the writers of the Lost Generation, it was also the decade of the New Negro, the Jazz Age, Marcus Garvey's Black Legions, and an explosion of new urban black popular culture: blues and Broadway shows, painting and sculpture, the numbers rackets and religious cults, Josephine Baker and Bessie Smith and Duke Ellington and Paul Robeson and Florence Mills and Eubie Blake and A. Phillip Randolph and Louis Armstrong and Bill “Bojangles” Robinson -- and the host of darktown poets and playwrights and novelists and essayists who celebrated and critiqued it all. While focusing on writers and their relationships with artists working in other media, this course will review the Harlem Renaissance from a variety of perspectives -- literary, historical, cultural, political -- and will explore the complex patterns of artistic interpenetration and interdependency between the worlds inside and outside of what W.E.B. DuBois called “the Veil of Color.” The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format, but is weighted toward discussion and student presentations. Films and audiovisual materials are included extensively -- for both inside-class and outside-class scrutiny. A short, interpretive mid-term paper is required along with a final research paper (15-20 pages for graduate students; 12-15 for undergraduates).
Class time: 30% lecture, 50% Discussion, 20%
Work load: 150 pages of reading per week, 25 pages of writing per semester, 2 papers, short abstracts (1-2 pages) of contextual readings or audiovisual artifacts
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: Final exam; no final exam

Engl 5711 Introduction to Editing
(Sec 001); 4 cr; credit will not be granted if credit received for: 5401; meets DELM req of classroom
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 is based on attendance and homework.

EngL 5712 Advanced Editing
(Sec 001); 4 cr; prereq 5401 or 5711, dept consent; credit will not be granted if credit received for: 5402; meets DELM req of classroom
Instructor: Burnham, Laurie
Description: This course is designed for those who are considering an editorial career, or are simply curious (as many writers are) about the publishing process. We will spend the semester dissecting the job of book editor, looking at acquisitions (finding good books; striking deals with agents, drafting contracts;) manuscript development (turning straw into gold, catering to both author and reader;) the author-editor relationship; production (cover design, typeface, trim size;) and marketing (writing jacket copy, seeking blurbs, getting reviews.) Emphasis will be placed on current trends in tradebook publishing, and students are expected to actively participate in classroom discussions. By semester's end, students should be comfortable with a range of editorial tasks and be able to think critically and strategically about prospective book projects. Assignments include a significant editing project as well as the presentation of an original editorial plan to the class.
Class time: 50% lecture, 50% Discussion
Work load: 50-100 pages of reading per week, 2 papers, 2-3 short writing projects less than 3 pages each
Grade: 25% mid-semester exam(s), 25% written reports/papers, 30% in-class presentations, 20% class participation
Exam format: Final project; no final exam

EngC 1011 University Writing and Critical Reading
(Sec 003); 4 cr; prereq placement in category [2 or 3]; some sections limited to non-native speakers; meets DELM req of classroom
Instructor: Johnson, Jennifer Lynn
Description: The purpose of this course is to help you develop writing and reading skills that will be useful throughout your college career and beyond. We will explore all aspects of the writing process, focusing on critical reading, analytical thinking and clear, nuanced and creative expression of your ideas. Our goal is to help you develop your own individual standards in writing, and gain confidence in your own voice and ideas. Much of our class time will be spent in “workshop” mode, in small group discussions and peer analysis of student writing. Since there is no single model of “good” writing, the reading assignments incorporate many different genres, approaches and points of view. We will examine the readings closely, identifying the choices, strategies and assumptions that have gone into them.
Work load: 20-30 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1011 University Writing and Critical Reading
(Sec 001, 004-016); 4 cr; prereq placement in category [2 or 3]; some sections limited to non-native speakers; meets DELM req of classroom
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

This information is accurate as of: 11/3/2004
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
(Sec 001); 4 cr; prereq honors, [placement in category 2 or 3]; meets DELM req of classroom; 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
(Sec 001-012); 4 cr; prereq placement in category [2 or 3]; EngC 1012 does NOT meet CLE requirement of CLE Cultural Diversity theme.; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
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 1013 University Writing and Critical Reading: Nature and the Environment
(Sec 001-005); 4 cr; prereq placement in category [2 or 3]; EngC 1013 does NOT meet CLE requirement of CLE Environment theme.; meets CLE req of Environment Theme; meets DELM req of classroom
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 an art museum, or the Raptor Center and other sites on the St. Paul campus. In addition to the objectives for EngC 1011, a student in 1013 will learn how to: describe the environmental implications of development and technology; analyze how public policy issues have technical, legal, and political dimensions; create arguments about the historical and long-standing ethical issues regarding human interaction with the environment.

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 001-013); 4 cr; EngC 1014 does NOT meet CLE requirement of CLE Citizenship and Public Ethics theme.; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
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 1015 University Writing and Critical Reading: Perspectives on Globalization
(Sec 002, 003); 4 cr; prereq placement in category [2 or 3]; meets DELM req of classroom
Instructor: Moses, Joseph Kent
Description: This course is a version of EngC 1011 with a thematic focus. Students explore the influences of work, family, religion, nation, language, and global trade, travel, and communications on personal and cultural identity. Students will explore historical patterns and current literature, and contemporary issues in regions inside and outside the U.S. to help understand events, perspectives, and attitudes of a global community. Students will read articles, international newspapers and media publications, and write research papers to help with understanding events from beyond an American ethno-centric point of view, analyzing events around the world to understand how we are interconnected globally.
Class time: 100% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 papers, 15-20 pages of formal writing per semester
Grade: 100% written reports/papers

EngC 1016 University Writing and Critical Reading: Community Learning and Civic Engag
EngC 1016 University Writing and Critical Reading: Community Learning and Civic Engagement (Sec 002); 4 cr; prereq placement in category [2 or 3]; some sections limited to non-native speakers; meets DELM req of classroom
Instructor: STAFF
Description: This course is EngC 1011 (see description above) with a service-learning component. This course satisfies the Freshman Writing Requirement. Students get extended practice in writing academic prose in response to assigned readings, class discussion, community issues, and their own community engagement. Course projects include critical reading and interpretation of selected texts, research in various types of resources including Internet media resources, and writing that moves through several drafting steps. Finished writing is revised and edited to meet university-level standards of persuasiveness, precision, and correctness. In addition to the objectives for EngC 1011, a student in 1016 will learn how to describe the range of issues embedded in their community organization, critically reflect on their community service or civic engagement, create arguments about community issues and organizations.
Class time: 100% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 papers, Up to 2 hrs. per week outside of class working with a community organization
Grade: 100% written reports/papers

EngC 1021W Intermediate Expository Writing (Sec 001; 4 cr; prereq 1011 or 1012 or 1013 or 1014; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course exposes students to the range of options they have available to them as writers and encourages a realization that successful or effective writing takes these options into account. It teaches students to ask and answer the question: Given the audience and the context of this writing situation, what am I really being asked to do, and what choices can I make in tone, style, organization, and content to make my writing as effective as possible? In accomplishing this goal, students read, analyze, and produce a variety of different rhetorical styles. The course focuses primarily on the writing that students will face for the remainder of their academic career. Typical assignments: critical essays, research papers, literature reviews, essay exams and reports of various sorts. Many sections include additional practice in general research and library techniques. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.
Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 4 papers

EngC 3027W Advanced Expository Writing (Sec 001, 004, 008); 4 cr; prereq Completion of freshman writing req; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This is a course for students ready to face more challenging assignments and deepen their comfort and skill with writing. The instructor helps the student develop more sophisticated research strategies and experiment with more creative stylistic choices. Assignments might include autobiographies, critical comparisons, reviews of articles or books, cultural analyses, persuasive essays, and annotated bibliographies. Students in this course learn to: Generate topics and develop essays with greater independence than they exercised in freshman composition. Write for multiple audiences -- academic and non-academic -- making appropriate decisions about content, rhetoric, structure, vocabulary, style, and format. Write creative non-fiction and other genres incorporating complex description and analysis. Analyze the conventions and styles of writing in their major field. Experiment with new and more sophisticated writing strategies and styles.
Work load: 20-30 pages of reading per week, 15-20 pages of writing per semester, 4 papers

EngW 1101W Introduction to Creative Writing (Sec 001); 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Fitzgerald, Maria J
Description: Introduction to writing poetry, fiction, and literary nonfiction. If you want to be a writer, this is the place to start. If you're not sure creative writing is a vocation for you, but want to improve your writing skills, become a sharper reader, and understand the creative process better, this course is also for you. The class will focus on students' individual writing through in-class exercises, take home assignments, small group workshopping of students' work, and weekly lectures by local writers. The topics will include finding your material, and technique. We will discuss what it means to write "literary" fiction, and the many similarities between the genres of fiction, nonfiction, and poetry. Class time will involve discussion of readings, writing exercises, discussion of student work, and reflections upon the process and technique. (Note: We will focus on and write literary fiction, as opposed to genre fiction such as romance or fantasy.) Please feel free to email me at fiel0136@umn.edu if you have further questions about the course.
Class time: 50% lecture, 25% Discussion, 25% writing workshop
Work load: 15-20 pages of writing per semester, 150 pages reading per semester

EngW 1102 Introduction to Fiction Writing (Sec 002); 3 cr; meets DELM req of classroom
Instructor: Fields, Amanda Jolene
Description: In this creative writing course, we will study and apply the elements of fiction (i.e., characterization, style, dialogue, setting) in an encouraging and constructive environment. You will share your writing in large and small group workshops and receive feedback. You will also have the opportunity to revise pieces for further feedback. By reading short stories and longer fiction, including, but not limited to, work by Patrick McCabe, Raymond Carver, Ann Beattie, Bharati Mukherjee, Toni Cade Bambara, Grace Paley, and Tobias Wolff, we will explore the facets of fiction writing. We will read essays on style and technique. We will discuss what it means to write "literary" fiction, as well as the many similarities between the genres of fiction, nonfiction, and poetry. Class time will involve discussion of readings, writing exercises, discussion of student work, and reflections upon prose style and technique. (Note: We will focus on and write literary fiction, as opposed to genre fiction such as romance or fantasy.) Please feel free to email me at fiel0136@umn.edu if you have further questions about the course.
Class time: 50% Discussion, 50% workshop in-class writing
EngW 1102 Introduction to Fiction Writing  
(Sec 001, 003); 3 cr; meets DELM req of classroom  
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.

EngW 1103 Introduction to Poetry Writing  
(Sec 002); 3 cr; meets DELM req of classroom  
Instructor: STAFF  
Description: What is poetry, and where does it come from? How can I make my thoughts behave like this ‘poetry’ I’ve heard so much about? By becoming familiar with poets and poetry in the historical canon, as well as with modern (20th century) and contemporary poets, students will gain the ability to express themselves in poetry with clarity, precision, economy, wit, and grace. This class will include a great deal of reading, both at home and aloud in class, as well as a workshop component and in-class writing exercises., and is aimed at undergraduate students who have already completed at least one other poetry class, including EngW 1101.  
Class time: 30% lecture, 70% Discussion  
Work load: 30 pages of reading per week, 15 pages of writing per semester, 2 papers, portfolio of poems and revisions  
Grade: 25% written reports/papers, 50% class participation, 25% portfolio of poems

EngW 1103 Introduction to Poetry Writing  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Youngdahl, Shana K  
Description: This course is designed for people interested in trying their hand at writing poetry. We will use a variety of different exercises to play with language and, ultimately, produce poems. Students will read both contemporary and canonical poetry. Basic workshop techniques will be introduced to allow students a formal setting in which to critique one another's work. This course is a great place to explore different ways of expressing yourself while engaging with the world of literature. Students can expect to generate a portfolio of 10 revised poems, write two papers, read frequently and memorize 1-2 poems.  
Class time: 20% lecture, 80% Discussion  
Work load: 15 pages of writing per semester, 2 papers, portfolio of poems and revisions  
Grade: 0% portfolio of poems

EngW 1104 Introduction to Literary Nonfiction Writing  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Flynn, Laura Morgan  
Description: Memory, writes Rilke in Letters to a Young Poet, is the greatest “treasure” available to a writer. This course will explore the rich deposits of experience contained within each of us, and the fertile meeting ground of memory and imagination. Through readings of contemporary non-fiction, and workshops we will explore a variety of approaches to writing non-fiction. Students will have an opportunity to experiment with memoir, personal essay and narrative journalism as they learn to produce stories based on the truth of their lives, and the world around them.

EngW 1104 Introduction to Literary Nonfiction Writing  
(Sec 002); 3 cr; meets DELM req of classroom  
Instructor: Heideman, Elizabeth Anne  
Description: Literary or creative nonfiction is often defined by what it is not: it isn’t poetry, it isn’t fiction… but it does encompass elements from a variety of writing styles and genres. We will explore what literary nonfiction can be for you by reading a variety of works, as well as exploring the the use of personal essay and memoir to capture memory and thinking on the page to our best advantage.  
Class time: 50% Discussion, 50% workshop

EngW 3105 Advanced Poetry Writing  
(Sec 001); 4 cr; prereq 3104 or dept consent; meets DELM req of classroom  
Instructor: Browne, M D !!CLA Distinguished Tchg Awd!!  
Description: This is an advanced workshop for undergraduate poets who are increasingly committed to the writing of poetry. We will focus on critiques of your poems and explore a variety of ways of revising them. Other activities include writing exercises (both in-class and take-home), memorizing, open readings, frequent brief reports on different aspects of poetry and prosody, attendance at poetry readings, a final creative project, and the like.  
Class time: 50% Discussion, 50% Laboratory

EngW 3106 Intermediate Literary Nonfiction Writing  
(Sec 001, 002); 3 cr; prereq 1104 or dept consent; meets DELM req of classroom  
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 3110 Topics in Creative Writing: Writing the Short Essay  
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 1101 or 1102 or 1103 or 1104 or dept consent ; meets DELM req of classroom  
Instructor: Tevis, Joni LeAnn  
Description: This nonfiction workshop will focus on the short essay forms. Using Judith Kitchen's anthology, “In Short,” we will write monologues, ekphrastics, odes, diatribes, sketches, parables, and list nonfiction. We will incorporate the work of our favorite nonfiction stylists, as well as field trips to areas of local interest, to broaden the range of our own work. We will spend time each class discussing each other's work, as well as our outside reading.  
Class time: 50% Discussion, 50%  
Work load: workshop

EngW 5205 Screenwriting  
(Sec 001); 4 cr; prereq [Jr or sr], one EngW 3xxx course, dept consent [permission number available in creative writing office]; meets DELM req of classroom  
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.

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; meets DELM req of classroom  
Instructor: STAFF  
Description: By arrangement with individual faculty. For more information, contact the Creative Writing Program at (612) 625-6366.
Ent 4015 Ornamentals and Turf Entomology
(Sec 001); 3 cr; prerequisite 1xxx course in biology or horticulture or forest resources; meets DELM req of classroom
Instructor: Krischik, Vera Aberdeen
Description: This is an introductory course for undergraduate students, graduate students, and professionals with an interest in the management of insects in urban landscapes and in greenhouse, turf and nursery industries. The course examines the principles and implementation of Integrated Pest Management programs to manage pests. IPM is the practice of using a variety of cultural, biological and chemical methods to manage insects. IPM methods include biological and chemical pest control, monitoring insect populations and the judicious use of chemical pesticides applied at the most vulnerable time in an insect's life history. Pest life histories, risk potential, and biological control potential are reviewed. One goal of IPM is to reduce any harmful impact chemicals may have on beneficial insects, wildlife or water quality. This is a web-based course using the CUES website (www.entomology.umn.edu/cues) and other IPM resources on the web. The required textbook is V. Krischik and J. Davidson. 2004. IPM of Midwest Landscapes. UMN extension number SB-07645. Questions? Try krisco01@umn.edu website.
Class time: 60% lecture, 10% Closed Circuit TV, 5% Discussion, 25% Laboratory
Work load: 30 pages of reading per week, 15 pages of writing per semester, 4 exams, ten web-based quizzes
Grade: 20% mid-semester exam(s), 20% final exam, 30% quizzes, 25% lab work, 5% problem solving
Exam format: Essay and multiple choice
Course URL: http://www.entomology.umn.edu/cues

Ent 4021 Honey Bees and Insect Societies
(Sec 001); 3 cr; prerequisite 1009 or instructor consent; meets DELM req of classroom
Instructor: Spivak, Marla
Description: The course is designed to study the fascinating natural histories and behaviors of honey bees and other social insects (native social bees, some wasps, ants, and termites). These insect societies demonstrate cooperative behavior and collective decision-making with no central authority. Lectures will focus on taxonomy, external morphology, life cycles, mating and foraging behaviors, evolution and natural history of insect orders with aquatic species. Lab work will consist of learning to use identification guides and published keys to identify aquatic insects to Order, family, and in some instances, genus. Field exercises will consist of general collecting methods for lake and stream or river sampling, plus qualitative surveys of local habitats. Use of aquatic insects in determining water quality and impact of pollutants will also be discussed. A collection of aquatic insects, identified to family, is required. This class is web enhanced. URL will be provided first day of class.
Class time: 50% lecture, 50% Laboratory
Work load: 25 pages of reading per week, 2 exams, Lab quizzes and a final exam
Grade: 20% final exam, 20% quizzes, 20% lab work, 40% There will be two mid-semester exams counting 20% each.
Exam format: Combination of multiple choice and short answer essay

Ent 4096 Professional Experience Program: Internship
(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; S-N only; prerequisite COAFES jr or sr, complete internship contract available in COAFES Career Services before enrolling, UC only, instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: Professional experience in entomology firms or government agencies through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

Ent 5021 Insect Taxonomy and Phylogeny
(Sec 001); 4 cr; prerequisite 3001 or equivalent; meets DELM req of classroom
Instructor: Holzenthal, Ralph W
Description: This course covers evolution, classification, identification of orders and families of adult insects. The objectives are: 1. To familiarize the student with the characteristics used in the identification of adult insects to a family. 2. To familiarize the student with the evolution and classification of the insect orders. 3. To familiarize the student with the techniques of collecting and curating and with reconstructing phylogenies. Text: Borror, D.J., C.A. Triplehorn, N.F. Johnson. 1989. *An Introduction to the Study of Insects*, 6th ed. Saunders College Publishing.
Class time: 50% lecture, 50% Laboratory
Work load: 2 exams, Four lab quizzes
Grade: 33.3% mid-semester exam(s), 33.3% final exam, 33.3% quizzes
Exam format: Essay

Ent 5361 Aquatic Insects
(Sec 001); 4 cr; A-F only; prerequisite instructor consent; meets DELM req of classroom
Instructor: Ferrington, Leonard C
Description: This course is designed for upper level undergraduate (junior and senior) and graduate students with interests in General Biology, Entomology, Aquatic Ecology, Limnology, Water Resources or Conservation Biology. Course content includes lectures, independent readings, and laboratory and field exercises. Students with no previous formal training in Entomology are encouraged to enroll, as an overview of basic entomological concepts will be presented during the first few weeks of class. The text will be Merritt & Cummins (eds), *An Introduction to the Aquatic Insects of North America* Third Edition (1996), and photocopies of selected journal articles will be provided. Lectures will focus on taxonomy, external morphology, life cycles, mating and foraging behaviors, evolution and natural history of insect orders with aquatic species. Lab work will consist of learning to use identification guides and published keys to identify aquatic insects to Order, family, and in some instances, genus. Field exercises will consist of general collecting methods for lake and stream or river sampling, plus qualitative surveys of local habitats. Use of aquatic insects in determining water quality and impact of pollutants will also be discussed. A collection of aquatic insects, identified to family, is required. This class is web enhanced. URL will be provided first day of class.
Class time: 50% lecture, 50% Laboratory
Work load: 25 pages of reading per week, 2 exams, Lab quizzes and a final exam
Grade: 20% final exam, 20% quizzes, 20% lab work, 40% There will be two mid-semester exams counting 20% each.
Exam format: Combination of multiple choice and short answer essay

Ent 5900 Basic Entomology
(Sec 101, 105, 119-121); 1-6 cr; max crs 6, 1 repeat allowed; prerequisite instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: Opportunity to make up certain deficiencies in biological background.

Ent 5910 Special Problems in Entomology
(Sec 101, 105, 119-121); 1-6 cr; max crs 10, 10 repeats allowed; prerequisite instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: Individual field, lab, or library studies in various aspects of entomology.

Ent 5920 Special Lectures in Entomology
(Sec 001); 1-3 cr; max crs 3, 3 repeats allowed; meets DELM req of classroom
Instructor: STAFF
Environment and Natural Resources

ENR 2041 Natural Resources Consumption and Sustainability (Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Environment Theme; meets DELM req of International Perspect Theme; meets DELM req of classroom
Instructor: Bowyer, Jim L. !!Morse Alumni Award!!
Description: Current trends in national and global population growth, economic growth, and consumption of food, energy, minerals, wood, and other raw materials. The role of natural resources as raw materials for industry and for economic development. Environmental/economic trade-offs associated with raw material gathering, processing, and use, and issues associated with seeking to balance consumption and environmental needs. Consideration of the environmental impacts of extraction and use and examination of sustainability issues. Offered every spring.

ENR 3001 Treaty Rights and Natural Resources (Sec 001); Credit will not be granted if credit has been received for: NRES 5001, NRES 5001, NRES 5001, ENR 5001, ENR 5001; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Spangler, George R
Description: Students will examine contemporary interpretations of the treaty entitlements of Native Americans with respect to on- and off-reservation use of natural resources. The course emphasizes the contrasting historical and cultural interests of American Indian and non-Indian societies in utilizing natural resources, and identifies how these interests are manifest in treaties, law, government policy and management practices. Students will explore the evidence that historians, ethnohistorians and policy analysts use to reconstruct past events, interpret intent, and formulate laws and government policy in treaty relations with Native Americans. They will learn how the principles of precedent and case law result in the canons of construction guiding modern jurists in interpretation of treaty entitlements. Through a combination of readings, group discussions, interactions with invited guests and experiential learning outside the classroom, we will focus our efforts on understanding the entitlements and obligations pursuant to, especially, the treaties of 1836, 1837, 1842, 1854, and 1855, and the subsequent effects of the Chippewa's contemporary and continuing rights to hunt, fish and gather natural products throughout the ceded territories in the upper Midwest. This course may be applied to the CLE requirements for the "Cultural Diversity" designated theme, and the "History and Social Sciences" diversified core.
Class time: 15% lecture, 85% Discussion
Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, A late-night field trip or weekend excursion may be required.
Grade: 20% mid-semester exam(s), 20% written reports/papers, 10% quizzes, 10% in-class presentations, 40% class participation
Exam format: short answer quizzes
Course URL: http://www.fw.umn.edu/NRES3001

ENR 3011W Ethics and Leadership in Resource Management (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Blair, Robert B
Description: This course will explore the development of the field of environmental ethics by examining natural resource use in Minnesota from the 1700s through today. Specifically, you will 1) develop more fully your personal ethic regarding environmental issues, and practice articulating that ethic in discussion, 2) learn ethical theory and apply it to current environmental issues from forestry to wildlife, from animal rights to agriculture, 3) put your ethical understanding to work in a service learning project in the community and 4) finally, you will refine your writing skills. The format includes readings, discussion groups, weekly quizzes, several papers, and a service learning project. Study questions will be available on WebCT
Class time: 10% lecture, 65% Discussion, 25% Service Learning Project
Work load: 50 pages of reading per week, 30 pages of writing per semester, 1 exam, 3 papers
Grade: 15% final exam, 25% written reports/papers, 35% quizzes, 25% Service Learning Project
Exam format: Short essay

ENR 3201 Ecological Vegetation Management: a Consulting Approach (Sec 001); Credit will not be granted if credit has been received for: NRES 5201, NRES 5201, NRES 5201, NRES 5201, NRES 5201; 3 cr; prereq Biol 3407 or EEB 3001 or FR 3104 or equiv; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Zener, Eric K
Description: Application of ecological concepts such as succession and competition to ecosystems under human management including wetlands, riparian zones, urban interfaces, agriculture, agroforestry, northern and boreal conifer and hardwood forests, and grasslands (prairie). Management of natural resources with an emphasis on objectives, methods, impacts, evaluating management practices for sustainability, and integrating social issues. In-depth regional (Great Lakes area), national, and global case studies. Offered every spring.

ENR 3202W Environmental Conflict Management, Leadership, and Planning (Sec 001); Credit will not be granted if credit has been received for: NRES 5202, NRES 5202, NRES 5202, ENR 5202; 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Nelson, Kristen C
Description: Social change is a pervasive element of our work with natural resource issues. Change through environmental conflict appears to be especially difficult, if not impossible, to manage or resolve. This course will provide an introduction to the causes, dynamics, and consequences of natural resource and environmental conflicts, as well as an understanding of the range of possible intervention tools that can be used to manage conflict. Specific local, national, and international cases of actual conflicts and dispute resolution procedures will be examined using a mixture of readings, cases, negotiation simulation exercises, and lecture to illustrate themes. The course will also provide a chance to examine leadership and planning styles as they contribute to change in environmental fields. Specific attention will be given to the theory and practice of leadership and planning in non-government organizations, as well as a look at your personal experience, skills, and beliefs about the topic. With an understanding of conflict management, leadership, and planning, the course will build to an analysis of social change and the new opportunities for collaborative partnerships as one option for the future.
Class time: 25% lecture, 25% Discussion, 50% exercises, simulations
Work load: 25 pages of reading per week, 10-20 pages of writing per semester, 1 exam, 3 (2 PG) papers, 1 group paper
Grade: 20% mid-semester exam(s), 30% written reports/papers, 30% special projects, 10% class participation, 10% short assignments
Exam format: essay

ENR 3207 Emerging Issues in Tropical Agriculture and Forestry: Costa Rica (Sec 001); Credit will not be granted if credit has been received for: NRES 5207, ENR 5207, ENR 5207; 3 cr; prereq [ Jr or sr], instr consent; meets DELM req of classroom
Instructor: Current, Dean Alan
Description: Based at the Tropical Agricultural and Higher Education
ENR 3703 Agroforestry in Watershed Management

Instructor: Kenneth N. Brooks

Description: Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in developing countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.

Class time: 50% lecture, 50% Discussion
Work load: 40 pages of reading per week, 20 pages of writing per semester, 1 papers, 2-person teams of students lead one discussion during the semester
Grade: 60% written reports/papers, 10% in-class presentations, 30% class participation
Exam format: No exam

ENR 4200H Honors Seminar

Instructor: STAFF

Description: Topics presented by faculty, students, guest speakers. Lecture/discussion. Offered every fall and spring.

ENR 4293 Directed Study

Instructor: STAFF

Description: Independent research project supervised by faculty member.

ENR 4801H Honors Research

Instructor: STAFF

Description: Independent research project supervised by faculty member.

ENR 4802H Honors Research

Instructor: STAFF

Description: Completion of honors thesis. Oral report.

ENR 4811 Environmental Interpretation

Instructor: Carlson, Stephan Paul

Description: This course is designed to be an introduction to the broad range of natural, cultural and environmental interpretation.
Students will develop skills and knowledge on communication, visitor behavior, and management activities for recreational settings such as parks, zoos, visitor centers and museums. Emphasis is placed on interpretive talks, slide shows, displays, walks, brochures, graphic media, self guided trails and evaluations. The class offers a variety of activities designed to engage students and reflect learning methodologies of informal recreational settings. Undergraduate/major and non-major students are required to be active participants in their learning.

**Class time:** 60% lecture, 25% Discussion, 15% Laboratory  
**Work load:** 40 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, 2 group projects  
**Grade:** 15% mid-semester exam(s), 15% final exam, 15% written reports/papers, 25% special projects, 10% in-class presentations, 5% class participation, 10% problem solving, 5% Field work on trails  
**Exam format:** Essay, fill in the blanks

**ENR 5001 Treaty Rights and Natural Resources**  
*(Sec 001)*: Credit will not be granted if credit has been received for: NRES 3001, NRES 3001, NRES 3001, ENR 3001; 3 cr; A-F only; prereq Grad student or instr consent; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom  
**Instructor:** Spangler, George R  
**Description:** Students will examine contemporary interpretations of the treaty entitlements of Native Americans with respect to on- and off-reservation use of natural resources. The course emphasizes the contrasting historical and cultural interests of American Indian and non-Indian societies in utilizing natural resources, and identifies how these interests are manifest in treaties, law, government policy and management practices. Students will explore the evidence that historians, ethnohistorians and policy analysts use to reconstruct past events, interpret intent, and formulate laws and government policy in treaty relations with Native Americans. They will learn how the principles of precedent and case law result in the canons of construction guiding modern jurists in interpretation of treaty entitlements. Through a combination of readings, group discussions, interactions with invited guests and experiential learning outside the classroom, we will focus our efforts on understanding the entitlements and obligations pursuant to, especially, the treaties of 1836, 1837, 1842, 1854, and 1855, and the subsequent effects of the Chippewa's contemporary and continuing rights to hunt, fish and gather natural products throughout the ceded territories in the upper Midwest.  
**Class time:** 15% lecture, 85% Discussion

**ENR 5021 Ecological Vegetation Management: a Consulting Approach**  
*(Sec 001)*: Credit will not be granted if credit has been received for: NRES 3021, NRES 3021, NRES 3021, NRES 3021, ENR 3021; 3 cr; prereq Grad student or instr consent; meets CLE req of Environment Theme; meets DELM req of classroom  
**Instructor:** Zemmer, Eric K  
**Description:** Application of ecological concepts such as succession and competition to ecosystems under human management including wetlands, riparian zones, urban interfaces, agriculture, agroforestry, northern and boreal conifer and hardwood forests, and grasslands (prairie). Management of natural resources with an emphasis on objectives, methods, impacts, evaluating management practices for sustainability, and integrating social issues. In-depth regional (Great Lakes area), national, and global case studies. Offered every spring. and often pay for changes in water quality. Our failure to be involved often will result in increased health risk, increased economic cost and reduced quality of life. As such, we need to be aware of the costs and benefits (in the larger sense of both words) of changes in water quality. In this class, we discuss physical, chemical, and biological water quality in the context of society's management concerns; we mix ecology and water resource science with policy and decision-making. We draw examples from many places, cultures and economies, because there are useful similarities and instructive differences among them. We provide an overview of water quality and its role in broader issues to help you become a more informed citizen. Further, water quality is important in nearly every natural resource field; this class provides you with depth that will be useful in your natural resources career. The class uses an open, highly participatory, &quot;small group and large group interactive&quot; format. People from all backgrounds and orientations are explicitly welcomed. We especially seek a wide variety of views and styles of interaction. This course uses WebCT extensively.  
**Class time:** 25% lecture, 50% Discussion, 25% Jig saws, debates, group activities  
**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers. Papers are written as multiple drafts with peer review  
**Grade:** 10% mid-semester exam(s), 30% written reports/papers, 15% quizzes, 25% class participation, 20% problem solving  
**Exam format:** Short answer, short essay

**ENR 5202 Environmental Conflict Management, Leadership, and Planning**  
*(Sec 001)*: Credit will not be granted if credit has been received for: NRES 3202, NRES 3202W, NRES 3202W, NRES 3202W, NRES 3202W, NRES 3202W, ENR 3202W; 3 cr; A-F only; prereq Grad or instr consent; meets DELM req of classroom  
**Instructor:** Nelson, Kristen C  
**Description:** Social change is a pervasive element of our work with natural resource issues. Change through environmental conflict appears to be especially difficult, if not impossible, to manage or resolve. This course will provide an introduction to the causes, dynamics, and consequences of natural resource and environmental conflicts, as well as an understanding of the range of possible intervention tools that can be used to manage conflict. Specific local, national, and international cases of actual conflict and dispute resolution procedures will be examined using a mixture of readings, cases, negotiation simulation exercises, and lecture to illustrate themes. The course will also provide a chance to examine leadership and planning styles as they contribute to change in environmental fields. Specific attention will be given to the theory and practice of leadership and planning in non-government organizations, as well as a look at your personal experience, skills and beliefs about the topic. With an understanding of conflict management, leadership, and planning, the course will build to an analysis of social change and the new opportunities for collaborative partnerships as one option for the future. Additional discussion section for NRES 5202.  
**Class time:** 25% lecture, 35% Discussion, 40% exercises & simulations  
**Work load:** 80 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers, 1 group paper  
**Grade:** 20% mid-semester exam(s), 30% written reports/papers, 30% special projects, 10% class participation, 10% short assignments  
**Exam format:** Essay

**ENR 5601 Water Quality and Natural Resources**  
*(Sec 001)*: Credit will not be granted if credit has been received for: NRES 3061, NRES 3061W, NRES 4061W, NRES 4061W, NRES 4061W, NRES 4061W, ENR 4061W; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom  
**Instructor:** Perry, James A !!!Morse Alumni Award!!!  
**Description:** Water quality issues facing Minnesota and the world are critical. Sediment loads in the Minnesota river, Giardia in the BWCA, Environmental Security in the Middle East and parts of Africa all are examples of water quality that strongly influences society. As citizens of Minnesota and of the world, we are asked to vote on, comment on,
sustainable organic and bird-friendly coffee, cocoa and banana plantations. Costa Rica has been a pioneer in payments for environmental services, certification of forest products, ecotourism, and other environmental programs. Learn about these innovative programs using coffee systems and natural and managed forests as models adn learn to understand how Costa Rica is able to ‘Produce while Conserving and Conserve while Producing.’ The course uses a sustainable development framework to present current natural resource management issues in Costa Rica.

**Class time:** 25% lecture, 25% Discussion, 50% field study

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

**Grade:** 40% written reports/papers, 10% special projects, 40% class participation, 10% Pre departure seminar

**Exam format:** short essay

### ENR 5211 Survey, Measurement, and Modeling for Environmental Analysis

*(Sec 001)*; credit will not be granted if credit has been received for: NRES 4211, NRES 3211, NRES 3211, NRES 3211, NRES 3211, ENR 3211; 3 cr; prerequisite Grad student or instr consent; meets DELM req of classroom

**Instructor:** Ek, Alan Ryan

**Description:** Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.

### ENR 5482 Biosafety Science and Policy

*(Sec 001)*; 3 cr; meets DELM req of classroom

**Instructor:** Kapuscinski, Anne R

**Description:** Biotechnology is forever changing how humans use and manage nature—from fish, wildlife and trees to crops, insects and microbes. Examine the science and policy for governing environmental and health safety of genetic engineering through Minnesota, national and international cases. Target audience: upper-class undergraduates and all graduate students seeking careers in genetic engineering/biotechnology, agriculture, natural resource or environmental fields; and working professionals in business, government or non-governmental organizations.

### ENR 5703 Agroforestry in Watershed Management

*(Sec 001)*; credit will not be granted if credit has been received for: NRES 3703, ENR 3703; 3 cr; prerequisite Grad student or instr consent; meets DELM req of classroom

**Instructor:** Brooks, Kenneth N

**Description:** Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in poorer countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.

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

**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 2-person teams of students lead discussions and summarize these discussions in brief reports

**Grade:** 60% written reports/papers, 10% in-class presentations, 30% class participation

**Exam format:** no exam

### ENR 5811 Environmental Interpretation

*(Sec 001)*; credit will not be granted if credit has been received for: NRES 4811, NRES 4811, NRES 4811, ENR 4811; 3 cr; A-F only; prerequisite Grad student or instr consent; meets DELM req of classroom

**Instructor:** Carlson, Stephan Paul

**Description:** Natural Resources Interpretation is a course designed for undergraduate and graduate students in Natural Resources, Biological Sciences or Cultural Science, who want to work with public audiences as a Naturalist, Interpreter, Museum Educator, Science Educator, Visitor Studies Specialist, or Museum Docents/Guides. The course is designed to provide the needed skills and knowledge to work with National and State Parks, Visitor Centers, Public Gardens, Historical Parks, Zoos, and Nature Centers. The course covers the role and scope of interpretation along with basic communication theory and skills. It emphasizes audience understanding as it applies to various medias or modes of delivery. It emphasizes both personal and non-personal methods of information delivery, i.e., talks, slide shows, multimedia, trail signs, brochures, maps and exhibits. Student assessment is through team projects, tests, topic paper, class activities, interpretive talk and final project.

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

**Work load:** 40 pages of reading per week, 35 pages of writing per semester, 2 exams, 1 papers, Two group projects

**Grade:** 15% mid-semester exam(s), 15% final exam, 15% written reports/papers, 25% special projects, 10% in-class presentations, 15% problem solving, 5% Field work on trails

**Exam format:** Essay

### Environmental Science

120 Biosystem and Agricultural Engineering: 612/624-7254

### ES 1011 Issues in the Environment

*(Sec 001)*; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom

**Instructor:** Philippon, Daniel J

**Description:** This course is an introductory, interdisciplinary survey of environmental issues that explores the connections between scientific understanding and personal, professional, and civic responsibility. On Mondays and Wednesdays, the professor and a variety of distinguished guest speakers will introduce students to topics of current environmental concern, and on Fridays students will discuss these issues in small groups. The course emphasizes the social, political, and economic factors involved in environmental decision-making, and lectures are supplemented with videos and a course web site. The overarching question we will ask is: What should a sustainable society look like, and how should we attempt to achieve it? Specific questions we will ask include: Is sustainable development compatible with human welfare? Do environmentalists overstate their case? Should a price be put on nature's services? Should we limit population growth to protect the environment? Is biodiversity overprotected? Should the Arctic National Wildlife Refuge be opened to oil drilling? Should DDT be banned worldwide? Do environmental hormone mimics pose a serious health threat? Is genetic engineering a sound way to increase food production? Should the U.S. bury its nuclear waste in Yucca Mountain? Should we act now to forestall global warming? Will hydrogen end our fossil-fuel addiction? This course has no prerequisites and is intended for students with little or no scientific background.

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

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 papers, Several short quizzes

**Grade:** 15% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% quizzes, 10% class participation

**Exam format:** Various formats

**Course URL:** [http://www.agricola.umn.edu/es1011/spring05/](http://www.agricola.umn.edu/es1011/spring05/)
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; meets DELM req of classroom  
Instructor: Griffis, Timothy John  
Description: The goal of ES 1425 is to introduce the basic physical, chemical and biological processes that drive changes in Earth's weather and climate. Topics will include: radiation and energy exchange; greenhouse effect; stratospheric ozone depletion; severe weather hazards; general circulation of the atmosphere; climate teleconnections including El Nino, and impacts of human activities on climate. Weekly field and computer labs will be used to investigate how weather and climate data are measured, analyzed and interpreted. All lecture and lab material will be made available on the course web site.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 4 exams, 8 lab assignments, and 1 review crossword per week  
Grade: 30% mid-semester exam(s), 30% final exam, 10% class participation, 30% lab work  
Exam format: Multiple choice, short answer, short essay  
Course URL: http://www.soils.umn.edu/academics/classes/ES1425

ES 1905 Freshman Seminar: Human Impact on the Environment, Then and Now  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom  
Instructor: Bell, Jay COAFES Distinguished Tchg Awd!!  
Description: Humans have had a profound effect on the environment throughout the history from our earliest civilizations until today. In this seminar we will examine how human activities have altered the earth by studying specific events in our past and of concern today. Examples include land degradation in ancient Mesopotamia, the draining of the Aral Sea, and the Dust Bowl. We will focus on the causes, attempted solutions, and long-term effects of human impact on the environment using examples from around the world (Australia, China, Russia, Morocco, Antarctica) as well as what we find in our own backyards today. Topics will include an introduction to the earth as a system, global impacts (climate and land-use change), salinization, desertification, soil erosion, drastically disturbed lands, chemical contamination, and waste disposal. We will conclude with a brief examination of how we attempt to regulate human impacts on the environment today. The seminar will consist of two lecture/discussion and one group discussion session per week and will include library research to facilitate discussions.  
Class time: 90% lecture, 10% Discussion  
Work load: 20 pages of reading per week, 6 pages of writing per week  
Grade: 30% mid-semester exam(s), 30% final exam, 10% quizzes, 20% lab work  
Exam format: Multiple choice and short answer  
Course URL: http://www.soils.umn.edu/academics/classes/soil4021

ES 3221 Soil Conservation and Water Quality Impacts  
(Sec 001); 3 cr; prereq 1125 or 2125 or instr consent; meets DELM req of classroom  
Instructor: Mulla, D J  
Description: The content of this course involves the historical causes and consequences of accelerated soil erosion on soil productivity and water quality, the physical process of wind and water erosion, soil conservation techniques for agriculture, forestry, mining, and urban land-uses, case studies on water quality, and the economic, political, and sociological influences on soil conservation planning. The course includes two weekly lecture periods and one weekly discussion. A set of course note outlines is required reading. This course is targeted to undergraduate students.  
Class time: 75% lecture, 25% Discussion  
Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers  
Grade: 30% mid-semester exam(s), 25% final exam, 25% problem solving, 20% Group projects  
Exam format: Short answer and multiple choice.  
Course URL: http://www.soils.umn.edu/academics/classes/ES5211/index.htm

This information is accurate as of: 11/3/2004
the biophysical parameters of plants and their surrounding environments in order to define or describe the physical status of a living organism, and to determine the rate of mass and energy exchange. The course objectives are (1) to introduce measurement principles and fundamentals in biophysics, (2) to gain basic skills in sensor selection and operation, and (3) to integrate measurement techniques in problem solving.

**Class time:** 100% Laboratory  
**Work load:** 5 pages of reading per week, 7 lab reports, about 3 pages/lab  
**Grade:** 70% written reports/papers, 30% lab work  
**Exam format:** none

**ES 5601 Principles of Waste Management**  
*(Sec 001); 3 cr; A-F only; prereq 1125 or 2125, Biol 1002/1009 or Chem 1021, Stat 3011, ApEc 1101 or instr consent; meets DELM req of classroom*

**Instructor:** Halbach, Thomas R  
**Description:** The goal of this course is to provide the student with an understanding of the basic principles and issues of waste management. We consider regulations, problems, and solutions in managing and remediating the waste stream generated by today's society. Topics include: waste stream dynamics, municipal solid waste, composting, and waste to energy, ash disposal, recycling, landfill, and application, waste reduction, regulatory requirements, trends, soils and case studies. This course is taught from a soils perspective with emphasis on practical application and innovation. Teaching techniques include: lecture, readings, tours, 15 written assignments, a term paper, and a final written exam.  
**Work load:** 25 - 75 pages of reading per week, 30 - 40 pages of writing per semester.  
**Class time:** 60% lecture, 20% Discussion, 15% Laboratory, 5% tours of compost sites  
**Work load:** 75 pages of reading per week, 40 pages of writing per semester, 2 exams, 1 papers, 15 assignments  
**Grade:** 10% mid-semester exam(s), 20% final exam, 30% written reports/papers, 40% problem solving  
**Exam format:** closed book

**Family Education**  
*325 VoTech: 612/624-3010*

**FE 5301 Program Planning in Family Education**  
*(Sec 001); 3 cr; A-F only; meets DELM req of classroom*

**Instructor:** Thomas, Ruth G.  
**Description:** Research and theory, development of curriculum and programs, and evaluation of materials. Intended audience: FE 5301 is intended for educators, students of curriculum and those preparing for specialist, supervisory and other roles in education and family education. The course is intended for individuals who need an understanding of program planning concepts and principles and alternative approaches to program development so that they can identify directions and educational designs appropriate for programs in which they have responsibility. FE 5301 is intended to assist participants in: a) developing a critical awareness of alternative ways of viewing program development and their implications; b) becoming more deeply aware of their own perspectives concerning program development and the origins of those perspectives; c) analyzing existing curricular materials for perspectives reflected; d) generating new ways of thinking about family education programs and curriculum; e) articulating for themselves and others the principles and priorities upon which their ideas about curriculum and their programs are based. You will examine and evaluate curricular materials and learn skills, considerations, and perspectives involved in planning educational programs in family education.  
**Class time:** 40% lecture, 60% Discussion  
**Work load:** 30 pages of reading per week, 25 pages of writing per semester, 2 papers  
**Grade:** 35% written reports/papers, 35% special projects, 30% in-class presentations

This information is accurate as of: 11/3/2004

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**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 DELM req of classroom*

**Instructor:** Caron Ph.D., Wayne Allan FCHE 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

**FSoS 1301 Cash or Credit: You Need to Know**  
*(Sec 001); 1 cr; A-F only; prereq Entering Fr; meets DELM req of classroom*

**Instructor:** Zuiker, Virginia Solis !Outstanding Achievement Award!!  
**Description:** College students are referred to as &quot;America's newest class of debtors&quot; by the media. They are targeted for easy-to-get credit cards and also may have large student loans. FSoS 1301 is a course that provides first year freshmen students with factual information about basic money management skills. The great thing about this class is that the topics covered in class can be applied to every day life, even the life that exists outside of college. This is an online, interactive learning based class.  
**Class time:** 100% distance learning, web-based  
**Work load:** 10-20 pages of reading per week, 6 pages of writing per semester, 5 exams, 3 papers  
**Grade:** 40% written reports/papers, 60% quizzes  
**Exam format:** multiple choice  
**Course URL:** http://www.collegelife.umn.edu/fsoscourse.shtml

**FSoS 2101 Preparation for Working With Families**  
*(Sec 001); 2 cr; A-F only; meets DELM req of classroom*

**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 core 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
FSoS 2191 Independent Study in Family Social Science  
(Sec 001-018); 1-4 cr; max crs 12, 12 repeats allowed; prereq Soph, instr consent; meets DELM req of classroom; 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; meets DELM req of classroom  
Instructor: Zuiker, Virginia Solis !!Outstanding Achievement Award!!  
Description: This course is an analysis of personal and family financial management principles. Students will learn concepts pertaining to the financial planning of savings, investments, credit, mortgages, taxation, life, disability, health, and property insurance; public, private pensions, and estate planning. This course focuses on personal and family finances, not corporate or government finances. It is designed to be applicable to the student's personal life decisions and his/her professional role. This course will address financial pitfalls, economic security, and ways to accumulate wealth. Undergraduate students, students majoring in Family Social Science, and students from other majors are welcome to and could learn from this class.  
Class time: 25% lecture, 25% Discussion, 50% guest speaker  
Work load: 35 pages of reading per week, 20 pages of writing per semester, 4 exams, personal financial portfolio; pop quizzes  
Grade: 28% mid-semester exam(s), 32% final exam, 10% quizzes, 32% Personal financial portfolio  
Exam format: multiple choice  
Course URL: http://fsos.che.umn.edu/zuiker/fsos3101/default.html

FSoS 3191 Independent Study in Family Social Science  
(Sec 001-018); 1-5 cr; max crs 12, 12 repeats allowed; prereq Jr, instr consent; meets DELM req of classroom; 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 4010 Sexuality and Gender in Families and Close Relationships  
(Sec 001); 3 cr; prereq At least jr or instr consent; meets DELM req of classroom  
Instructor: Meyer, Cynthia Jo  
Description: The course emphasizes scientific knowledge for the promotion of sexual health among individuals, couples, and families as they pass through various stages of life. The course is designed to: (1) increase understanding of the influence of sexuality in individual experience, interpersonal relationships and family life; (2) provide research-based knowledge of human sexuality; (3) promote consideration of sexual issues facing individuals, couples, and families in contemporary society, and (4) introduce students to sex-related problems and issues they are likely to encounter in future careers in human relations and/or human services.  
Class time: 50% lecture, 40% Discussion, 10% films - inclass writing / projects  
Work load: 50-75 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers  
Grade: 25% written reports/papers, 20% special projects, 50% quizzes, 5% class participation  
Exam format: multiple choice, short answer

FSoS 4106 Family Resource Management  
(Sec 001); 3 cr; prereq at least jr or instr consent; credit will not be granted if credit received for: 3103; meets DELM req of classroom  
Instructor: STAFF  
Description: An analysis of the managerial behavior of individuals and families, with an emphasis on how individuals and families make decisions and solve problems through the use of interpersonal, economic, natural, and community resources to achieve central life purposes.

FSoS 4152 Gay, Lesbian, and Bisexual People in Families  
(Sec 001); 3 cr; prereq At least jr or instr consent; meets DELM req of classroom  
Instructor: Meyer, Cynthia Jo  
Description: This course is designed to examine gay, lesbian, bisexual people in families and their unique contribution to the understanding of diversity among families. Current research, theory, and opportunities for self-reflection will be pathways to learn more about the diverse experiences of those who participate in families with gay, lesbian, and bisexual members. Course topics will include: definitions of "family", mythologies, coming-out, identity, homophobia, gender, family of origin, social networks, intimacy, sexuality, children, parenting, aging, AIDS and ethnicity. Methodological issues in research and clinical issues for these families will also be examined. Additionally, developmental, economic, social-political, and feminist theory will be applied to enrich perspectives of gay, lesbian, and bisexual people in families. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. All students are invited to take this course.

FSoS 4155 Parent-Child Relationships  
(Sec 001); 3 cr; A-F only; prereq At least jr or instr consent; meets DELM req of classroom  
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 4156 Legal-Economic Controversies in Families  
(Sec 001); 3 cr; prereq 3101 or instr consent; meets DELM req of classroom  
Instructor: Rettig PhD, Kathryn K.  
Description: The purpose of the course is to practice critical thinking applied to controversial family issues in order to develop competencies for effective participation in public decision-making processes. Competencies that are important for letters to editors, legislative testimony, public speeches, and written papers include: stating and analyzing the controversy, understanding types of reasoning, presenting affirmative and negative arguments, separating fact from judgement/beliefs from knowledge, and inductive and deductive reasoning. Competencies in reasoned public decision making are needed in a world where the issues that confront us are increasingly more complex and unprecedented. The course is intended for advanced undergraduates and beginning graduate students. It is multi-disciplinary and integrates content of family relationships, family economics and law, family policy, family financial management and decision making. The course is taught by lecture, discussion, small group controversial discussions, argumentation and debate, and written arguments. There are frequent short writing assignments and a final written paper presenting both pro and con arguments for a student-chosen controversy, as well as midterm and final exams.  
Class time: 20% lecture, 40% Discussion, 20% Group work,

This information is accurate as of: 11/3/2004
FSoS 4191 Independent Study in Family Social Science
(Sec 001-016); 1-4 cr; max crs 12, 12 repeats allowed; prereq Sr, instr consent; meets DELM req of classroom
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, 1 repeat allowed; prereq [FSOS major, at least jr] or instr consent; meets DELM req of classroom
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

Finnish
205 Folwell Hall: 612/625-2080

Fin 1002 Beginning Finnish
(Sec 001); Credit will not be granted if credit has been received for: FIN 4002, FIN 4002; 5 cr; prereq 1001; meets DELM req of classroom
Instructor: Karvonen, Daniel !!Outstanding Service Award!!
Description: In this course, the second half of the first-year language sequence in Finnish, the acquisition of basic proficiency in Finnish that began in FIN 1001 will continue in all four modalities: speaking, listening, reading, and writing. The main textbook for the course is “Suomen kielen jatko-oppikirja.” Students will also be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (e.g., songs, movies, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).
Class time: 20% lecture, 80% Interactive exercises
Work load: 3 exams, 3 papers, 4 quizzes, 1 final project
Grade: 10% final exam, 18% written reports/papers, 16% quizzes, 4% in-class presentations, 30% class participation, 12% tests, 10% oral interviews
Exam format: Short answer, essay, matching
Course URL: http://webct.umn.edu

Fin 3012 Advanced Finnish
(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom
Instructor: Karvonen, Daniel !!Outstanding Service Award!!
Description: This course is the second half of the third-year language sequence in Finnish, and is designed to deepen and hone students’ skills in oral and written expression in Finnish. Advanced grammatical constructions which are characteristic of written Finnish will be covered via the textbook “Suomen kielen jatko-oppikirja.” Students will also read authentic Finnish texts, such as short stories and newspaper articles, which will form the basis for classroom and online discussions. Students will write three essays, do three short take-home exams, and complete a final project on a topic of their choice.
Class time: 20% lecture, 80% Discussion
Work load: 3 papers
Grade: 30% written reports/papers, 10% special projects, 30% class participation, 15% three take-home quizzes, 15% online chat
Exam format: short answer, essay
Course URL: http://webct.umn.edu

Fin 3670 Topics in Finnish Studies: Identities, Iconographies, and Political Landscape
Fin 4002 Beginning Finnish
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Raento, Pauliina
Description: Ever think about the power of pictures? Ever wonder what monuments are for? Ever get intrigued by the images minted on coins? Ever chew on what 'national' identities are about? If yes, then this is the class for you! "Identities, Iconographies, and Political Landscapes" examines visual representations of cultural and political identities. The class is structured around three themes: (1) Visual methodologies and image interpretation; (2) Construction and dissemination of national narratives through political identity projects; and (3) Imageries of conflicting identities and contested spaces. Cartography, propaganda, postage stamps, money, flags, national landscapes, monuments, and cemeteries are among the discussed topics. Finland and the United States will be emphasized from a comparative perspective, but other regional examples will be used as well. Critical discussion, based on exercises, and learning from the field and everyday landscapes are underscored.
Class time: 75% lecture, 25% Discussion
Work load: 70 pages of reading per week, 45 pages of writing per semester, 4 papers, Papers consist of one final paper, three special project reports
Grade: 35% written reports/papers, 45% special projects, 10% in-class presentations, 10% class participation, 0% The three special projects are research or field project assignments
Exam format: Essay

Fin 4004 Intermediate Finnish
(Sec 001); Credit will not be granted if credit has been received for: FIN 1002, FIN 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: Karvonen, Daniel !!Outstanding Service Award!!
Description: In this course, the second half of the first-year language sequence in Finnish, the acquisition of basic proficiency in Finnish that began in FIN 4001 will continue in all four modalities: speaking, listening, reading, and writing. The main textbook for the course is "Supisuomea" (chapters 7-12), which is accompanied by a CD, video, and supplementary materials on the Internet. Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (e.g., songs, movies, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs.
Class time: 20% lecture, 80% Interactive exercises
Work load: 3 exams, 3 papers, 4 quizzes, 1 final project
Grade: 10% final exam, 18% written reports/papers, 16% quizzes, 4% in-class presentations, 30% class participation, 12% tests, 10% oral interview
Exam format: Short answer, essay, matching
Course URL: http://webct.umn.edu

Fisheries and Wildlife
200 Hodson Hall: 612/624-3600

FW 1002 Wildlife: Ecology, Values, and Human Impact
(Sec 001); 3 cr; prereq Recommended for students without natural science background; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Arnold, Todd William
Description: This topical and engaging course is designed for non-majors who are interested in wildlife and natural resources, especially as it relates to human interactions with our natural environment. The course has three basic objectives: 1) to provide basic understanding of the scientific principles underlying wildlife conservation, 2) to explore current and perhaps controversial environmental topics (e.g. hunting, global warming), and 3) to begin developing your own environmental values and ethics. This course is appropriate for students with little or no scientific background and it satisfies the Environment Theme of the University Liberal Education requirements.
Class time: 70% lecture, 20% Discussion, 10% Videos
Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 papers, All papers are 2-3 pages each.
Grade: 15% mid-semester exam(s), 20% final exam, 25% written reports/papers, 15% quizzes, 25% class participation
Exam format: short answer, essay

FW 2001 Introduction to Fisheries, Wildlife, and Conservation Biology
(Sec 001); 3 cr; prereq Biol 1001 or Biol 1009; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Adelman, Ira R

This information is accurate as of: 11/3/2004
FW 4104 Hunting and Fishing Traditions: Field Sports Reflected in the Arts, Literature, (Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: Spangler, George R
Description: Through lectures, presentations by invited guests and readings, students will be introduced to the philosophical foundations, history, traditions and current importance of the field sports in modern North American society, with emphasis on appreciation of hunting and fishing as expressed in the arts and literature. Text and reading packet are required; course materials also include videotapes on reserve in the library. Graduate and undergraduate students of all majors are welcome.
Class time: 50% lecture, 50% Discussion
Work load: 50-70 pages of reading per week, 6-10 pages of writing per semester, 2 papers
Grade: 45% written reports/papers, 45% class participation, 10% 90% attendance required
Course URL: http://www.fw.umn.edu/FW4104

FW 4200H Honors Seminar (Sec 001); 1 cr; prereq FW upper div honors, instr consent; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Current topics presented by faculty/students. Lecture/discussion.

FW 4291 Independent Study: Fisheries (Sec 001-012); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
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: 50-70 pages of reading per week, 6-10 pages of writing per semester, 2 papers
Grade: 100% written reports/papers; % 100% written reports/papers; may have occasional exceptions

FW 4391 Independent Study: Wildlife (Sec 001-009); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
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: 50-70 pages of reading per week, 6-10 pages of writing per semester, 2 papers
Grade: 100% written reports/papers

FW 4701 Fisheries and Wildlife Problem Solving (Sec 001); 2 cr; prereq FW sr or grad student or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Management problem identification/analysis, information gathering/analysis, oral/written reporting. Selected management issues.
Class time: 50-70 pages of reading per week, 6-10 pages of writing per semester, 2 papers
Grade: 100% written reports/papers

FW 4801H Honors Research (Sec 001); 2 cr; A-F only; prereq FW upper div honors, instr consent; meets DELM req of classroom; 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 DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Completion of honors thesis. Oral report.

FW 5003 Human Dimensions of Biological Conservation (Sec 001); 3 cr; prereq [Biol 1001 or Biol 1009]; Biol 3407; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Fulton, David C
Description: The human dimensions of biological conservation concerns the application of theory and methods from the social, economic and policy sciences to address the challenges and issues of managing and conserving biological resources including fish, wildlife,
and their habitats. Natural resource management agencies have traditionally managed wildlife and other natural resources using the best available scientific knowledge about habitat, population dynamics, life histories of species, and other biophysical information. However, many of the issues and problems related to biological conservation have their origins in human behavior and decision-making. Understanding and developing approaches for addressing these issues requires knowledge of how humans think and act toward fish, wildlife, and ecosystems and how the management of these resources affects humans. Such "human dimensions" knowledge is essential to effectively conserving biological resources in ways desired by the public. Course material will emphasize the application of theories and approaches developed within anthropology, sociology, social psychology, economics and political science. The class is for graduate and upper-division undergraduate students in natural resources.

Course title: Analysis of Populations
Credit: 4 cr; meets DELM req of classroom
Instructor: Arnold, Todd
Description: This course will cover the basics of experimental design and sampling/measurement techniques as they relate to wildlife conservation and terrestrial ecology. We will examine methods for estimating population size, population change, and population vital rates (i.e., components of birth, death, immigration, and emigration rates). It is appropriate for majors in FWCB, EEB, NRES and others who have a basic understanding of ecology and statistics. The first hour of each class session will be lecture format and the remainder will involve discussion and/or hands-on problem solving.

Course title: Sustainable Aquaculture
Credit: 4 cr; meets DELM req of classroom
Instructor: Kapuscinski, Anne
Description: Learn how aquaculture affects the environment and human wellbeing in Minnesota and world-wide. Role of aquaculture as the world's fastest growing food sector and in hatcheries to support fishing and which could endangered species. Organic aquaculture and other innovations. For interested upper-class undergraduates, starting graduate students, and working professionals: Prereq Biol 2012, Chem 1021, Math 1031 or instructor consent; meets SELM req of Environment Theme and of International Perspectives Theme. Optional: for hands-on experience growing fish, register for FW4292, Section 1.

Course title: Fisheries Ecology and Management
Credit: 4 cr; meets DELM req of Writing Intensive
Instructor: Newman, Raymond
Description: This is a senior-level major and introductory graduate course; a background in resource ecology is assumed. The course provides a basic coverage of fisheries, ecology and management, with an emphasis on human intervention and regulation of use to achieve management objectives for managed species of interest. We will cover the tools of fisheries management that may be implemented to achieve specific objectives and goals and how to assess their efficacy. The course starts with a general coverage of applied limnology and fish ecology, followed by management approaches and planning, the development and implementation of an information base and identification of problems. Approaches to manage fishery populations and habitats will then be covered along with methods to assess management outcomes. Applications to specific fisheries will be demonstrated. A series of homework tasks and problems will be used to develop real-world problem solving skills; problem sets and readings from the primary critiques current management of specific fisheries resource and proposes new strategies, is required; the first draft will be graded and returned for final revision.

Course title: Sports Nutrition
Credit: 2 cr; meets DELM req of internet delivered
Instructor: Brady, Linda
Description: This course is web-based and will address: 1. physiological function and metabolic fate of all six classes of nutrients that are ingested by active individuals in the attempt to improve athletic performance; 2. Impact on physiology of ergogenic aids and various dietary supplements ingested by athletes, presenting an overview of the involvement of these components in fulfilling energy/recovery needs for continual and progressive athletic performance. The course is exclusively online after the first two class meetings—weekly homeworks and critical thinking questions are submitted via class website. Course Intended Audience: Student athletes or other students interested in the effect of nutrition on athletic performance. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and "thought" questions that are more open ended.

Course title: Dietary Supplements: scientific, regulatory, and cultural aspects
Credit: 3 cr; meets DELM req of Citizenship/Global Ethics Theme
Instructor: Brady, Linda
Description: The course will cover: 1) Use of dietary supplements in the U.S.; how U.S. public demand drives industry and government. 2) The development and implementation of the law—Dietary Supplements Health and Education Act. 3) DSHEA and "safety testing," and risk assessment: How much safety data is needed before marketing? Ethics of marketing. 4) FTC responsibilities and the ethics of advertising. 5) Other cultures as sources of supplements; transference of use between cultures. 6) Issues and ethics of intellectual property rights of indigenous cultures. 7) Rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance. 8) Use of supplements for weight loss. This course has been approved for CITIZENSHIP/PUBLIC ETHICS (C/PE) theme. The course will meet on campus the first two meetings of the semester to explain the syllabus and assignment submission. Thereafter weekly homework and critical thinking questions are submitted and graded online. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and "thought" questions that are more open ended.
FScN 1102 Food: Safety, Risks, and Technology
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Labuz PhD, Theodore Peter
Description: This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes the public policy process, critical thinking skills and internet use. You will be made aware of the magnitude of the food safety issue and the use of public policy to manage inherent risk, as related to processing, distribution and preparation of food at home and in food service. We will cover methods used to control and maintain both safety and quality in the processing and distribution of foods.
Class time: 60% lecture, 20% Discussion, 20% video
Work load: 25 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 3 papers, *best grade for two out of three papers counted
Grade: 33% written reports/papers, 67% quizzes
Exam format: Short essays, critical thinking, evaluation of issues
Course URL: http://Fscn.che.umn.edu/04fscn-1s/

FScN 1112 Principles of Nutrition
(Sec 001); 3 cr; prereq High school [biology, chemistry]; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Brady, Linda J
Description: This course is for all levels of students and will address: 1. essential nutrients needed from the diet; 2. major functions of nutrients and physiological changes with deficiency or excess; 3. digestion, absorption, and metabolism of nutrients; 4. eating programs; 5. scientific method and nutrition; 6. life cycle issues; 7. food safety issues; 8. issues of food and the environment. This course meets the CLE theme of ENVIRONMENT. This class is web enhanced; you will have access to lecture notes and may choose either of two testing options: 1. weekly online multiple choice quizzes during the semester AND a final exam; 2. three in class exams during the semester AND the final exam. Prerequisite is high school biology, but college biology and chemistry are helpful, since nutrition is a science that is based on biology, physiology, and biochemistry.
Class time: 90% lecture, 10% small group discussion
Work load: 30-40 pages of reading per week, 4 exams, Students have option of weekly quizzes or 4 exams
Grade: 0% Students will have choice of 4 exams or weekly quizzes
Exam format: multiple choice
Course URL: http://www.ardilla.umn.edu/springsupplements

FScN 3615 Sociocultural Aspects of Food, Nutrition, and Health
(Sec 001); 3 cr; prereq 1112; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Smith, Cheryl F
Description: Socio-cultural aspects of regional and cultural diversity in food preferences and food behavior, food habits, demographics, lifestyles, food consumption and expenditures. Effect of socio-economic status, religious beliefs, age, and cultural meaning of food on food choices. Students will understand factors that influence eating behavior, particularly how socio-economic status, religious beliefs, age and gender, and ethnicity contribute to it. Additionally, they will be able to discuss how societal values influence eating patterns and contribute to health issues. Lastly, students will be able to describe how social scientists study, describe, and interpret information on dietary patterns through observations and class readings and discussions.

FScN 4291 Independent Study
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Undergrads, instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: Independent Study is for one-to-one faculty student work agreed upon food science related topics. Prior registration approval is necessary and can be obtained by contacting Sue P. at 624-6753. Contracts are used to outline the proposed projects.

FScN 4613 Experimental Nutrition
(Sec 001); 2 cr; prereq 4612, BioC 3021, Stat 3011; meets DELM req of classroom
Instructor: Parks, Elizabeth Jane
Description: This course will provide 1) laboratory experience in chemical and biochemical methods of analysis of nutritional status, and 2) data interpretation from the literature. Students will interpret laboratory test data to determine health status, with special emphasis on nutritionally-related diseases. The course is intended for upper division nutrition science majors, dietetics majors, beginning nutrition graduate students and medical students.
Class time: 40% lecture, 20% Discussion, 20% Laboratory, 20% Field trips and learning via animations on CD
Work load: 10 pages of reading per week, 20 pages of writing per semester, 2 exams
Grade: 20% mid-semester exam(s), 30% final exam, 10% written reports/papers, 20% lab work, 20% problem solving
Exam format: Essay and some multiple choice
Course URL: http://courses.che.umn.edu/04fscn4613-1s/

FScN 4614 Community Nutrition
(Sec 001); 3 cr; prereq 1112; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Smith, Cheryl F
Description: Community-based nutrition issues will be explored, including nutrition risks associated with different age, sex, ethnic, and socioeconomic groups; community needs assessment; program planning and evaluation; and programs developed to address the needs and interests for people at different stages of the life cycle, ethnic or cultural backgrounds, and literacy levels. Students will be able to describe the purpose and principles of community nutrition, the role of the nutritionists, and methods employed to gather information on the nutritional status of the multietnic American population. They will be able to describe how race, culture and socioeconomic status influence the nutritional risk factors associated with chronic illness and selected conditions (i.e. pregnancy, low birthweight infants, aging). Students will be able to conduct a community needs assessment, identify and prioritize problems, and develop a culturally-appropriate nutrition program plan for people living in their community. Lastly, students will be able to characterize the major government - sponsored food and nutrition programs and will be able to refer members of the community to the appropriate program for services required.

FScN 4666 Medical Nutrition Therapy II
(Sec 001); 3 cr; A-F only; prereq 4665; meets DELM req of classroom
Instructor: Earthman, Carrie
Description: Pathology, management, and nutrition therapy for disorders of the endocrine, cardiovascular, urinary, and skeletal
systems, as well as inborn errors of metabolism, eating disorders, and obesity

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

**Work load:** 50 pages of reading per week, 14 exams, Case Presentations

**Course URL:** http://www.earthman.pageout.net

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**FScN 5622 Vitamin and Mineral Biochemistry**  
*(Sec 001): 3 cr; prereq 4612, BioC 3021, Phsl 3051; meets DELM req of classroom*

**Instructor:** Gallaher, Daniel David

**Description:** This course examines the nutritional, biochemical, and physiological aspects of vitamins and essential minerals in humans and experimental animal models. Emphasis is placed on an understanding of the metabolic functions of the vitamins and minerals, but absorption, transport, storage, excretion, and toxicity are also considered. Deficiency signs are described and related to the biochemical alterations produced by the deficiency. Molecular aspects are considered whenever possible. The group project involves an in-depth report of some aspect of vitamin or mineral biochemistry, which is posted to the Internet and presented in class. The course is intended for graduate students and undergraduate nutrition science courses. This course demands a good understanding of organic chemistry and biochemistry.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 10 pages of reading per week, 8 pages of writing per semester, 4 exams, 4 problem solving assignments

**Grade:** 45% mid-semester exam(s), 15% final exam, 20% special projects, 20% problem solving

**Exam format:** Essay.

**Course URL:** http://courses.che.umn.edu/02fscn5622-1s/

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**FScN 5623W Regulation of Energy Balance**  
*(Sec 001): 2 cr; prereq 5621 or concurrent enrollment 5621; meets CLE req of Writing Intensive; meets DELM req of classroom*

**Instructor:** Parks, Elizabeth Jane

**Description:** Regulation of energy balance in humans, including regulating of food intake and energy expenditure; methods used to measure energy expenditure; adaptations to energy deprivation and excess energy consumption; body composition and fat distribution; etiology of obesity; obesity treatments; energy requirements; critical evaluations of methods for determining requirements; technical and ethical problems in human experimentation. This course is writing intensive.

**Class time:** 80% lecture, 10% Discussion, 10% research paper critique

**Work load:** 30 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 paper

**Grade:** 30% mid-semester exam(s), 20% final exam, 38% written reports/papers, 12% paper critiques

**Exam format:** Multiple choice, essay

**Course URL:** http://courses.che.umn.edu/02fscn5623-1s

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**FR 3131 Geographical Information Systems (GIS) for Natural Resources**  
*(Sec 001): Credit will not be granted if credit has been received for: FR 5131, FR 5131, FR 5131; 4 cr; A-F only; prereq jr or sr; meets DELM req of classroom*

**Instructor:** Jenks, Andrew Carl

**Description:** Introduction to GIS. Focuses natural resources. Data structures, sources, collection, and quality. Lab exercises introduce geodesy, map projections, spatial analyses, and cartographic modeling.

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

**Work load:** 30 pages of reading per week, 3 exams, 1 papers, applications project in team of 3 students

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

**Exam format:** Multiple choice

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**FR 3203 Forest Fire and Disturbance Ecology**  
*(Sec 001): Credit will not be granted if credit has been received*

**This information is accurate as of: 11/3/2004**
we manage our forests. Sustaining ecological integrity of forest ecosystems, including the maintenance and restoration of native biological diversity and productivity, may be more important than focusing primarily on commodity production. The challenge of modern silviculture is the integration of diverse and sometimes conflicting demands between ecological integrity and society's demand for forest products into a program of effective forest management. Because no single approach to forestry will meet all of society's needs, a complementary system of production and ecological forestry is needed. This course deals with silvicultural methods to efficiently and sustainably grow timber based on ecological principles and introduces students to alternatives under the newly emerged paradigms of Ecosystem Management and Ecological Forestry. Introduction to management of forest stands, habitats and ecosystems in a landscape context. Philosophical approaches, silvicultural systems, methods and tools for reforestation, restoration techniques, and intermediate stand treatments, and the ramifications of management choices on quality, production, wildlife habitat, disturbance potential, aesthetics, old-growth development, and forest health. Lab section (Forest Vegetation Simulator, FVS) and weekend field trip required. Offered every spring.

**Class time:** 80% lecture, 20% Discussion
**Work load:** 50 pages of reading per week, 3 exams, 1 papers
**Grade:** 40% mid-semester exam(s), 25% final exam, 9% written reports/papers, 15% special projects, 5% class participation, 6% reading assignments
**Exam format:** essay

**FR 3431 Timber Harvesting and Road Planning**
(Sec 001): Credit will not be granted if credit has been received for: FR 5431, FR 5431; 2 cr; prereq 3411 or instr consent; meets DELM req of classroom

**Instructor:** Blinn, Charles R!!Distinguished Ext Faculty!!

**Description:** This course presents introductory information about timber harvesting and road planning processes. Topics addressed include timber harvesting and road planning terminology, basic concepts of harvesting, systems, equipment, costs, best management practices and forest management guidelines, road planning concepts, timber sale bidding, and the relationship of those factors to forest management. Fundamentals of the preparation and administration of timber sales will also be introduced. One required all-day field trip to southeast Minnesota will be conducted to demonstrate and discuss concepts on-the-ground. A second field trip within the Twin Cities will be conducted to observe additional concepts. The course is designed for undergraduate and graduate students interested in forest management, silviculture, and timber harvesting operations.

**Class time:** 60% lecture, 30% Discussion, 10% Field trips
**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers
**Grade:** 20% midsemester exam(s), 20% final exam, 10% written reports/papers, 50% problem solving
**Exam format:** True/false, multiple choice, matching, short answer

**FR 3471 Forest Planning and Management**
(Sec 001): Credit will not be granted if credit has been received for: FR 4471, FR 5471, FR 5471; 3 cr; A-F only; prereq [3218, ENR 3261] or instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

**Class time:** 60% lecture, 20% Discussion, 20% Demonstration
**Work load:** 30 pages of reading per week, 20-30 pages of writing per semester, 1 papers, Other project findings/synthesis
**Grade:** 60% written reports/papers, 20% problem solving, 20% 3rd exam
**Exam format:** n/a
**Course URL:** http://www.cnr.umn.edu/FR

**FR 4200H Honors Seminar**
(Sec 001): 1 cr; A-F only; prereq FR upper division honors, instr consent; meets DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** Current topics presented by faculty and/or students via lectures and discussions. Offered every fall and spring.

**FR 4293 Directed Study**
(Sec 001, 003, 010-025): 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Student conducts a study or project on a topic of personal interest in consultation with a faculty member. Course is documented by initial proposal and reports of accomplishments. Offered every fall.

**Class time:** 10% lecture, 90% Special study/ project
**Work load:** 10 pages of writing per semester, 1 papers, Varies with individual.
**Grade:** 90% written reports/papers, 10% problem solving
**Exam format:** No exams
**Course URL:** http://www.ncr.umn.edu/FR

**FR 4801H Honors Research**
(Sec 001): 2 cr; A-F only; prereq FR upper division honors, instr consent; meets DELM req of classroom; 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 papers, 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 DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** Students complete honors thesis and present an oral report

**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 papers, Other project findings/synthesis
**Grade:** 80% written reports/papers, 10% class participation, 10% problem solving
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; meets DELM req of classroom
Instructor: Jenks, Andrew Carl
Description: Introduction to GIS. Focuses natural resources. Data structures, sources, collection, and quality. Lab exercises introduce geodesy, map projections, spatial analyses, and cartographic modeling.

FR 5153 Forest and Wetland Hydrology
(Sec 001); 3 cr; prereq Basic hydrology course or instr consent; meets DELM req of classroom
Instructor: Brooks, Kenneth N
Description: This course presents current topics, methods and models in forest and wetland hydrology. The hydrologic role of forests, wetlands and riparian systems in snowfall and rainfall regimes is emphasized. We will examine how human activities such as deforestation, wetland drainage, and stream channel alterations, impact the hydrologic response of watersheds. We use problem solving exercises to better understand and quantify runoff and streamflow response from undisturbed and altered forest and wetland watersheds. This course is intended for graduate students and upper division students interested in hydrology and watershed management. Students should have at least one basic hydrology course before taking this class.

Class time: 70% lecture, 10% Discussion, 20% Laboratory
Work load: 40 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 problem solving exercises - computing lab.
Grade: 13% mid-semester exam(s), 13% final exam, 9% written reports/papers, 65% problem solving, 0% Problem solving with reports.
Exam format: essay and problem solving

FR 5203 Forest Fire and Disturbance Ecology
(Sec 001); Credit will not be granted if credit has been received for: FR 3203, FR 3203; 3 cr; A-F only; prereq [Grad student or instr consent], course fee; meets DELM req of classroom
Instructor: Frelich, Lee E
Description: The ecology, history, management, and control of fire, wind, insect infestation, browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. Guest speakers on fire organization, training, and operations. Two-day field trip. Offered every spring.

FR 5218 Measuring and Modeling Forests
(Sec 001); Credit will not be granted if credit has been received for: FR 4218, FR 3218, FR 3218; 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Burk, Thomas Edward !!Alumni Service Award!!
Description: General sampling design and survey techniques to assess current resource conditions. Application of these metrics/sampling methods to forest vegetation. Calculation of tree/stand volume and selection of modeling approaches. Case studies of modeling to project future growth. Landscape processes, characterization, and modeling. Offered every spring.

FR 5262 Remote Sensing of Natural Resources and Environment
(Sec 001); Credit will not be granted if credit has been received for: FR 4262, FR 3262, FR 3262, FR 3262; 4 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Bauer, Marvin E
Description: The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for natural resource inventory and mapping, land use analysis, and monitoring natural and environmental resources. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience, including a practical/team project, in interpretation of aerial photographs and an introduction to digital image analysis techniques. The course will provide students from any natural resources, geography, agriculture or biology discipline an understanding of remote sensing systems and their applications to measuring, analyzing and managing earth resources.

Class time: 60% lecture, 40% Laboratory
Work load: 30 pages of reading per week, 3 exams, 2 papers, Applications project with team of 3 students
Grade: 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 15% special projects, 15% lab work
Exam format: Multiple choice

FR 5411 Managing Forest Ecosystems: Silviculture
(Sec 001); Credit will not be granted if credit has been received for: FR 4411, FR 3411, FR 3411, FR 3411; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Zunner, Eric
Description: Changing public attitudes towards the environment during the last several decades have led to a philosophical shift in how we manage our forests. Sustaining ecological integrity of forest ecosystems, including the maintenance and restoration of native biological diversity and productivity, may be more important than focusing primarily on commodity production. The challenge of modern silviculture is the integration of diverse and sometimes conflicting demands between ecological integrity and society's demand for forest products into a program of effective forest management. Because no single approach to forestry will meet all of society's needs, a complementary system of production and ecological forestry is needed. This course deals with silvicultural methods to efficiently and sustainably grow timber based on ecological principles and introduces students to alternatives under the newly emerged paradigms of Ecosystem Management and Ecological Forestry. Introduction to management of forest stands, habitats and ecosystems in a landscape context. Philosophical approaches, silvicultural systems, methods and tools for reforestation, restoration techniques, and intermediate stand treatments, and the ramifications of management choices on quality, production, wildlife habitat, disturbance potential, aesthetics, old-growth development, and forest health. Lab section (Forest Vegetation Simulator, FVS) and weekend field trip required. Offered every spring.

Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 30 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semester exam(s), 20% final exam, 15% written reports/papers, 10% special projects, 10% quizzes, 5% class participation, 10% lab work
Exam format: multiple choice, short answer, brief essay

FR 5431 Timber Harvesting and Road Planning
(Sec 001); Credit will not be granted if credit has been received for: FR 4431, FR 3431, FR 3431; 2 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Blinn, Charles R !!Distinguished Ext Faculty!!
Description: This course presents introductory information about timber harvesting and road planning processes. Topics addressed include timber harvesting and road planning terminology, basic concepts of harvesting, systems, equipment, costs, best management practices and forest management guidelines, road planning concepts, timber sale bidding, and the relationship of those factors to forest management. Fundamentals of the preparation and administration of timber sales will also be introduced. One required all-day field trip to southeast Minnesota will be conducted to demonstrate and discuss concepts on-the-ground. A second field trip within the Twin Cities will be conducted to observe additional concepts. The course is designed for undergraduate and graduate students interested in forest management, silviculture, and timber harvesting operations.

Class time: 60% lecture, 30% Discussion, 10% Field trips
Work load: 20 pages of reading per week, 10 pages of writing per week
Fren 1 Reading French in the Arts and Sciences
(Sec 001); 0 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed solely to impart a basic reading knowledge of the French language. Full time is devoted to intensive reading and translation of a variety of texts. Since this approach deals only with the reading aspect of the language, there are no sessions for oral-aural drills and composition, and great skill can be acquired in a short time. At the end of one semester a reading examination in French is given. Students successfully completing the course should present it to the Department of French and Italian for signature. Must be taken S-N.
Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 50% problem solving
Exam format: True/false, multiple choice, matching, short answer

FR 5471 Forest Planning and Management
(Sec 001); Credit will not be granted if credit has been received for: FR 3471, FR 3471i; 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.
Exam format: 10% online quizzes, 20% in-class exams, 20% presentations, 15% class participation

FR 5501 Urban Forest Management: Managing Greenspaces for People
(Sec 001); Credit will not be granted if credit has been received for: FR 4501; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Johnson, Gary Ronald
Description: Urban forest management is designed for undergraduate students majoring in natural resources, forestry, urban forestry, horticulture or landscape architecture. FR 3501 or instructor's permission is prerequisite. This course focuses on the sociological, biological and political issues that dictate the development and management of the urban, green infrastructure, therefore, the course is divided into three equal segments: society and urban/community forestry; the politics of urban and community forestry; urban forest health. Topics include: societal benefits of urban forests; working with and affecting local state and federal government; evaluating health and condition of the urban forest; urban forest design; integration of the urban green and gray infrastructures. Referenced reading assignments relevant to the topics are either distributed to the students or reserved in the forestry library.
Class time: 65% lecture, 35% Discussion
Work load: 50-70 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers, 1 oral presentation
Grade: 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% special projects, 15% in-class presentations, 15% 3rd exam
Exam format: Short answer and essay

FR 5700 Colloquium in Natural Resources
(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Colloquium in specialized topics in natural resources.
Class time: 40% lecture, 30% Discussion, 30%
Work load: 1 papers
Grade: 50% written reports/papers, 30% special projects, 10% in-class presentations, 10% class participation
Exam format: essay
Course URL: http://www.cnr.umn.edu/FR

French
260 Folwell Hall: 612/624-4308

Fren 1 Reading French in the Arts and Sciences
(Sec 001); 0 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed solely to impart a basic reading
This information is accurate as of: 11/3/2004
Fren 1003 Intermediate French  
(Sec 001-010); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom  
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, listening, and reading 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  
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.  

Fren 1004 Intermediate French  
(Sec 001-010); 5 cr; prereq 1003 or Entrance Proficiency Test; meets DELM req of classroom  
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. 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 become more sophisticated readers of literary texts (from France and the francophone world) as they work with a selection of 19th and 20th-century literary readings compiled in "Explorations: La litterature du monde francais", 4th ed. During enrollment in 1004 students who choose to, will have opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.  
Class time: 100% Mostly discussion and student involvement in pair/group activities; The text is accompanied by a workbook and CDs designed to be used by students outside of class.  
Work load: Exams: 5 written, 3 oral; 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.  
Grade: 25% written reports/papers, 7% quizzes, 10% class participation, 37% written exams; 15% oral exams; 6% workbook exercises  
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.  

Fren 1002 Accelerated Beginning French  
(Sec 001-004); 5 cr; prereq 2 or more yrs high school French; meets DELM req of classroom  
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. preliminaire 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/papers; 12% oral tests; 8% workbook exercises  
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.  

Fren 1909W Remembering to Forget: Holocaust and Its Afterlife  
(Sec 001); Credit will not be granted if credit has been received for: JWST 1909W; 3 cr; A-F only; prereq freshman; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Chaouat, Bruno  
Description: Since the 1960s, the Holocaust has been consistently convoked as the paradigm for reading violence and inhumane behavior. Political enemies are often compared to Hitler, and the wrong they do to the genocide of the Jews. The German attempt at meticulously and industrially exterminating European Jewry and the Gypsies has become a mere figure for evil, violence, social injustice, abuse of power, trauma, loss of eventfulness, boredom in our technocratic democracies, alienation in the postmodern, global village. Paradoxically enough, the Holocaust is considered both as a unique, incomparable event and as the ultimate measure of all violent and traumatic events in the history of the West, from slavery to ethnic, religious, colonial, territorial wars. Altogether absolute and relative, this supposedly incomparable event has become the best tool of comparison and the measure of all the negative things in our modern life. We will ask whether it is morally and historically acceptable to use the Holocaust as a metaphor for social, class, race and gender discrimination. While it is crucial to learn from history in order to avoid repeating it, we will ask whether by turning the Holocaust into a paradigm the West has truly learned from it. If positing the Holocaust as unique remains necessary, how does that uniqueness produce unexpected effects of repetition and banalization? Is there a way out of this paradox?  

Fren 3015 Advanced French Grammar and Communication  
(Sec 001-003); 4 cr; prereq 1004 or equiv or instr consent; meets DELM req of classroom  
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 exposition. 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

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**Fren 3016 Advanced French Composition and Communication (Sec 001-003); 4 cr; prereq 3015 or equiv or instr consent; meets DELM req of classroom**

**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 (passé composé 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 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

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**Fren 3022 The Language and Culture of Business in France (Sec 001); 3 cr; prereq 3015; completion of 3016 recommended; meets DELM req of classroom**

**Instructor:** Mougel, Patricia M. !!CLA-Work Group Outstdg Svc Awd!!

**Description:** This course will examine business practices in France from a linguistic and cultural perspective. Course participants will: 1). Be introduced to French economy and its place in the global economy, 2). Gain insights into current socio-economic issues in France and the European Union, 3). Learn the language and discourse used in French business and economics, 4). Become familiar with standard French business correspondence, 5) Gain a better understanding of similarities and differences in business practices between France and the United States. A selection of topics to be discussed includes: banking, office & management practices, employment/ unemployment, insurance, transportation, the stock exchange, international sports, computer technology, the euro and the European Union. Course activities will include: vocabulary-building tasks, translations, business letter-writing, listening ad reading comprehension activities using authentic written and audio/video materials, group discussions and role-plays. This course is web-enhanced and will allow students to further develop their listening, reading and writing skills outside of class while exploring business content.

**Class time:** 40% lecture, 60% discussion (pair, group, whole class)

**Work load:** 5-7 hours of outside of class practice per week

**Grade:** 15% final exam, 15% in-class presentations, 30% written exams; 10% vocabulary quizzes; 15% letter writing; 15% participation in discussions, role-plays

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**Fren 3101W Introduction to French Literature (Sec 001); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Robinson, Peter H

**Description:** This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. This course treats selected works of French and Francophone literature from the Early Modern to the Modern Period. Students learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, fictional prose, and plays. Works are analyzed from various perspectives with a view to understanding their place in literary history and cultural context. Some key topics of the course will be subjectivity, language, narration, description, rhetorical figures, identity, power, and desire. Writing is an important component of this class; class discussions and oral assignments will focus not only on understanding literary works but also on how they function, so that students may apply skills developed through discussion to their written assignments.

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**Fren 3101W Introduction to French Literature (Sec 002); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Sivert, Eileen B

**Description:** This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. This course treats selected works of French and Francophone literature from the Early Modern to the Modern Period. Students learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, fictional prose, and plays. Works are analyzed from various perspectives with a view to understanding their place in literary history and cultural context. Some key topics of the course will be subjectivity, language, narration, description, rhetorical figures, identity, power, and desire. Writing is an important component of this class; class discussions and oral assignments will focus not only on understanding literary works but also on how they function, so that students may apply skills developed through discussion to their written assignments.

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**Fren 3140 Topics in Medieval and Renaissance Literature (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3101; meets DELM req of classroom**

**Instructor:** Smith, Alan Kim

**Description:** Intended for French majors and minors with some experience in literary studies, this seminar explores the diverse rhetorical, ideological and narrative strategies that characterize short fiction in sixteenth-century France. Our readings begin with Giovanni Boccaccio’s Decameron, the most popular and influential collection of tales in the early modern period. We will then survey the rise of the novella form in works such as the Les cent nouvelles nouvelles, Les nouvelles recreations, and other collections that lead up to Marguerite de Navarre’s masterpiece, the Heptameron. The entire second half of the course will be devoted to a careful reading of this work. Her staging of the lively and often contentious debates over gender roles, class differences and historical upheavals sets many interpretive problems. In particular, class discussions and assignments will investigate the multiple levels of embedded narrative in her tales, their handling of space and narrative style as a response to what historians term the crisis of the Renaissance in sixteenth-century courtly milieu.

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**Fren 3260 Dramas of Culture: 20th-Century French and Francophone Theater (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3101; meets DELM req of classroom**

**Instructor:** Brewer, Maria M

**Description:** This course is focussed on the innovative dramatists, key movements, and contexts of 20th-Century French and Francophone theater. Theatrical movements we will be studying include symbolist, existentialist, avant-garde, contestatory, and contemporary drama and performance. Topics such as the following will be pursued: 1) sites of theater in modern culture and their significance in "making visible" socio-political spaces and their discourses, 3) theater’s staging of these spaces’ material, symbolic, and unconscious dimensions, 4) the means and ends of cultural exchange and interculturalism in contemporary theater, and 5) the involvement of the audience/interpreter in the signifying process. Plays and critical essays are likely to include the work of Antonin Artaud, Aime Césaire, Jean-Paul Sartre, Samuel Beckett, Jean Genet, Marguerite Duras, Edouard Glissant, Ariane Mnouchkine, Simone Bemussa, and Bernard-Marie Koltes. Plays, readings, videos, and slides will be treated from a variety of interdisciplinary perspectives, including their cultural context, relation to theater history, practices of representation, and innovations in...
staging. The course, taught in French, combines a lecture and discussion format.

Class time: 60% lecture, 40% Discussion
Work load: 50 pages of reading per week, 20-25 pages of writing per semester, 1 exam, 3 papers
Grade: 25% mid-semester exam(s), 60% written reports/papers, 15% class participation and presentations

Exam format: Essay

Fren 3531 Sociolinguistics of French (Sec 001); Credit will not be granted if credit has been received for: FREN 5531; 3 cr; prereq 3015, Ling 3001 or instr consent; meets DELM req of classroom
Instructor: Kerr, Betsy Jean
Description: Sociolinguistics is the study of language in its social context. When one looks at language in its social context, the primary observation is that of the variation that language manifests in its actual use in diverse contexts. This variation affects the various aspects of language use: phonetic or phonological, morphological (e.g. verb conjugations), syntactic, and lexical (vocabulary). The course will briefly examine some of the basic principles of language variation, before going on to discover various manifestations of variation within the Francophone sphere: geographic variation (within and beyond France and Europe), social variation (correlated with factors such as socio-economic class, age, level of education, sex), and stylistic variation (according to the medium of communication, e.g. written/oral, and the level of formality required by the situational context). Topics covered will include the evolution and current state of linguistic ideology and linguistic planning (e.g. legislation) in France and the Francophone world. The course will present a broad survey; students will choose a topic of interest to research in depth for an in-class presentation and a final paper. Taught in French. Prereq: Fren 3015 or equivalent. Ling 3001 strongly recommended, may be taken concurrently.
Class time: 30% lecture, 70% Discussion
Work load: 40-50 pages of reading per week, 3 exams, 1 papers, in-class presentation; other short writing or problem-solving assignments through the semester
Exam format: short answer, essay, limited true-false

Fren 4101V Honors: Seminar in French Studies (Sec 001, 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Brewer, Maria M
Description: The course provides an introduction to 20th-Century theoretical approaches to literature and culture. Major schools of thought will be analyzed, from formalism to structuralism, Marxist theories, psychoanalysis, deconstruction, postmodernism, feminism, and (inter)culturalism. We will explore the presuppositions, limitations, and critical potential of these theories, bearing in mind that in the French intellectual tradition they frequently serve as the focus for social and political debate. In the course we will read selected essays in critical theory in conjunction with experimental forms of writing (a novel and short stories), with the goal of gaining further understanding of language, communication, the sense of selfhood, and the narrative and symbolic dimensions of culture. Designed for undergraduate juniors and seniors, the course will be conducted in French. For the senior essay, students have considerable choice as to topic and texts. Requirements: two papers and a mid-semester examination. Required texts: Bennett, Andrew and Nicholas Royle, An Introduction to Literary Criticism and Theory: Key Critical Concepts (3rd Edition) Pearson Education Limited, 2004.
Class time: 50% lecture, 50% Discussion
Work load: 30 pages of reading per week, 15 pages of writing per semester, 1 exam, 2 papers
Grade: 20% mid-semester exam(s), 70% written reports/papers, 10% class participation
Exam format: essay

Fren 4101W Seminar in French Studies (Sec 001, 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom (Sec 001, 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Brewer, Maria M
Description: The course provides an introduction to 20th-Century theoretical approaches to literature and culture. Major schools of thought will be analyzed, from formalism to structuralism, Marxist theories, psychoanalysis, deconstruction, postmodernism, feminism, and (inter)culturalism. We will explore the presuppositions, limitations, and critical potential of these theories, bearing in mind that in the
French intellectual tradition they frequently serve as the focus for social and political debate. In the course we will read selected essays in critical theory in conjunction with experimental forms of writing (a novel and short stories), with the goal of gaining further understanding of language, communication, the sense of selfhood, and the narrative and symbolic dimensions of culture. Designed for undergraduate juniors and seniors, the course will be conducted in French. For the senior essay, students have considerable choice as to topic and texts. Requirement: two papers and a mid-term examination. Required texts: Bennett, Andrew and Nicholas Royle, "An Introduction to Literary Criticism and Theory: Key Critical Concepts." Prentice Hall: Harvester Wheatsheaf, 1998.

Class time: 50% lecture, 50% Discussion
Work load: 30 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 20% mid-semester exam(s), 70% written reports/papers, 10% class participation
Exam format: essay

Fren 4970 Directed Readings
(Sec 001-006); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom
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.

French and Italian
260 Folwell Hall: 612/624-4308

Frit 3803 New Wave Cinemas: Love, Alienation and Landscape in Post-War Italian and French
(Post 001); 3 cr; meets DELM req of classroom
Instructor: Smith, Alan Kim
Description: This course studies the powerful connections between landscape, desire and memory in films by French New Wave directors. Our primary goal will be to understand the aesthetic, cultural and sexual tensions that are mapped out in urban, rural, regional and postcolonial New Wave landscapes. As a secondary goal, participants will develop expertise in film theory and analysis. We will begin by reviewing important influences on this dynamic, notable Italian neo-realism, film noir and postwar expressionist cinema. While we will focus on seminal works such as Alain Resnais’s Hiroshima mon amour, Jean-Luc Godard’s A bout de souffle, Agnes Varda’s Cleo de 5 a 7, Jacques Rivette’s Ma nuit chez Maud, Francois Truffaut’s Les 400 coups and Jules et Jim, and Claude Chabrol’s Le Boucher, we will also look at recent films by directors such as Resnais, Godard, Chabrol, Varda and Rivette who are still active.

Gay, Lesbian, Bisexual, and Transgender Studies
49 Johnston Hall: 612/625-2020

GLBT 1001 Introduction to GLBT Studies
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Gaard, Greta Claire
Description: This course is designed to introduce students to the study of gay, lesbian, bisexual and transgender communities and identities in the United States. Readings will proceed somewhat historically, beginning with an examination of the theories and narratives that ground the field. We will then examine same-sex desires and identities as described at different periods of the late Nineteenth and early Twentieth Centuries. Our analysis during this section of the course will be guided by the following question: Where and when did the homosexual originate, and how did pathology give way to identity? We will then shift our attention and ask: How has sexuality evolved as a field of research? During this section of the semester we will consider the ways that researchers have framed their questions, the methodologies employed to study sexual minorities, and the theoretical literatures that have emerged from this work. Here we will consider not only the discourses of social science, but also the contributions of science and the humanities to our understanding of sexual difference. The final section of the semester will be dedicated to contemporary issues in American politics: sodomy laws, queer families, HIV, and the globalization of queerness.

Class time: 30% lecture, 25% Closed Circuit TV, 30% Discussion, 15% small group work, presentations
Work load: 75 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers, the writing is broken up between the two papers (a “coming out” paper and a scholarly paper, along with several short (1-2pp.) assignments
Grade: 10% mid-semester exam(s), 10% final exam, 50% written reports/papers, 10% quizzes, 10% in-class presentations, 10% class participation
Exam format: Quizzes will be simply “fill in the blank” or one-sentence answers, but the midterm and final exams will include a variety (fill in the blank, short answer, short essays).

GLBT 3610 Topics in GLBT Studies: GLBT Literature
(Sec 002); 3 cr; meets DELM req of classroom
Instructor: Ellenbein, Andrew
Description: This course will examine novels and plays by gay, lesbian, bisexual, and transgendered (GLBT) authors, mostly American. We will examine such questions as how to describe GLBT history, how to understand the relation between sexuality and literature, and how this literature provides a background for understanding current debates around GLBT issues, such as the role of marriage.

Class time: 10% lecture, 90% Discussion
Work load: 50-100 pages of reading per week, 10-15 pages of writing per semester, 2 papers
Grade: 80% written reports/papers, 20% class participation

GLBT 3610 Topics in GLBT Studies: GLBT Social Movements
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Zemsky, Beth
Description: This interdisciplinary course utilizes classroom and community service learning to examine the development of the gay, lesbian, bisexual, and transgender (GLBT) social movement. What stimulated the development of a social movement mobilizing around sexuality? How has the GLBT movement been related to and impacted by other social movements? How does identity development impact GLBT social movement participation? How does the framing of social issues impact GLBT social movement outcomes? How do gender race, ethnicity, sexuality, and class impact GLBT social movement framing and participation? All of these questions will be examined by utilizing social movement theory and research to analyze student observations gathered through community service learning fieldwork. In addition, community organizing, community development, advocacy, public education, social action, and grassroots empowerment are presented as components of social justice practice. This course is designed for upper level undergraduate students. It is a required course for completion of the minor in GLBT Studies.

Class time: 50% lecture, 40% Discussion, 10% videos and audio resources
Work load: 50-60 pages of reading per week, 18-25 pages of writing per semester, 4 papers, 30 hours of community service learning activity
Grade: 70% written reports/papers, 10% class participation, 20% Community Service Learning participation

This information is accurate as of: 11/3/2004
GC 713 Introductory Algebra, Part II
(Sec 001, 002); 0 cr; prereq [4 cr equiv]; 0712, 0716, instr consent; credit will not be granted if credit received for: 0616, 0617, 0621, 0717, 0721, 0722, 1435;; meets DELM req of classroom
Instructor: STAFF
Description: The primary source of new material will be discovery-based with mini-lectures given by the instructor, who will help student discover and explain concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 25% 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 0717 for a version of this course done via interactive multimedia computer software. Purpose: For students who need a brief review of arithmetic before studying algebra and who would like to study algebra at a slower pace than that of GC 0721. Along with 0712, 0713 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: Builds on skills developed in GC 0712 which are: 1) Skill at working problems involving whole numbers, decimals, and fractions; 2) solving linear equations and inequalities using algebraic and graphical approaches; and 3) Skill in problem solving. Content: Solving systems of linear equations and inequalities using algebraic and graphical approaches; performing mathematical operations with exponents and binomials; and factoring polynomials.
Class time: 25% lecture, 50% Discussion, 25% Laboratory
Work load: 40 pages of reading per week, 4 exams
Grade: 50% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving
Exam format: Problems to solve.

GC 721 Introductory Algebra
(Sec 001); 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;; meets DELM req of classroom
Instructor: STAFF
Description: A first course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 60% 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 using interactive multimedia computer software. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily checkpoints (one question mini-quizzes), five 50 minute closed-book exams and a two hour comprehensive final. Exams are problem oriented (e.g., Solve this equation). Exams are closed book but calculators are allowed. Course prepares you for Intermediate Algebra, GC 0731 or GC 0732.

GC 732 Intermediate Algebra (Computer)
(Sec 001); 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; meets DELM req of classroom
Instructor: STAFF
Description: A second course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate 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 0732 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of intermediate algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with expressions, equations, exponents, polynomials, factoring, and graphs. Course content includes rational expressions and equations, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes five 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Math 1031 College Algebra or Math 1051 Precalculus, as well as GC 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement).

This information is accurate as of: 11/3/2004
mediated instruction. You learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking quizzes and exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, quizzes, and exams. GC 0731 is a traditional lecture/discussion version of this course and covers the same content. Course covers concepts and procedures of intermediate algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with expressions, equations, expansions, polynomials, factoring, and graphs. Course content includes rational expressions and equations, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2. Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily mini-quizzes, five 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Math 1031 College Algebra or Math 1051 Precalculus, as well as GC 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement).

Class time: 100% Computer-mediated instruction, work individually, work one-on-one with instructor

Work load: 20 pages of reading per week, 5 exams

Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

Exam format: Exams are problem oriented (e.g., Solve this equation)

GC 1042 Reading in the Content Area
(Sec 002): 2 cr; max crs 6, 3 repeats allowed; prereq Non-native speaker of English, CE enrollment, instr consent; meets DELM req of classroom

Instructor: Trites, Jill K Stehlik, Barry Jon

Description: GC 1042 is a reading course for students in the Commanding English Program. This section of GC 1042 is connected to GC 1135: Human Anatomy and Physiology. The textbook in GC 1042 is the same text(s) used in the paired content course. Course objectives include: developing vocabulary and concepts for a given field of study, developing reading strategies, and building study and test-taking strategies for academic success. Specifically, students will work to take accurate lecture notes, predict test questions, analyze multiple choice test questions, use previewing, pre-reading and post-reading strategies, understand the use of referents, punctuation, transitions, and definition cues in academic reading. In addition, students will also learn a variety of ways to effectively study and prepare for a science class.

Class time: 25% lecture, 75% Discussion

Work load: 30-50 pages of reading per week, 30 pages of writing per semester, Reading notes, vocabulary work and other activities related to human anatomy and physiology.

Grade: 10% written reports/papers, 25% special projects, 25% quizzes, 20% in-class presentations, 10% class participation, 10% problem solving

Exam format: Quizzes/ short answer essay

Course URL: http://www.webct.umn.edu

GC 1076 Career Planning Strategies
(Sec 001-003): 2 cr; prereq Recommend 12 credits minimum; meets DELM req of classroom

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

Grade: 40% final exam, 20% written reports/papers, 10% special projects, 10% in-class presentations, 10% class participation, 10% problem solving

GC 1082 Academic Development Seminar: Supplemental Instruction in the Sciences
(Sec 001-004): 1 cr; max crs 2; A-F only; prereq [1081 or 1085], concurrent enrollment [specific content course], adviser approval; meets DELM req of classroom

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 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 001, 010): 4 cr; prereq BC; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom

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 1166 Principles of Chemistry
(Sec 001): 3 cr; prereq 0713 or 0721 or equiv; meets DELM req of classroom

Instructor: Utke, Richard E

Description: Topics covered in GC 1166 include: Chemical Measurements; Introduction to Atoms and Elements; Electron Structure of Atoms and Ions; Names and Formulas of Inorganic Compounds; Molecular Weight; Percent Composition; Empirical Formulas; Chemical Reactions; Equations and Stoichiometry; Chemical Bonds in Molecules; Energy in Chemical Reactions; Enthalpy; Gases and Gas Laws; Solutions and Solution Concentrations; Acids, Bases and pH; Chemical Equilibrium. If you are planning to take further chemistry classes, GC 1166 should give you a good foundation in chemical concepts and quantitative manipulations. Introductory chemistry courses in the U of MN's Chemistry Department require "some prior background in chemistry" as a prerequisite; GC
**GC 1364 Literature of the American Immigrant Experience**

*Description:* This course explores American immigrant experiences, both historical and contemporary, through literature generated by and about immigrants to this country. Readings in fiction, expository prose, biography, and oral history will be used to explore common themes and issues of the immigrant experience: conditions leading to emigration; adjustments to and impact on the U.S.; change over time; inter-generational conflict, and historical contexts for specified waves of immigration. Students will read four novels, plus additional background material. Grading will be based on class discussion, journal writing, essays and a class project. Space in the class is reserved for GC students in the Commanding English Program.

**Class time:** 25% lecture, 65% Discussion, 10% Films, guest lectures
**Work load:** 100 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 course project
**Grade:** 60% written reports/papers, 20% special projects, 5% class participation, 15% in-class writing and homework

**Exam format:** take-home essay papers

**Instructor:** STAFF

**GC 1251 World History: Since 1500**

*(Sec 001): 4 cr; prereq BC; meets CLE req of Historical Perspective Core; meets DELM req of International Perspectives Theme; meets DELM req of classroom*

**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
**Exam format:** 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, Attend a campus event related to history and complete a one-page reaction paper. The course instructor maintains a list of events to select from.
**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 1364 Literature of the American Immigrant Experience**

*(Sec 001-006); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme; meets DELM req of Literature Core; meets DELM req of classroom*

**Instructor:** STAFF

**Description:** This course explores American immigrant experiences, both historical and contemporary, through literature generated by and about immigrants to this country. Readings in fiction, expository prose, biography and oral history will be used to explore common themes and issues of the immigrant experience: conditions leading to emigration; adjustments to and impact on the U.S.; change over time; inter-generational conflict, and historical contexts for specified waves of immigration. Students will read four novels, plus additional background material. Grading will be based on class discussion, journal writing, essays and a class project. Space in the class is reserved for GC students in the Commanding English Program.

**Class time:** 25% lecture, 65% Discussion, 10% Films, guest lectures
**Work load:** 100 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 course project
**Grade:** 60% written reports/papers, 20% special projects, 5% class participation, 15% in-class writing and homework

**Exam format:** take-home essay papers

**GC 1422 Writing Laboratory: Communicating in Society**

*(Sec 001-038); 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; meets DELM req of classroom*

**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, research, writing, and 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 semester, 1 exams, 1 extended research paper; several shorter papers
**Grade:** 0% varies by section

**GC 1251 World History: Since 1500**

*(Sec 002, 003); 4 cr; prereq grade of at least C in [0731 or equiv]; credit will not be granted if credit received for: 1422, 1423, Rhet 1101; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom*

**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:** 75% lecture, 25% 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

**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 business 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](http://www.gen.umn.edu/faculty_staff/delmas/gc_1454_course/syllabus.html)

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**GC 1481 Creativity Art Laboratory: Experiences in the Media**

*(Sec 001, 002); 3 cr; prereq BC; meets CLE req of Other Humanities Core; meets DELM req of classroom*

**Instructor:** James, Patricia

**Description:** This is an introductory art course in which you learn about art by creating it. It is about turning things upside down and inside out so that you see the world in new ways. It is also about using the arts to better understand your own and others’ experiences. Although we focus on the visual arts, including photomontages, we use a multi-disciplinary approach that includes masks, spoken word, expressive movement, and music. At the end of the semester, you will help create a small group performance. To explore imaginative thinking and artistic problem solving, you will engage in hands-on art making, creativity exercises, and discussion. An important emphasis in the class will be on finding your own ways to transform ordinary materials. You will learn to take creative risks, to think metaphorically, to explore the unknown, to improvise, to brainstorm, and to invent your own methods of working. By seeing slides and videos, you will develop a better understanding of why people make art. Through reading, writing, and discussion, you will develop critical skills that enable you to perceive, analyze, interpret and evaluate your own and others’ art work, and to be reflective about your own creative process.

**Class time:** 10% lecture, 30% Discussion, 60% Making art and creativity exercises

**Work load:** 10 pages of reading per week, 1 pages, Weekly reflective writing and weekly reading responses.

**Grade:** 25% written reports/papers, 25% special projects, 25% class participation, 25% reflective writing

**Exam format:** Final performance

**Course URL:** [http://www.tc.umn.edu/~%7Edroberts/](http://www.tc.umn.edu/~%7Edroberts/)

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**GC 1513 Small Business Fundamentals With E-Business Applications**

*(Sec 001); 3 cr; prereq TC; meets DELM req of classroom*

**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.

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

**Work load:** 75 pages of reading per week, 25 pages of writing per semester, 3 exams, 5 pages, 4 quizzes.

**Grade:** 15% mid-semester exam(s), 30% final exam, 30% written reports/papers, 15% special projects, 10% quizzes, 0% writing a business plan

**Exam format:** multiple choice

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**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; meets DELM req of classroom*

**Instructor:** STAFF

**Description:** This is a 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 Windows computer outside of class if they have Word, Excel, and PowerPoint.

The course is designed for students who want an introduction to the concepts and skills of word processing, spreadsheet, and presentation software. It assumes no prior computer experience and moves students to advanced beginner level. The course content is the following: Basic concepts (5%); word processing (35%) - entering, editing, formatting, and manipulating text, tables, footnotes, headers, footers, mail merge, styles, graphics, word art, spreadsheets (40%) - entering numeric and text data, formatting cells and worksheets, formulas, making decisions using IF/THENELSE logic, lookup tables, conditional formatting, creating graphs, integrating graphs in Word documents; presentation software (20%)- create, edit, and display presentations that include text, graphics, sound, and animation. The hourly time commitment per week is as follows: 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.

**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.

**Course URL:** [http://www.tc.umn.edu/%7Edroberts/](http://www.tc.umn.edu/%7Edroberts/)

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This information is accurate as of: 11/3/2004
GCD 4025 Cell Biology Laboratory
(Sec 001); 2 cr; prereq Biol 4004 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Students will acquire hands-on knowledge of techniques used in modern cell / molecular biology research. Laboratory module led by different faculty members will focus on different model systems and experimental approaches used by researchers in this field. Laboratory experiments may include cell fractionation, gel electrophoresis, immunoblotting of proteins, phase and fluorescence microscopy, in vitro motility assays, and analysis of reporter gene expression.

GCD 4111 Histology: Cell and Tissue Organization
(Sec 001); 4 cr; prereq Biol 4004 or instr consent; meets DELM req of classroom
Instructor: Bauer, G Eric
Class time: 50% lecture, 50% Laboratory
Work load: 20 pages of reading per week, 4 exams, Lecture exams are short answer/short essay on written material and light and electron micrographs. Lab exams are on identification and interpretation of light microscopic material.
Grade: 25% mid-semester exam(s), 25% final exam, 50% lab exams

GCD 4143 Human Genetics
(Sec 001); 3 cr; prereq 3022 or Biol 4003 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course covers the basics of human genetics, focusing on medical aspects of genetic based human disease. Lectures include information of different modes of inheritance including recessive, dominant, X-linked and mitochondrial, tri-nucleotide expansions and genetic imprinting. This course also includes information on genetic linkage analysis, cytogenetics and other aspects of human genetics. This course is intended for undergraduates who have had previous courses in genetics and biochemistry.
Class time: 100% lecture
Work load: 10 pages of writing per semester
Grade: 60% mid-semester exam(s), 30% final exam, 10% written reports/papers
Exam format: Multiple choice, short answer

GCD 4793W Directed Studies: Writing Intensive
(Sec 001-095); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Writing Intensive Guidelines (Directed Research 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. This paper will contain an introduction that surveys current research 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 may 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 review article based on the mentor's comments.

GCD 4794W Directed Research: Writing Intensive
(Sec 001-095); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Writing Intensive Guidelines (Directed Research 4794W): 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 surveys current research 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 may 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 review article based on the mentor's comments.

GCD 4993 Directed Studies
(Sec 001-095); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: 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. Directed study course involves student workload of a minimum of 45 hours work per credit (workload totaled over entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder will be time spent by the student reading appropriate literature, conducting laboratory exercises, analyzing data and/or writing one or more summary reports.

GCD 4994 Directed Research
(Sec 001-095); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Provide opportunity for undergraduates to experience laboratory research. Research experience as an undergraduate is a very important preparation for those who intend to apply for graduate study. Research experience provides a new perspective on the body of knowledge about which students learn in standard lecture classes. Having research experience provides the student with a sense of reality about the subject matter. Directed Research is an individualized research experience under the direction of a faculty mentor. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with the 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.
Geographic Information Science
414 Social Science Building: 612/625-6080

GIS 5572 Advanced Arc/Info
(Sec 001); 3 cr; prereq 5571, Geog 5561 or equiv, status in MGIS program or instr consent; meets DELM req of classroom
Instructor: Lindberg, Mark B
Description: This is an advanced course in ArcInfo and has three main components: in-depth exploration of the six themes emphasized in GIS 5571; extension into selected areas (e.g., dynamic segmentation, grid processing, address matching, data exchange, large-scale projects, spatial statistics); and macro-language programming. Students completing this course will be able to work independently at an advanced level in ArcInfo.

GIS 5575 Surveying and the Global Positioning System (GPS)
(Sec 001); 2 cr; prereq Geog 5561 or equiv, status in MGIS program or instr consent; meets DELM req of classroom
Instructor: Zenk, David A
Description: This course provides an introduction to surveying techniques of use to GIS professionals, including the Global Positioning System. Topics include: basic traditional survey methods, including horizontal and vertical location techniques; geodesy; data adjustment; datums and ellipsoids; coordinate systems; and transformations.
Class time: 80% lecture, 10% Discussion, 10% Laboratory
Work load: 30 pages of reading per week, 3 exams, About 10 problems/week, homework
Grade: 40% mid-semester exam(s), 40% final exam, 20% problem solving
Exam format: Multiple choice

GIS 5577 Spatial Data Administration
(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course prepares students for professional tasks that require administration of spatial databases. Technical topics include: database design; data quality; data maintenance; and technical documentation. Strategic topics include: the role of geographic information within organizations; costs and benefits involved in database administration; and database development project management. The course emphasizes sound database administration procedures in the effective functioning of an organization.

GIS 5578 GIS Programming
(Sec 001); 2 cr; prereq MGIS student or instr consent; meets DELM req of classroom
Instructor: Loesch, Timothy N
Description: This course exposes students to the opportunities and flexibility that computer programming can offer to the application of GIS technologies. It introduces basic object-oriented programming techniques using Microsoft's Visual Basic programming language. Students will apply GIS principles and concepts within Visual Basic programs using ESRI's MapObjects.

Geography
414 Social Sciences Building: 612/625-6080

Geog 1425 Introduction to Meteorology
(Sec 001); 4 cr; prereq both Geog 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; meets DELM req of classroom
Instructor: Griffiths, Timothy John
Description: The goal of GEOG 1425 is to introduce the basic physical, chemical and biological processes that drive changes in Earth’s weather and climate. Topics will include: radiation and energy exchange; greenhouse effect; stratospheric ozone depletion; severe weather hazards; general circulation of the atmosphere; climate teleconnections including El Nino, and impacts of human activities on climate. Weekly field and computer labs will be used to investigate how weather and climate data are measured, analyzed and interpreted. All lecture and lab material will be made available on the course web site.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 4 exams, 8 lab assignments and 1 review crossword per week
Grade: 30% midterm exam(s), 30% final exam, 10% class participation, 30% lab work
Exam format: Multiple choice, short answer, short essay
Course URL: http://www.soils.umn.edu/academics/classes/soil1425

Geog 1905 Freshman Seminar
(Sec 001); 3 cr; prereq freshman; meets DELM req of classroom
Instructor: Brown, Dwight A
Description: Maps, Discovery, Communication, and World Views - For over 6000 years maps have been used to communicate knowledge of our world and record discovery. They have been constructed to aid travelers, assert power, mislead the public, and defraud individuals and institutions. Although the technology of map construction has changed through time from clay, sticks, and animal hides to printed color maps and computer screen animated maps, some elements and issues of map making have persisted from the very beginning to the present. The earliest maps were used to guide travelers and communicate knowledge about the world. The printing press allowed more rapid spread of world knowledge. Satellite imaging, personal computers, and television have brought dynamic map visualization into homes around the world. Students will experiment with various technologies and purposes of mapping, and learn to critically evaluate published maps and interpretations of historic maps by others.
Class time: 30% lecture, 40% Discussion, 30% Experimental projects with various mapping technologies
Work load: 25-75 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 15% final exam, 35% special projects, 15% class participation, 20% Individual mapping project and in-class presentation
Exam format: essay

Geog 1973 Geography of the Twin Cities
(Sec 001); Credit will not be granted if credit has been received for: GEO 1009, GEO 1009, GEOG 3973, GEOG 3973W, GEOG 3973; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: VanDraak, Barbara J
Description: Credit will not be granted if credit has been received for: GEOG 3973, 3.0 cr, meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme Our course is an introductory survey of the historical and contemporary geography of the Twin Cities area. Questions raised include: Where are things located--industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services? Why are they located as they are rather than in another pattern? What are things like at the neighborhood level? How did patterns evolve to become what they are today? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment efforts attempt to correct the consequences of past actions while guiding us toward the future? Take-home assignments are self-guided field studies of selected parts of the St. Paul and Minneapolis areas. Assignments contain specific instructions to follow certain routes and discuss specific questions and themes at specified locations after making observations at those places. Your field assignments provide opportunities to draw on class work, readings, observation, and your thinking. Past experience with various versions of these assignments tells us that each one requires six to twelve
hours in the field, and three to six hours preparing field reports.  
**Class time:** 60% lecture, 10% Closed Circuit TV, 30% Discussion  
**Work load:** 30 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers  
**Grade:** 25% mid-semester exam(s), 25% final exam, 50% special projects  
**Exam format:** Short essay

**Geog 3101 Geography of the United States and Canada**  
**(Sec 001):** Credit will not be granted if credit has been received for: GEOG 3102; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom  
**Instructor:** Hart, John Fraser  
**Description:** A visual tour of the continent, with ca. 80 slides in each lecture. Emphasis on the ways in which different groups of people have interacted with different physical environments to produce distinctive regions. Satisfies the Social Science Core and Cultural Diversity theme requirements. The instructor has a quirky sense of humor, and the lectures are interesting.  
**Class time:** 100% lecture  
**Work load:** 25 pages of reading per week, 8 pages of writing per semester, 3 exams, 1 paper  
**Grade:** 60% mid-semester exam(s), 30% final exam, 10% written reports/papers  
**Exam format:** Multiple choice based on maps

**Geog 3111 Geography of Minnesota**  
**(Sec 001):** 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom  
**Instructor:** Squires, Roderick H  
**Description:** The modern state can be characterized as the outcome of numerous debates about the role of government, commonly termed public policy or law, and the behavior of individuals and corporations in reaction to such public policy. The political and legal entity we know as Minnesota - comprising landscapes and people - reflects the result of several iterations of debate and consequential behavior. Most, if not all, of its tangible and intangible characteristics have evolved as we have "muddled through" 150 years. Only through this approach can we understand the modern landscape of Minnesota and present behavior of Minnesotans. The class period will be divided into two, a lecture followed by a computer lab in which you will be free to work on your projects. The grades are based on class attendance and performance in five projects, a long one worth 50% of the grade, and four smaller ones. The course is designed for both undergraduate majors and non-majors, anyone interested in the history and geography of Minnesota and the relations of the state with other parts of the country and the world.  
**Class time:** 50% lecture, 50% Laboratory  
**Work load:** 5 papers, one worth 50%, 4 worth 10% of the grade  
**Grade:** 100% written reports/papers  
**Exam format:** no exam  
**Course URL:** [http://www.geog.umn.edu/faculty/squires/courses/311100.html](http://www.geog.umn.edu/faculty/squires/courses/311100.html)

**Geog 3145 The Islamic World**  
**(Sec 001):** Credit will not be granted if credit has been received for: GLOS 3645; 3 cr; A-F only; meets CLE req of International Perspect Theme; meets DELM req of classroom  
**Instructor:** Samatar, Abdi Ismail  
**Description:** This course examines the social, cultural, economic, and political dynamics of the Islamic World and its' enduring relations with the West. The Islamic World is a vast region with diverse cultures and political economic systems. Despite the West's monolithic image of this world, the region is internally differentiated along lines of culture, political order, and levels of development. For example, Malaysia's development in the last three decades contrasts sharply with those of Egypt. Further, the Islamic Republic of Iran and Tunisia best exemplify the contrasts within the Islamic World in terms of the mix of politics and religious practice. Morocco, Libya, and Malaysia constitute Islamic countries with divergent relationships with the West. The course analytically assesses what unifies the Islamic World in the context of the said differences. The course format is a mixture of lectures, documentaries, class participation debates. Students will be asked to take part in one of three debates: ? Islamic Societies and the West (Focus since 9/11) ? Palestine/Israel conflict ? The dynamics generated by the American War in Iraq Requirements Text: Reading package and one short book. Two short-essay examinations: Exam I accounts for 20% of course and Exam II weighs 30%. A short book review paper (5 pages) accounts for 20% of course grade, and the group debates/class participation accounts for 30%.  
**Class time:** 60% lecture, 20% Closed Circuit TV, 20% Discussion  
**Work load:** 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, The papers consist of one book review (5pages) and the debates (15 pages)  
**Grade:** 20% mid-semester exam(s), 30% final exam, 20% written reports/papers, 30% special projects  
**Exam format:** Short essay and identification

**Geog 3181 Russia and Environs**  
**(Sec 001):** Credit will not be granted if credit has been received for: GEOG 5181, GEOG 5181; 3 cr; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom  
**Instructor:** VanDraak, Barbara J  
**Description:** Have you been tempted to think that Russia no longer is an important actor on the world stage? Think again! Russia and Environs is an introduction to the physical and human geography of Russia and the other former Soviet republics, ten years after the breakup of the Soviet Union. The physical setting of the region, the legacy of central planning, the problems of political restructuring and the transition to a market economy are organizing themes of the course, along with the geographic concepts necessary to understand these substantive themes. We explore such topics as urban systems and city structure, environmental issues, ethnocultural and religious diversity, demography, social and political problems, and economic change. The major focus is on Russia, as the center of the former Soviet empire. We also examine the other post-Soviet republics and their unique identities and challenges, as they struggle to survive and thrive as independent states. The course assumes no prior knowledge of the region.  
**Class time:** 65% lecture, 20% Discussion, 15% videos, student presentations  
**Work load:** 30-40 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers  
**Grade:** 30% written reports/papers, 60% quizzes, 5% in-class presentations, 5% class participation  
**Exam format:** mixed fill-in, short essay, map questions  
**Course URL:** [http://www.geog.umn.edu/courses/3181_5181](http://www.geog.umn.edu/courses/3181_5181)

**Geog 3371W Cities, Citizens, and Communities**  
**(Sec 001):** 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
**Instructor:** Henderson, George Lawlor  
**Description:** This course is about how structures of class, race/ethnicity, gender, and sexuality combine to produce varieties of urban experience in the United States. The course will also deal with why the city--why urbanization as a distinctive process--shapes those social structures in particular ways. The course centers especially on the city as a crucial locus for capitalism and on capitalism as irrevocably a socially made and contested process. It is a hallmark of capitalism that it leads not only to the making of different kinds of urban environments and histories. It also relies upon and fosters social differences. Through discussion, lecture, case study readings (including two books and a variety of articles), and group projects we will try to come to a more layered understanding of what makes the American city tick.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 60-70 pages of reading per week, 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: Exams are a combination of short answer and long essay.

Geog 3373 Changing Form of the City
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Miller, Roger P!!Morse Alumni Award!!

Description: Cities first appeared about 7,000 years ago. Only in the last 100 years have they become the dominant form of settlement in the "developed" world. We study cities not only because we are interested in them for their own sake, but because they serve as mirrors that reflect the values and inhabitants, albeit imperfectly. In this course you will learn not just about cities, but about the civilizations that made them. The course pays particular attention to ancient cultures and cities; the medieval European city; Renaissance and Baroque cities; mercantile and industrial cities; the development of planning; colonial cities; utopian cities; and planning triumphs and disasters. Although the course draws broadly on world history, enough material will be covered in class to provide at least the rudimentary knowledge needed for this course. The course is primarily lecture, but class discussion is encouraged and solicited. Extensive use is made of slides and other visual aids. The course is intended for undergraduate majors and non-majors. It satisfies the History Core CLE requirement, and the International Perspectives Theme requirement. Texts include Lewis Mumford, The City in History; John Reps, Town Planning in Frontier America; and James E. Vance Jr. The Continuing City; Urban Morphology in Western Civilization.

Class time: 90% lecture, 10% Discussion

Work load: 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper

Grade: 30% mid-semester exam(s), 35% final exam, 35% written reports/papers

Exam format: Essay-questions, distributed before exam, 1 handwritten page of notes allowed

Geog 3374V Honors: The City in Film
(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3431, GEOG 5374V, GEOG 3374, GEOG 3574; 4 cr; prerequisite honors; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Miller, Roger P!!Morse Alumni Award!!

Description: Same as for GEOG 3374V, with an honors/grad recitation section. Students complete one additional paper (same as for GEOG 3574V) on a topic worked out with the instructor.

Class time: 30% lecture, 30% Discussion, 40% film viewing

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 paper, 3 comparative film reviews

Grade: 70% written reports/papers, 20% quizzes, 5% class participation

Exam format: Short answer, short essay (for quizzes)

Geog 3374W The City in Film
(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3431, GEOG 3437, GEOG 3574, GEOG 3374V, GEOG 3574V; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Miller, Roger P!!Morse Alumni Award!!

Description: Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

Class time: 30% lecture, 30% Discussion, 40% Film viewings

Work load: 50 pages of reading per week, 15 pages of writing per semester, 6 quizzes in recitation

Grade: 30% quizzes, 10% class participation, 60% Three movie reviews, each comparing one in-class film and one outside-of-class film

Exam format: Quizzes -- short answer, short essay, definitions

Geog 3431 Plant and Animal Geography
(Sec 001); Credit will not be granted if credit has been received for: GEOG 5431, GEOG 5431; 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Kipfmueller, Kurt Foster

Description: Why is it that nearly every plant in the desert southwest either bites you or pokes you? What is it that they have to defend against and why? Does it seem strange to you that there is an egg laying marsupial that looks like a cross between a duck and a beaver found only in Australia? Why should we be concerned about a type of carp in the Mississippi River or a small, shelled mussel with stripes in our lakes? How (and why) did a sunflower on the remote island of St. Helena transform into several different species of trees? Does it seem like forest fires today are larger and more severe than they have been in the past? What is killing all the elms in the Twin Cities and how did it get here? Science has identified more that 1.4 million different species, yet this is only a small portion of the estimated five to fifty million species thought to exist. The factors and processes that have led to the enormous diversity of life on the planet are complex and interactive. In this course we will explore these issues in detail by examining concepts of biogeography. That is, the how, where, when, and why of biotic organization. Specific topics to be covered includes 1) Evolutionary change; 2) Biotic interactions; 3) Natural disturbance; 4) Successional change; 4) Species dispersal; and 5) Conservation of biotic diversity. We may also have the opportunity for two or three short field trips later in the semester. Additionally, enrollment in 5441 requires the completion of a semester project.

Class time: 70% lecture, 30% in-class laboratory activities

Work load: 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 5 Homework Assignments; Semester paper for students enrolled in 5431

Grade: 0% Course grading will be based on three exams and 5 homework assignments throughout the semester.

Exam format: Short essay/multiple choice

Geog 3441 Quaternary Landscape Evolution
(Sec 001); A-F only; prerequisite 1403 or 3401 or instr consent; meets DELM req of classroom

Instructor: Brown, Dwight A

Description: Landscapes are the product of continual changes in landforms, soils, plant cover, and very recently, human artifacts. At any point in time they reflect portions of the past record that become increasingly obscured through time. Understanding the future and the significance of human impacts on the environment requires that we understand how we got to the present. This course explores the nature of present landscapes and the methods for reconstructing the evolutionary history of landscapes through evidence in landforms, soils, fossil, and historic records over the past 2.5 million years. We will explore the evolution of diverse landscapes such as Death Valley,
Geog 3511 Principles of Cartography
(Sec 001): 4 cr; prereq 3 cr in geog or instr consent; meets DELM req of classroom
Instructor: Galanda, Martin
Description: Maps are the most efficient way to communicate spatial information and powerful tools in any decision making involving space. Geog 3511 will guide you through various mapping tasks, i.e. it provides you knowledge on concepts used in cartography during lectures and allows you to apply this knowledge to mapping projects during the lab meetings. Topics covered include data acquisition methods, map projections, cartographic symbolization, thematic maps, web mapping etc. By the end of the semester you should have the theoretical and technical knowledge that allows you to turn any kind of geographic data into meaningful and ‘good-looking’ cartographic representations. You will also have considerable hands-on experience with recent mapping tools, i.e. Global Positioning System (GPS), ArcGIS9, Freehand MX and Scalable Vector Graphics.
Class time: 50% lecture, 50% Laboratory
Work load: UP TO 30 pages of reading per week, 2 exams
Exam format: multiple choice, short answer, problem solving
Course URL: http://www.geog.umn.edu/courses/3511/

Geog 3900 Topics in Geography: Identities, Iconographies, and Political Landscape
(Sec 001): 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Raento, Pauliina
Description: Ever think about the power of pictures? Ever wonder what monuments are for? Ever get intrigued by the images minted on coins? Ever chew on what ‘national’ identities are about? If yes, then this is the class for you! "Identities, Iconographies, and Political Landscapes" examines visual representations of cultural and political identities. The class is structured around three themes: (1) Visual methodologies and image interpretation; (2) Construction and dissemination of national narratives through political identity projects; and (3) Imageries of conflicting identities and contested spaces. Cartography, propaganda, postage stamps, money, flags, national landscapes, monuments, and cemeteries are among the discussed topics. Finland and the United States will be emphasized from a comparative perspective, but other regional examples will be used as well. Critical discussion, based on exercises, and learning from the field and everyday landscapes are underscored.
Class time: 75% lecture, 25% Discussion
Work load: 70 pages of reading per week, 45 pages of writing per semester, 4 papers, Papers consist of one final paper, three special project reports
Grade: 35% written reports/papers, 45% special projects, 10% in-class presentations, 10% class participation, 0% The three special projects are research or field project assignments
Exam format: Essay

Geog 3900 Topics in Geography: Music in the City
(Sec 002): 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Saldhana, Arun
Description: Music in the City offers an introduction to the cultural geographies of music, with a focus on urban music scenes. Why is music so important to all known human cultures? Music seems to have a very special power to fill space with meaning. Through music, people feel connected to landscapes, regions, nations, cities, neighborhoods, buildings and like-minded people. Music gives value to places, ideas and other people, and it therefore also carries political meaning. This is easily seen (heard) in national anthems. The course tries to understand how this connecting between sound, place, identity and politics happens ‘on the ground’.
Exam format: essay

Geog 3973 Geography of the Twin Cities
(Sec 001); Credit will not be granted if credit has been received for: GEOG 1973, 3.0 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: VanDraak, Barbara J
Description: This course survey's people's relationships with their environments in Latin America (Mexico, Central America, the Caribbean, and South America). Case studies examine how people create and experience places, and how these processes reflect and affect their connections to other places both within and beyond Latin America. Topics include agricultural change, urbanization, health and other aspects of well-being, and tourism.
Class time: 25% lecture, 50% Discussion, 25% Guest talks, video, music
Work load: MAX. 50 pages of reading per week, 15 pages of writing per semester, 1 exams, 1 papers, Weekly reading reports
Grade: 20% final exam, 50% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: Several short questions, two essay-type questions

Geog 4121W Latin America
(Sec 001); Credit will not be granted if credit has been received for: LAS 4121W; 3 cr; meets CLE req of Environment Theme; meets CLE req of International Perspectives Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Weil, Connie H
Description: This course survey's people's relationships with their environments in Latin America (Mexico, Central America, the Caribbean, and South America). Case studies examine how people create and experience places, and how these processes reflect and affect their connections to other places both within and beyond Latin America. Topics include agricultural change, urbanization, health and other aspects of well-being, and tourism.
Class time: 60% lecture, 20% Discussion, 20% Multi-media
people have added for mining, or forestry, or farming, or residence, or farming has changed since 1980. The instructor has a quirky sense of humor, and the lectures are interesting. The legacy of central planning, the problems of political restructuring and the transition to a market economy are organizing themes of the course, along with the geographic concepts necessary to understand these substantive themes. We explore such topics as urban systems and city structure, environmental issues, ethno-cultural and religious diversity, demography, social and political problems, and economic change. The major focus is on Russia, as the center of the former Soviet empire. We also examine the other post-Soviet republics and their unique identities and challenges, as they struggle to survive and thrive as independent states. The course assumes no prior knowledge of the region.

Class time: 65% lecture, 20% Discussion, 15% videos, student presentations

Work load: 30-40 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers

Grade: 30% written reports/papers, 60% quizzes, 5% in-class presentations, 5% class participation

Exam format: mixed fill-in, short essay, map questions

Course URL: http://www.geog.umn.edu/courses/3181_5181

Geog 5374W The City in Film (Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3374W, GEOG 3374W, GEOG 3374V, 4 cr; prereq grad student or instr consent; meets CLE req of International Perspect Theme; meets CLE req of classroom

Instructor: Miller, Roger P!!Morse Alumni Award!!

Description: Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the past approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

Class time: 30% lecture, 30% Discussion, 40% film viewings

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 comparative film reviews

Grade: 75% written reports/papers, 20% quizzes, 5% class participation

Exam format: Short answer, short essay (for quizzes)
Geog 5511 Advanced Cartography (Sec 001); 3 cr; prereq 3511 or instr consent; meets DELM req of classroom
Instructor: Galanda, Martin
Description: Maps are the most efficient way to communicate spatial information and powerful tools in any decision making involving space. Geog 5511 will guide you through various mapping tasks, i.e. it provides you knowledge on concepts used in cartography during lectures and allows you to apply this knowledge to mapping projects during the lab meetings. Topics covered include data acquisition methods, map projections, cartographic symbolization, thematic maps, web mapping etc. By the end of the semester you should have the theoretical and technical knowledge that allows you to turn any kind of geographic data into meaningful and 'good-looking' cartographic representations. You will also have considerable hands-on experience with recent mapping tools, i.e. Global Positioning System (GPS), ArcGIS, Freehand MX and Scalable Vector Graphics.
Class time: 75% lecture, 25% Discussion
Work load: 70 pages of reading per week, 45 pages of writing per semester, 4 papers, Papers consist of one final paper, three special project reports
Grade: 35% written reports/papers, 45% special projects, 0% project reports
Course URL: http://www.geog.umn.edu/courses/5511/

Geog 5565 Geographical Analysis of Environmental Systems and Global Change (Sec 001); 3 cr; prereq 3561 or 5561 or FR 4131 or LA 5573 or one intro GIS course or grad or instr consent; meets DELM req of classroom
Instructor: Manson, Steven M.
Description: Subject. Geographic information science and allied fields such as spatial analysis are increasingly used to understand coupled human-environment systems and their patterns and dynamics with respect to global change. Purpose. This course expands on aspects of GIS and statistics covered by previous courses. It is designed to introduce ways in which GIS can be used to explore human-environment systems. Goals. Students who successfully complete this course will be able to find databases on human-environment issues that contribute to global change, assess these databases in terms of their utility, and use a GISc analytical framework to address human-environment interactions such as urbanization, water pollution, habitat preservation, and deforestation. Depending on student orientation, this course can be used to gain insight into the technical underpinnings of introductory spatial analysis and databases, complement on-going research, or provide an applied focus for spatial analysis. Prerequisites. Students should be proficient in GIS, standard statistical methodology including descriptive statistics and bivariate regression, and basic mathematics. Structure. This is an intensive hands-on seminar with a focus on reading, discussion, and applications. This translates into a student-lead presentations and research.
Class time: 75% lecture, 25% Discussion
Work load: 70 pages of reading per week, 45 pages of writing per semester, 4 papers, Papers consist of one final paper, three special project reports
Grade: 35% written reports/papers, 45% special projects, 0% project reports
Course URL: http://www.geog.umn.edu/courses/5565/
geographies of music, with a focus on urban music scenes. Why is music so important to all known human cultures? Music seems to have a very special power to fill space with meaning. Through music, people feel connected to landscapes, regions, nations, cities, neighborhoods, buildings and like-minded people. Music gives voice to places, ideas and other people, and it therefore also carries political meaning. This is easily seen (heard) in national anthems. The course tries to understand how this connecting between sound, place, identity and politics happens 'on the ground'. Several in-depth case-studies will use multi-media materials to gain a varied sense of the geography of music, while some classes will benefit from invited speakers. Case-studies include Elvis pilgrimage in Memphis; East vs. West coast hip-hop; the commercialization of global clubbing culture; music scenes in the Twin Cities; and the racial ambivalences of Prince.

Class time: 25% lecture, 50% Discussion, 25% Guest talks, video, music
Work load: MAX 50 pages of reading per week, 15 pages of writing per semester. 1 exams, 1 papers. Weekly reading reports
Grade: 20% final exam, 50% in-class presentations, 20% in-class presentations, 40% class participation
Exam format: Several short questions, two essay-type questions

Geology and Geophysics
106 Pillsbury Hall: 612/624-1333

Geo 1001 The Dynamic Earth: An Introduction to Geology
(Sec 001, 101-119); Credit will not be granted if credit has been received for: GEO 5001, GEO 5001, GEO 5001, GEO 2111, GEO 2111H, GEO 2111H, GEO 1101, GEO 1005, GEO 1005; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
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: 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/1001/

Geo 1005 Geology and Cinema
(Sec 001); 4 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: Revenaugh, Justin
Description: GEO1005 offers an introduction to the Earth Sciences using the depictions of geology and geophysics offered by the popular media, cinema in particular, as springboards to discussion and development. Much of what most people believe about the geologic history of the Earth, life on it and the processes that shape it is gathered from films. Much of that "knowledge" is wrong, often very wrong, but the myths promulgated by movies can be very enduring. GEO1005 exposes those myths and sets out a basic understanding of the modern Earth System. We cover such topics as: formation of the solar system and Earth, Earth's 4.5-billion-year history, the fossil record of life on the planet, volcanism, earthquakes, climate change, streams, oceans, deserts, glaciers, natural resources and Earth stewardship. Emphasis is placed on the interactions between geologic processes, man and the environment, with the control of nature as an overriding theme. Each lecture topic will be prefaced with clips from Hollywood movies. Several movies will be shown in their entirety (the Core, Dante's Peak and Jurassic Park) with students asked to critique the reality of science depicted in the movie. The laboratory component introduces students to minerals and rocks, geologic maps and the basics of geology field work. Material in lab follows that of lecture and offers students the opportunity to gain hands-on experience. Meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core.
Class time: 45% lecture, 40% Laboratory, 15% Videos
Work load: 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 papers, Group presentation
Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% in-class presentations, 25% lab work, 15% problem solving
Exam format: Combination of multiple choice (40% of total points) and short answer (remaining 60%). Short answer questions usually require only on or two sentences to complete.
Course URL: http://www.geo.umn.edu/courses/1005/

Geo 1006 Oceanography
(Sec 001, 101-112); Credit will not be granted if credit has been received for: GEO 5006, GEO 5006, GEO 5006; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: STAFF
Description: Although the oceans surround us, in many ways they remain more mysterious than the surface of the Moon. The world oceans include the deepest places and the largest mountains on earth, a dynamic and ever-changing pattern of waves, tides, and currents, and an array of unfamiliar creatures that live in a three-dimensional solution of life-sustaining chemical nutrients. This course explores this complex and fascinating world. We start with the nature of the ocean basins: their physical structure and evolution. We then examine the linkages between the evolution of the Earth and the formation of the oceans, delve into the origin of seawater's composition and the biotic environments provided by spectacular geysers of hot seawater on the deep ocean floor. Next, we consider the dynamics of the great water masses, currents like the Gulf Stream, and the waves and tides that directly affect the lives of people on and near the sea. The course ends with a survey of marine life; investigating the major constraints on living in a marine environment and examining how marine animals interact with one another. Throughout the course, we emphasize ways in which the oceans affect humankind. Some examples include the El Nino phenomenon that has such a profound affect on global weather patterns; tsunamis, which can influence people's lives in virtually all coastal communities; coastal storms and the effects they produce; and the oceans and global warming.
Class time: 55% lecture, 40% Laboratory, 5% Video
Work load: 25 pages of reading per week, 1 exam, 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
Course URL: http://www.geo.umn.edu/courses/1006/

Geo 1006 Oceanography
(Sec 001, 101-112); Credit will not be granted if credit has been received for: GEO 5006, GEO 5006, GEO 5006; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

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Geo 1101 Introduction to Geology
(Sec 100); 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom
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 plant’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: 100% quizzes
Exam format: Quizzes: Primarily multiple choice, with some short answer possible
Course URL: http://www.geo.umn.edu/courses/1001

Geo 1093 Problems in Geology and Geophysics: Junior
(Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent; meets DELM req of classroom
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, labortatory 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; meets DELM req of classroom
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; meets DELM req of classroom
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. Credit for seminar courses vary from 1-4 credits and 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; meets DELM req of classroom
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 4102W Vertebrate Paleontology: Evolutionary History and Fossil Records of Vertebr
(Sec 001); 4 cr; A-F only; prereq 1001 or 1002 or Biol 1001 or Biol 1002 or Biol 1009 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Fox, David L
Description: This course is a survey of the evolutionary history of vertebrate animals, a group that includes all living fish, amphibians, reptiles, mammals, and their extinct relatives. The fossil record of this group spans over 500 million years of Earth history and includes animals that swim, walk, burrow, and fly. We will examine all major fossil and living groups of vertebrates (except for mammals, which will be covered in detail in a separate course) and will place the evolution of these organisms into phylogenic, temporal, functional, and paleoecological contexts. Topics will include methods in reconstructing phylogeny, the origin of vertebrates, evolution of fish, origin and diversification of terrestrial vertebrates, marine reptiles of the Mesozoic,
Geo 4401 Aqueous Environmental Geochemistry
(Sec 001); 3 cr; prereq Chem 3501 or instr consent; meets DELM req of classroom
Instructor: Seyfried, William E
Description: This course is intended for graduate and/or upper division undergraduate students interested in learning about principles of equilibrium thermodynamics and kinetics as applied to the chemistry of natural fluids. Emphasis will be placed on developing a conceptual understanding of the geochemical reactions and processes involved during mineral-fluid reactions at a wide range of physical conditions. Recent developments and approaches in geochemical modeling will be used to illustrate key concepts involving mineral solubility, redox reactions and hydrothermal alteration processes. Homework problem sets are designed to allow students to gain familiarity with conceptual approaches covered in lecture.
Class time: 66% lecture, 33% combination discussion and lab
Work load: 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 25% midterm exam(s), 30% final exam, 30% written reports/papers, 15% in-class presentations
Exam format: Midterm and final exams will be open book, take home exams

Geo 5353 Electron Microprobe Theory and Practice
(Sec 001); 3 cr; prereq 4501 or instr consent; meets DELM req of classroom
Instructor: Frahm, Ellery Edward
Description: Please visit the course webpage for additional information. This course aims to familiarize students with the physics behind and instrumentation of electron microprobe analysis and to train students to use the JEOL 8900 Electron Probe Microanalyzer. There are two components to this course: lectures and labs. Students can either attend just the lectures for 2 credits or attend both lectures and labs for 3 credits. The number of slots for students in the lab sections is limited, but additional students can take the lecture without the labs. This course is not mathematically based; there will be no weekly problem sets. Instead, the lectures and readings are intended to develop a conceptual and qualitative or semi-quantitative understanding of the principles and instrumentation of electron microprobe analysis. Concepts are emphasized so that, if and when one is interested in the mathematical details, one can have a firm foundation on which to build. The only prerequisites are one year of physics and/or chemistry or instructor consent. Coursework in geology is helpful but not required -- students from Physics, Materials Science, Archaeology, and other departments have very successfully completed this course.
Class time: 80% lecture, 20% Lab
Work load: 10 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, weekly problem sets
Grade: 30% midterm exam(s), 40% final exam, 20% written reports/papers, 10% problem solving
Exam format: Short answers, problem solving sets

Geo 5502 Advanced Structural Geology
(Sec 001); 3 cr; prereq 4501 or instr consent; meets DELM req of classroom
Instructor: Hudleston, Peter John
Description: This course deals with the analysis of deformation of rock and the mechanical interpretation of natural structures. Lectures are supplemented by readings from text books and the literature. There is no single required text. A set of problems is assigned during the course, and there may be a field trip to examine small-scale structures in northern Minnesota. An introductory course in structural geology (Geo 4501 or equivalent) is a prerequisite. Specific topics include: Stress theory and state of stress in the earth's crust; stress history - deducing stress from structures; finite strain in two and three dimensions; progressive deformation; geological implications of strain theory; determination of finite strains in rock using fossils, conglomerates etc.; mechanical properties of rock and the behavior under creep or very slow constant stress conditions; theories of faulting and jointing; development of fabric; folding.
Grade: 50% final exam, 50% Problem Sets

German
205 Folwell Hall: 612/625-2080

Ger 1001 Beginning German
(Sec 001, 004-005); 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called 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 001-007); 5 cr; prereq 1001; meets DELM req of classroom
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,
Ger 1003 Intermediate German
(Sec 001-006); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom
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

Ger 1004 Intermediate German
(Sec 001-007); 5 cr; prereq 1003 or completion of Entrance Proficiency Test at 1004 level; meets DELM req of classroom
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 at least 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

Ger 1022 Beginning German Review
(Sec 001); 5 cr; prereq Placement above 1001; meets DELM req of classroom
Instructor: STAFF
Description: Intended for students with previous experience in German, primarily those who have studied German in high school or at community colleges, or who are transfer students. The course involves intensive review of all four language modalities (listening, reading, speaking, writing), with a proficiency emphasis to prepare for German 1003. By the end of the course students should be able to discuss familiar topics, such as every day activities, free-time occupations, or career choices, and have become familiar with some contemporary social issues in the German-speaking countries. This course includes writing assignments that are process-oriented and require students to work together in editing groups. All class sessions involve extensive student interaction and require an average of 2 hours of outside preparation. URL not known can be found in class web.

Work load: 2 hours expected per class session.
Grade: 20% final exam, 12% written reports/papers, 28% quizzes, 24% class participation, 16% 14% reading/group assignments, 2% interviews
Exam format: Written

Ger 3011W Conversation and Composition
(Sec 001, 002); 4 cr; prereq 1004; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook Ubergange will guide students through an introduction to several important communicative modes of language (description, narrative, debate, report, text analysis), while Sprachbau will provide a comprehensive grammar review which includes finer, level-appropriate grammar points. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.

Class time: 100% varies with instructor
Work load: Expect at least 2 hours preparation time per class session.
Grade: 10% final exam, 30% written reports/papers, 20% quizzes, 10% in-class presentations, 10% class participation, 20% oral interview and weekly journals
Exam format: written, oral

Ger 3012W Conversation and Composition
(Sec 001); 4 cr; prereq 3011; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course, the continuation of German 3011, is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook Ubergange will guide students through an introduction to several important communicative modes of language (description, summary, film and literary reviews, persuasive speaking, text analysis). We will also work to improve individual problem grammar areas for students and reach a greater level of abstraction and sophistication in German. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.

Class time: 100% varies with instructor
Work load: Expect at least 2 hours preparation time per class session.
Grade: 30% written reports/papers, 20% quizzes, 20% in-class presentations, 10% weekly journals
Exam format: written, oral

Ger 3014 German Media
(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom
Instructor: STAFF
Description: In this course students will continue to develop their language skills while learning about the role the various media play in Germany. The focus is journalistic prose, especially newspaper articles, as well as newscasts and feature programs broadcast on German television. The language of the media is often quite challenging, and this course will present strategies for advanced-level reading and listening comprehension. The class will follow social, cultural, and political debates in Germany. Class discussions will offer the opportunity to compare positions and attitudes, and to explore current issues. The topics to be covered will depend in part on current news developments. Students should expect to actively participate in discussions about the role of the media and current events.

Class time: 10% lecture, 20% Closed Circuit TV, 60% Discussion, 10% Laboratory
Course URL: http://classweb.cla.umn.edu/
Ger 3021 Business German (Sec 001); 3 cr; prereq 3011 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Are you a student in German Studies, International Business and Management or International Relations? If you expect to work in a business environment in which German is used, or if you are simply interested in German business, commerce, and economics, then this is the course for you! You will be introduced to the world of German business and learn the language and discourse used in German business and economics. You will become familiar with German business correspondence, surf the internet, and learn how to read and interpret charts and statistics. We will develop comprehension techniques through readings and exercises in the textbook, and we will further practice them through the exposure to news broadcasts, newspaper articles, and other pertinent publications. Grammatical structures that most frequently occur in these texts will be highlighted. A selection of topics to be discussed includes: Germany in the European Union, Traffic and Transport in Germany, How Germans Apply for a Job, Tourism, The Consumer in Germany, Germany's Industry, Work and the Social System, Import and Export, the Euro.
Class time: 30% lecture, 70% discussion and interactive exercises
Work load: A minimum of two hours preparation per class session; weekly quizzes; business letters; text summaries; web exercises; oral reports
Grade: 5% written reports/papers, 20% quizzes, 20% class participation, 25% written assignments; 20% written final; 10% oral final

Ger 3510 Topics in German Studies: Reading East German Culture (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011; meets DELM req of classroom
Instructor: Creech, Jennifer Lane
Description: In this course we will attempt to scratch the surface of culture "behind the Iron Curtain" in the former German Democratic Republic (GDR). Traditionally, the GDR has been defined as a totalitarian dictatorship under the complete control of the Socialist Unity Party (SED) and the Stasi (Staatsicherheit - secret police). This definition equates culture with party politics and the policing of the public, assuming that "what the Party says, goes" in every moment, every space, every day. However, by expanding our definition of culture to include "everyday life," other interpretations of East German culture come to the fore. By reading historical, sociological, literary, theoretical, music and film texts, we will attempt to understand GDR culture as heterogeneous rather than uniform, as a society encompassing numerous public spaces of which party politics is only one. Approaching East German texts through the lenses of ideology/utopia, gender/sexuality, childhood/education, consumption/work, and individual/collective, we will reconsider East German culture as including, but not limited to, the repressive practice of the Party and its police. In doing so, we may revisit the GDR as a culture of dialogue between individuals and the state, as well as between East and West.
Class time: 30% lecture, 60% Discussion, 10% In-class presentations
Work load: 50-100 pages of reading per week, 12 pages of writing per semester, 1 exams, During weeks that require additional film screenings, the reading load will be 50 pages or less.
Grade: 30% final exam, 40% written reports/papers, 10% in-class presentations, 20% class participation

Ger 3560 Topics in German Cinema: Fritz Lang & Billy Wilder: Vienna-Berlin-Hollywood (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3xxx film course or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course investigates the films of two directors born in Austria-Hungary whose film careers began in Berlin and then, after 1933 (when the Nazis came to power), continued in Hollywood. Fritz Lang became famous for his German films already in the early 1920s; Billy Wilder, 16 years younger than Lang, only broke into the film business in the late 1920s as a scriptwriter, writing a number of screenplays by 1933, and then after relocating to Hollywood, struggled to learn English and write successful American screenplays. By the late 1930s he was successful, and by the early 1940s he began directing his own films, soon becoming one of the most successful directors in Hollywood. While we associate Lang with German Expressionism, Wilder is closer to the New Objectivity of the late 1920s; both directors brought techniques learned in Berlin to Hollywood, where their American films were a hybrid of stylistic and themes from the early Victorian Age. Among the key authors are Raimund, Nestroy, Grillparzer, Lenau and Stifter. This course will be taught by Hubert Lengauer.
Work load: 60-80 pages of reading per week, 1 papers, An oral presentation

Ger 5630 Topics in German Cinema: Fritz Lang & Billy Wilder: Vienna-Berlin-Hollywood (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Preparation for research abroad during semester before departure. Written and oral reports upon return.

This information is accurate as of: 11/3/2004
politic ideas from Germany mixed with what they learned in the American studio system. As emigres of Jewish heritage, they embraced New Deal America and were glad to have escaped Nazi Germany; but they disdained the postwar Red Scare. Lang returned to West Germany, but had difficulties there; Wilder stayed in Hollywood and was very successful into the mid-1960s. Can their films be considered examples of "transnational modernism"? We will see....

Class time: 33% lecture, 33% Discussion, 33% Laboratory
Work load: 50 pages of reading per week, 10-15 pages of writing per semester, 2 papers, Graduates will write one long paper, undergrads two shorter ones
Grade: 80% written reports/papers, 15% in-class presentations, 10% class participation, 15% WebCT responses to films and readings
Course URL: http://webct.umn.edu/

Ger 5993 Directed Studies
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
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.

Global Studies
214 Social Science: 612/624-9007

GloS 3101 Theoretical Approaches to Global Studies
(Sec 001); Credit will not be granted if credit has been received for: INTR 3151, GLOS 3101H, GLOS 3101H; 4 cr; A-F only; prereq 6 credits in the social sciences including at least one of the following: Geog 1301; Hist 1012/1018; GloS 1015W; or PolSci 1025 or instr consent; meets DELM req of classroom
Instructor: Skaria, Ajay
Description: This interdisciplinary course provides a theoretically informed introduction to the social, political, economic, cultural, and historical processes shaping contemporary global phenomena. Topics may include nationalism, colonialism, cultural production, environmental sustainability, globalization of the economy, migration and diasporas, global conflict and cooperation.
Class time: 50% lecture, 50% Discussion
Work load: 60-100 pages of reading per week, Work will be evaluated through a mix of exams, papers, and oral presentations.

GloS 3101H Theoretical Approaches to Global Studies
(Sec 001); Credit will not be granted if credit has been received for: INTR 3101, GLOS 3101, GLOS 3101; 4 cr; A-F only; prereq 6 credits in the social sciences including at least one of the following: Geog 1301; Hist 1012/1018; GloS 1015W; or PolSci 1025; or instr consent; meets DELM req of classroom; meets HON req of Honors
Instructor: Skaria, Ajay
Description: This interdisciplinary course provides a theoretically informed introduction to the social, political, economic, cultural, and historical processes shaping contemporary global phenomena. Topics may include nationalism, colonialism, cultural production, environmental sustainability, globalization of the economy, migration and diasporas, global conflict and cooperation.
Class time: 50% lecture, 50% Discussion
Work load: 60-100 pages of reading per week, Work will be evaluated through a mix of exams, papers, and oral presentations.

GloS 3553H Honors: Change in the Contemporary Global Order
(Sec 001); 3 cr; A-F only; prereq instr consent; meets CLE req of International Perspect Theme; meets DELM req of classroom;
This information is accurate as of: 11/3/2004

meets HON req of Honors
Instructor: STAFF
Description: Important issues of global change: population growth and human migrations, human relations with the physical environment; struggles for popular power and sustainable democratic institutions; relations and conditions of work; and cultural representations of social identities. Attention to the U.S.- Mexican arena.

GloS 3602 Other Worlds: Globalization and Culture
(Sec 001); 3 cr; A-F only; prereq [3101, 3144] or instr consent;
meets DELM req of classroom
Instructor: Craddock, Susan L
Description: Using medicine as an optic, this class explores how 'other worlds' are created and maintained. In particular we will explore how medicine, as a set of practices embedded in cultural systems and power relations, has played a pivotal part in the creation, maintenance, and visibility of otherness historically and currently. Medicine also plays a role in both creating and addressing those diseases globally that speak of inequities in resources. To explore these themes, there are three modules beginning with colonial medicines and nationalism; moving to globalization medical practices such as access to AIDS drugs, global burdens of disease, and the Human Genome Diversity Project, and finishing with medicine, culture, and contestation, where we examine case studies of conflicting systems of health and healing.
Class time: 40% lecture, 50% Discussion, 10% Role playing exercises
Work load: 60-75 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 1 papers
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 20% special projects, 15% class participation
Exam format: Essay, short answer

GloS 3643 Islam and the West
(Sec 001); Credit will not be granted if credit has been received for: CAS 3533, MELC 3533; 3 cr; meets DELM req of classroom
Instructor: Bashiri, Iraq !!CLA Distinguished Tchg Awd!!
Description: The Islamic world has played a fundamental role in the transfer of the knowledge of the ancients, especially the thought of Plato and Aristotle, to the West. This course examines ancient Western thought and traces its further development in the works of medieval scholars like Avicenna, Ibn Rushd, and St. Aquinas. The course shows why the eastern and western scholars' treatment of philosophy has resulted in the divide that plagues the Muslim world and the West, including the United States, today. The course ends with an examination of the activities of the Muslim Brotherhood, the Taliban, and the al-Qaeda in the context of the dynamics of early medieval thought and the more recent Western colonialism.
Class time: 60% lecture, 20% Discussion, 20% oral reports
Work load: 50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, 1 book report, 4 oral reports (1 ungraded)
Grade: 10% final exam, 26% written reports/papers, 30% quizzes, 21% in-class presentations, 3% class participation, 10% book report
Exam format: essay
Course URL: http://www.bashiris.com

GloS 3645 Islamic World
(Sec 001); Credit will not be granted if credit has been received for: GEOG 3145, GEOG 3145, GEOG 3145, GEOG 3145; 3 cr; A-F only; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Samatar, Abdi Ismail
Description: This course examines the social, cultural, economic, and political dynamics of the Islamic World and its enduring relations with the West. The Islamic World is a vast region with diverse cultures and political economic systems. Despite the West's monolithic image of this world, the region is internally differentiated along lines of culture, political order, and levels of development. For example, Malaysia's development in the last three decades contrasts sharply with those of Egypt. Further, the Islamic Republic of Iran and Tunisia best exemplify the contrasts within the Islamic World in terms of the mix of politics and religious practice. Morocco, Libya, and Malaysia constitute Islamic
countries with divergent relationships with the West. The course analytically assesses what unifies the Islamic World in the context of the said differences. The course format is a mixture of lectures, documentaries, discussions and debates. Students will be asked to take part in one of three debates: Islamic Societies and the West (Focus since 9/11)? Palestine/Israel conflict? The dynamics generated by the American War in Iraq Requirements Text: Reading package and one short book. Two short-essay examinations: Exam I accounts for 20% of course and Exam II weighs 30%. A short book review paper (5 pages) accounts for 20% of course grade, and the group debates/class participation account for 30%.

Class time: 60% lecture, 20% Closed Circuit TV, 20% Discussion

Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers. The papers consist of one book review (5 pages) and the debates (15 pages)

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

Exam format: Short essay and identification

GloS 3900 Topics in Global Studies: Organizations and Society

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Knoke, David H

Description: This course introduces undergraduates to contemporary theories and debates about formal organizations in an international context. Our primary objectives are: (1) To compare, from the perspectives of people in affected nations, the diverse assumptions, interpretations, and organizational responses to complex globalization processes (2) To identify significant differences and consequences of the social institutions - customs, norms, associations, laws, governments - that manage and regulate organizational behaviors from the workplace to multinational corporations (3) To examine organizational networks of economic, technological, cultural, and political relations that interconnect the world's societies and nation-states. Classes consist of lectures, role-playing activities, occasional films, and discussions of the issues raised by the reading assignments.

Class time: 60% lecture, 40% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 8 shorter and 2 longer take-home or in-class writing assignments

Grade: 100% written reports/papers

Course URL: http://www.soc.umn.edu/~knoke/

GloS 3900 Topics in Global Studies: Reading Asian Cultures

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Sawhney, Simona

Description: What are “Asian Cultures” and what is “reading”?. This course will proceed by examining the terms of its own title, and by thus examining the place and status of “Asia” in the American university. Do we need particular kinds of skills to study Asian texts, or just particular kinds of information? What kinds of political forces have historically informed the study of Asia in America? What happens when we read texts in translation and what choices are available to us? Our readings will, in various ways, draw attention to such questions. Readings will include work by Iqbal, Rabindranath Tagore, Mahasweta Devi, Mishima, Lu Xun, Bei Dao, and Natsume Soseki. We will also watch films by Wong Kar Wai and Satyajit Ray and read selections from the work of Michel Foucault, Edward Said, Haun Saussy, and Rey Chow.

Class time: 50% lecture, 50% Discussion

Work load: 100-200 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, oral presentations

GloS 3920 Topics in European Studies: Reading East German Culture

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Creech, Jennifer Lane

Description: In this course we will attempt to scratch the surface of culture “behind the Iron Curtain” in the former German Democratic Republic (GDR). Traditionally, the GDR has been defined as a totalitarian dictatorship under the complete control of the Socialist Unity Party (SED) and the Stasi (Staatssicherheit - secret police). This definition equates culture with party politics and the policing of the public, assuming that “what the Party says, goes” in every moment, every space, every day. However, by expanding our definition of culture to include “everyday life,” other interpretations of East German culture come to the fore. By reading historical, sociological, literary, theoretical, music and film texts, we will attempt to understand East German culture as heterogeneous rather than uniform, as a society encompassing numerous public spaces of which party politics is only one. Approaching East German texts through the lenses of ideology/utopia, gender/sexuality, childhood/education, consumption/work, and individual/collective, we will reconsider East German culture as including, but not limited to, the repressive practice of the Party and its police. In doing so, we may revisit the GDR as a culture of dialogue between individuals and the state, as well as between East and West.

Class time: 30% lecture, 60% Discussion, 10% Work load: 50-100 pages of reading per week, 12 pages of writing per semester, 1 exams, During weeks that require additional film screenings, the reading load will be 50 pages or less.

Grade: 30% final exam, 40% written reports/papers, 10% in-class presentations, 20% class participation

GloS 3920 Topics in European Studies: North African Immigration in France

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Loth, Laura J

Description: Immigration is an issue that sparks passionate debate in Europe and the US, and France is no exception. With an embroiled colonial past and a growing extreme-right political front, France continually re-evaluates its nationality and citizenship laws and is currently involved in a debate on secularism and the Islamic headscarf in schools. As the French government evaluates questions of national identity, members of France’s immigrant population forge multicultural identities that interrogate both French citizenship and their own traditional religious and cultural practices. In this course, we will examine the case of North African immigrants in France. After an introduction to the history and immigration policies of France in relation to immigrants from its former North African colonies and protectorates (with an emphasis on Algeria), this course will focus on the literary and sociological writings, documentary and feature films, and music of contemporary writers and artists of Maghrebi (North African) origin living and working in France. We will explore topics such as linguistic identity, urban space and minority settlement, women’s issues, second generation “beur”)Identity, and racism. We will also discuss the French media’s representation of the debates surrounding Islam in France and examine Internet postings by social organizations representing the interests of immigrants and the North African community in metropolitan France.

Class time: 20% lecture, 80% Discussion

Work load: ~50 pages of reading per week, 1 exams, 2 papers

Grade: 0% Students will be evaluated on the basis of oral presentations, class discussion, a mid-term paper and final paper, and short reaction papers.

Exam format: essay, short answer

GloS 3930 Topics in Latin American Studies: Hispanics: Latinos in the United States

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Riviere, Melissa

Description: What does the word Hispanic mean and why does it have so many emotive reactions? This course aims to uncover who is Hispanic in the United States and what does this identity mean through the use of readings, lectures, films, biographies, and music. Although the class will be open to discussions of all Hispanics, readings will encompass an in-depth look at three focus groups: Cubans, Chichano/Mexican Americans and Puerto Ricans. The aim of the class is to gain a better understanding of the everyday roles Latinos play in
US culture. The class will review migratory and political history for each group. It will deal with issues of biculturalism, bilingualism, and in particular the case of Spanglish. We will analyze concepts of Afro-Indigenous-Caucasian subcategories and concerns regarding race and racism towards and amongst Latinos. We will take a socio-historical look at festivals and holidays such as the Day of the Dead, Festival de la Calle Ocho and the Puerto Rican Day Parade. Lastly, we will review the roles of Hispanics in literary and musical movements such as Chicano and Puerto Rican/Nuyorican poetry, the musical genre of Salsa and the all around Hispanic influences in Hip-hop.

GloS 3940 Topics in Middle Eastern Studies: Media, Conflict, and Society (Sec 001); 4 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom
Instructor: Al-Zoby, Mazher A
Description: What is the relationship between news media (Aljazeera, CNN, FOX) and public opinion formation before and after the invasion of Iraq? What is the connection between MTV and cultural imperialism? What is the role of the internet in organizing the insurgency in Iraq and Afghanistan? And what is the significance of digital media and the Abu Ghraib prison scandal? The aim of this course is twofold: on the one hand, the course will examine the way which dominant and hegemonic representations of mass media (print media, news media, visual media, entertainment media, etc.) function to produce ideological understandings of the world at a moment of political crisis and cultural conflict. On the other hand, the course will provide a critical examination of the ‘new’ media (satellite and electronic media, internet media, low-budget film, etc.) and their global impact on politics, society, and oppositional flow of information. In order to characterize the distinctive impact of various media on modern societies, the course will focus on four analytical models: The Marxian model of ideology; Chomsky’s propaganda model, the discursive model, and Baudrillard’s model of media as simulation.
Class time: 50% lecture & discussion; 40% film presentation; 10% group presentations.
Work load: 35 pages of reading per week, 20 pages of writing per semester
Grade: 35% Attendance/participation; 30% one in-class exam; 25% research paper; 10% group presentation and in-class writing

GloS 3993 Directed Study (Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Guided individual reading or study. Open to qualified students for one or more semesters.

GloS 3910 Topics in Global Studies: From Pineapples to Peace Coffee (Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Schurman, Rachel
Description: Walk into any supermarket on a cold day in February and you will find a rich array of tropical fruits from New Zealand, Chile, and South Africa. Talk to any soybean farmer in Decatur, Illinois and he will tell you about his most worrisome competitor, the "Soybean King" and governor of the state of Mato Grasso in Brazil. Take a stroll through the countryside in England and you may well see masked protesters pulling up field trials of Monsanto's genetically modified (GM) corn crops. All of these phenomena reflect different facets of agrofood globalization, and suggest the myriad ways in which people around the globe have become connected through one of our most important daily needs: food. This course will explore how the global agrofood system has been shaped by political, economic, historical, and cultural phenomena ranging from historical land tenure patterns, to the dictates of the IMF, to activist efforts to generate demand for fair trade coffee. Among the topics we'll explore are: food and colonialism; world hunger; the implications of new trade and consumption patterns for countries and communities; controversies over GMOs; the globalization of fast food; and alternative food movements. This course will involve a heavy reading load, and will be taught once a week in a seminar style, based on in-depth discussions of reading material and films. Course grades will be based on active participation, weekly commentaries on readings, and a major research project.
Class time: Work load: Students will be required to present the main arguments of a set of readings at least once during the semester
Grade: 0% Course grades will be based on active participation, weekly commentaries on the readings (which will be shared with others in the course), and a 18-20 page research paper.

Greek
330 Folwell Hall: 612/625-5353

Gkr 3120 Greek New Testament (Sec 001); 3 cr; max crs 6; prereq Grade of at least [C- or S] in 3113 or instr consent ; meets DELM req of classroom
Instructor: Seilew, Philip H
Description: Readings and interpretation of selections from the Greek New Testament. Our main texts will be the Gospel of Mark, the Gospel of Luke, and Paul's letters to the Galatians and the Philippians. Other passages from the New Testament or related literature will also be read according to student interest. The main goals of the class are to improve students' facility in reading biblical Greek and help them gain a better understanding of the New Testament writings in their literary, historical, and religious environment. Anyone with at least one year of ancient Greek is welcome to take the class.
Class time: 10% lecture, 90% Discussion
Work load: 10 pages of reading per week, 6 pages of writing per semester, 4 exams, 1 papers, translating Greek New Testament weekly
Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 20% quizzes, 30% class participation
Exam format: translation

Hebrew
330 Folwell Hall: 612/625-5353

Hebr 1002 Beginning Hebrew II (Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 4002, HEBR 4002, HEBR 4002, HEBR 4002, HEBR 4002; 5 cr; prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; meets DELM req of classroom
Instructor: Schneller, Renena Segal ICLA-Work Group Outstdg Svc Awd!!
Description: Hebrew 1002 is intended for students who have completed Hebrew 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner learning and active processing.
activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.

Class time: 33% lecture, 33% Discussion, 33%
Work load: 2 exams
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: multiple choice, fill in the blank and a small essay

Hebr 3012 Intermediate Hebrew II
(Sec 001); 5 cr; prereq Grade of at least [C- or S] in in 3011 or instr consent; meets DELM req of classroom
Instructor: Levi, Yaakov
Class time: 25% lecture, 60% Discussion, 10% Laboratory, 5%
Work load: 5 pages of reading per week, 60 pages of writing per semester, 2 exams, 2 papers, Presentations, regular journal entries, multimedia program
Grade: 20% mid-semester exam(s), 25% final exam, 16% written reports/papers, 25% quizzes, 4% in-class presentations, 10% class participation
Exam format: content questions, grammar and syntax, short unseen texts
Course URL: http://www.tc.umn.edu/~levix004

Hebr 3016 Advanced Modern Hebrew II
(Sec 001); Credit will not be granted if credit has been received for: HEBR 3016, HEBR 5016, HEBR 5016, HEBR 5016; 3 cr; prereq 3015 or 5015 or qualified fr or instr consent; meets DELM req of classroom
Instructor: Levi, Yaakov
Description: A continuation of 3015. Emphasis on expanded oral and written self expression. Samples a variety of Hebrew periods to prepare for specialized study. Studies utilize a variety of genres and media including fiction, poetry, drama, film, and journal. Taught in Hebrew.
Class time: 20% lecture, 50% Discussion, 5% Laboratory, 25% computer lab, presentations, audio and visual tools
Work load: 8 pages of reading per week, 60 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 25% final exam, 15% written reports/papers, 5% special projects, 25% quizzes, 10% class participation
Exam format: Content assignments, expression of opinions, unseen texts, grammar and syntax analysis, etc.
Course URL: http://www.tc.umn.edu/~levix004

Hebr 3111 Rabbinic Texts I
(Sec 001); 3 cr; prereq 3012 or instr consent; meets DELM req of classroom
Instructor: Boustan, Ra’an’an
Description: The primary aim of this course is to enable students to read and analyze the language and idiom of classical Rabbinic sources in Hebrew. Selections will be drawn from both legal and homiletical texts (Mishnah, Talmud, and Midrash). Special attention will also be paid to the historical development of the Hebrew language in the Second Temple period as found in various post-biblical literary corpora (Qumran, apocrypha, pseudepigrapha). This course is an advanced Hebrew language course that presumes at least 3-5 semesters of Classical Hebrew language instruction.
Class time: 10% lecture, 90% In-class translation and language analysis
Work load: 10 pages of reading per week, 8-10 pages of writing per This information is accurate as of: 11/3/2004

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; meets DELM req of classroom
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 DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 4002 Beginning Hebrew II
(Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 1002, HEBR 1002, HEBR 1002; 3 cr; prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; meets DELM req of classroom
Instructor: Schneller, Renana Segal IICLA-Work Group Outstdg Svc Awd!!
Description: Hebrew 4002 is intended for students who have completed Hebrew 4001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD’s that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.
Class time: 33% lecture, 33% Discussion, 33%
Work load: 2 exams
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: multiple choice, fill in the blank and a small essay

Hebr 5016 Advanced Modern Hebrew II
(Sec 001); Credit will not be granted if credit has been received for: HEBR 3016; 3 cr; prereq 3015 or 5015 or qualified fr or instr consent; meets DELM req of classroom
Instructor: Levi, Yaakov
Description: A continuation of 5015. Emphasis on expanded oral and written self expression. Samples a variety of Hebrew periods to prepare for specialized study. Studies utilize a variety of genres and media including fiction, poetry, drama, film, and journal. Taught in Hebrew.
Class time: 20% lecture, 50% Discussion, 5% Laboratory, 25% computer lab, presentations, audio and visual tools
Work load: 8 pages of reading per week, 60 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 25% final exam, 15% written reports/papers, 5% special projects, 25% quizzes, 10% class participation
Exam format: Content assignments, expression of opinions, unseen texts, grammar and syntax analysis, etc.
Course URL: http://www.tc.umn.edu/~levix004

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;
Hindi

453 Folwell Hall: 612/625-6534

Hindi 3132 Intermediate Hindi
(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 4004; 5 cr; prereq 3131 or instr consent; meets DELM req of classroom
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 on 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, 25 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% quizzes, 10% in-class presentations, 10% class participation, 5% lab work
Exam format: Essay questions, translations, oral interviews
Course URL: http://www.all.umn.edu/hindi_language

Hindi 5990 Directed Research
(Sec 001); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
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

Hindi 5993 Directed Readings
(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
This information is accurate as of: 11/3/2004
and diversity of human societies permits focus on traditions of religion, society, culture, and politics which remain of considerable influence in the modern world. Attention is given to geography in lectures and in multiple map exercises to enable students to familiarize themselves with the world. At the end of History 1011W students should have a foundation for understanding why people across the globe react differently to some of the major issues of our time. History 1011W is writing intensive, taught in three 50-minute lectures and two discussion sections per week. Students will write regularly in the discussion sections in examinations and papers.

Class time: 60% lecture, 40% Discussion
Work load: 50-75 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 3 papers, The three papers are short, 5-7 pages
Grade: 20% mid-sem-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation
Exam format: Essay and short answer
Course URL: http://cla.umn.edu/courses/hist1011

Hist 1032V Honors: Western Civilization, From 1500 to Present
(Sec 001); Credit will not be granted if credit has been received for: HIST 1032, HIST 1032W, HIST 1032Z, HIST 1032W, HIST 1032W, HIST 1032Z, HIST 1032W, HIST 1027; 4 cr; prereq fr or soph, honors student; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Welke, Barbara Young
Description: This writing intensive survey course will acquaint undergraduate students with major themes in the history of the United States from Reconstruction to the bombings of September 11th. Lectures and weekly discussion sections will explore a range of topics including reconstruction, immigration, the response to industrialization, WWII, the Great Depression and the New Deal, WWII, the Cold War, rights movements from the 1950s through the 1970s, the Vietnam War, Watergate, and the rise of the New Right. Lectures provide overview. Discussion sections emphasize analysis of historical problems and of primary documents. Writing assignments build analytical and research skills.
Class time: 50% lecture, 50% Discussion
Work load: 125 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, weekly written document analyses
Grade: 25% mid-sem-semester exam(s), 25% final exam, 20% written reports/papers, 15% special projects, 15% lab work
Exam format: short answer and essay
Course URL: http://www.hist.umn.edu

Hist 1302V Honors: U.S. History, From 1865 to Present
(Sec 001); Credit will not be granted if credit has been received for: HIST 1302, HIST 1302W, HIST 1302Z, HIST 1302W, HIST 1302W, HIST 1302W, HIST 1302W, HIST 1302W; 4 cr; prereq [Fr or soph], honors; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Welke, Barbara Young
Description: This writing intensive survey course will acquaint undergraduate students with major themes in the history of the United States from Reconstruction to the bombings of September 11th. Lectures and weekly discussion sections will explore a range of topics including reconstruction, immigration, the response to industrialization, WWII, the Great Depression and the New Deal, WWII, the Cold War, rights movements from the 1950s through the 1970s, the Vietnam War, Watergate, and the rise of the New Right. Lectures provide overview. Discussion sections emphasize analysis of historical problems and of primary documents. Writing assignments build analytical and research skills.
Class time: 50% lecture, 50% Discussion
Work load: 125 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, weekly written document analyses
Grade: 25% mid-sem-semester exam(s), 25% final exam, 20% written reports/papers, 15% special projects, 15% lab work
Exam format: short answer and essay
Course URL: http://www.hist.umn.edu

Hist 1302V Western Civilization, From 1500 to Present
(Sec 001); Credit will not be granted if credit has been received for: HIST 1027, HIST 1034, HIST 1032V, HIST 1032V, HIST 1032V, HIST 1032V, HIST 1032V; 4 cr; prereq fr or soph; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Welte, Eric D
Description: This course introduces undergraduate students to the major themes of European history in the modern period. Topics will range from changes in marital practices to the rise of powerful states, from the shifting nature of work to the total wars of the twentieth century. The class will also explore western expansion around the globe, and the ideas and cultural practices Europeans have created in their effort to understand and shape the world around them. While learning about these topics, students will also gain an understanding of the practice of history, especially of the kinds of sources historians use and how they reconstruct and interpret the past. Students will read various kinds of works - historical studies, fiction, primary sources like memoirs, political pronouncements, and theories of human development. The course consists of three lectures and two discussion sections per week, and is designed for both potential history majors and non-majors. Serious attention will be given to writing skills.
Class time: 60% lecture, 40% Discussion
Work load: 70-90 pages of reading per week, 18 pages of writing per semester, 2 exams, 3 papers, two short papers, one five-ten page paper
Grade: 15% mid-sem-semester exam(s), 25% final exam, 40% written reports/papers, 20% class participation, 0% Papers: 15% short papers, 25% long paper
Exam format: essays and identification

Hist 1302V U.S. History, From 1865 to Present
(Sec 001); Credit will not be granted if credit has been received for: HIST 1308, HIST 1308, HIST 1304, HIST 1302V, HIST 1302V, HIST 1302V; 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; meets DELM req of classroom
Instructor: Welte, Barbara Young
Description: This writing intensive survey course will acquaint undergraduate students with major themes in the history of the United States from Reconstruction to the bombings of September 11th. Lectures and weekly discussion sections will explore a range of topics including reconstruction, immigration, the response to industrialization, WWII, the Great Depression and the New Deal, WWII, the Cold War, rights movements from the 1950s through the 1970s, the Vietnam War, Watergate, and the rise of the New Right. Lectures provide overview. Discussion sections emphasize analysis of historical problems and of primary documents. Writing assignments build analytical and research skills.
Class time: 50% lecture, 50% Discussion
Work load: 125 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, weekly written document analyses
Grade: 25% mid-sem-semester exam(s), 25% final exam, 20% written reports/papers, 15% special projects, 15% lab work
Exam format: short answer and essay
Course URL: http://www.hist.umn.edu

Hist 3053 Ancient Civilization: Rome
(Sec 090); 3 cr; meets DELM req of classroom
Instructor: Evans, John Karl
Description: A broad survey of the history and culture of Rome from
its prehistoric origins in the 8th century BC to the decline and fall of the Roman Empire in the 3rd and 4th centuries AD. It is designed for undergraduates with no previous college-level coursework in ancient history. Emphasis is given to reading original sources in translation, and to the lectures that pursue broad historical themes such as the rise and fall of the Roman Republic, and the decline and fall of the Roman Empire. Secondary texts supplement the original sources and lectures. There are no term papers; all examinations are essay in format, and take-home. The syllabus can be found at: http://www.tc.umn.edu/~evans002/

Exam format: Essay
Course URL: http://www.tc.umn.edu/~evans002/

Hist 3402W Modern Latin America 1825 to Present
(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
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 understare 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
Course URL: http://www.tc.umn.edu/~evans002/

Hist 3282 European Intellectual History: The Modern Period, 1750-Present
(Sec 001); Credit will not be granted if credit has been received for: HUM 3282; 3 cr; meets DELM req of classroom
Instructor: Shank, JB
Description: Second of a two-semester survey of European thought in its historical/cultural context. Emphasizes the development of philosophical/scientific thought and its relation to thinking about the individual and the community. Readings are drawn from original texts by such authors as Hume, Kant, Rousseau, Hegel, Marx, Darwin, Nietzsche, Weber, Freud, Wolf, Heidegger, Adorno, and Foucault.
Class time: 67% lecture, 33% Discussion
Work load: 50-100 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 90% written reports/papers, 10% class participation

Hist 3348 Women in Modern America
(Sec 001); Credit will not be granted if credit has been received for: WOST 3408; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Evans, Sara M
Description: The history of women in the U.S. from 1890 to the present. Topics include: the changing images of women; labor force participation; family roles; sexuality; and political activism. This is a lecture class with an optional (1 cr) discussion section designed for undergraduates. There will be several writing assignments, a mid-term and a final examination.
Class time: 75% lecture, 25% Discussion
Work load: 75-100 pages of reading per week, 20 pages of writing per semester, 1 exams, 2-3 papers
Grade: 15% mid-semester exam(s), 25% final exam, 50% written reports/papers
Exam format: Essay
Course URL: http://www.hist.umn.edu/~chambers/hist3424/
Hist 3432 History of Africa Since 1800 (Sec 001); Credit will not be granted if credit has been received for: AFRO 3432, AFRO 3432; 4 cr; meets CLE req of Historical Perspective Core; meets DELM req of International Perspective Theme; meets DELM req of classroom
Instructor: Giles-Vernick, Tamara L
Description: This lecture and discussion course addresses Africa's history from the end of the Atlantic slave trade to the present. We begin by exploring the upheavals and adjustments that Africans experienced in the aftermath of the slave trade. We also examine their interactions with European traders, missionaries, and explorers during the decades prior to colonial rule. We will spend a substantial part of the course investigating how African men and women, commoners and elites, juniors and elders contended with the political, social, economic and cultural challenges of colonial rule. We address the process of colonial conquest and the practices of colonial rule. We focus particularly on how Africans responded to, resisted, and actively shaped the dynamics of colonial rule. Finally, we investigate Africans' struggles to achieve independence, the creation of African nations, and the challenges that they face in the contemporary world.
Class time: 70% lecture, 30% Discussion
Work load: 75-100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: essay and indentifications

Hist 3619 Chivalry, Crisis, and Revival: Medieval History 1050-1500 (Sec 001); 3 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: Lower, Michael T
Description: From being a dark and dismal age when nothing happened and life was "nasty, brutish, and short," the Middle Ages was a time of rapid and sometimes disconcerting social, cultural, and political change. The central and later medieval periods (c.1050-c.1500) witnessed a revolution in agricultural and commercial techniques, a movement away from and then a new embracing of city life, a flowering of notions of chivalry and courtly love, an aggressive expansion outward, an experimentation with representative political institutions, and a profound engagement with new forms of religious life.

Hist 3691W The British Empire (Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Pubлич Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Clark, Anna Kirsten
Description: This course will explore the history of the British empire from a critical perspective. We will examine Britain's consolidation of its Indian empire and conquest of African colonies in the 19th century. Ireland will also be considered as a colony of Britain. British policies in the Middle East - in Afghanistan and Iraq - will also be studied. Finally, we will see how the British empire disintegrated in the twentieth century. We will trace the development of racist ideas which were used to justify the empire. The multicultural composition of British society will also be examined. We will also assess debates about economic motives for empire. The resistance of colonized peoples to conquest and domination will be looked at as a dynamic in imperial expansion and contraction. The course will also use gender as a category of analysis, examining imperial masculinities, contrasting the experiences of white and colonized women, and looking at controversies about sex as flashpoints in imperial history. Sources will include primary documents, historiographical debates, and fiction. No background in British history is required. This course will be in a seminar format, with discussion on the readings. The course will be web enhanced on Classweb.
Class time: 40% lecture, 60% Discussion
Work load: 70 pages of reading per week, 25 pages of writing per
Hist 3715 Modern Spain: 1500 to the Present (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Phillips, Carla Rahn
Description: This course examines the history of Spain from its rise as the dominant European power to the present. In the 16th and early 17th centuries, Spain was the most powerful country in Europe and ruled a vast overseas empire as well. The course begins by examining the rise and fall of Spanish power; exploration and empire under the Habsburg dynasty; internal government; European politics and warfare; culture, religion, society, and intellectual life; the roles of women; the effect of empire on Spain and its European rivals; agriculture and commerce; and daily life and social mores. Through readings and class lectures, students will also explore the changing interpretations of Spanish history by modern historians. By the middle 17th century, Spain lost its dominant role within Europe but kept considerable power and prestige because of its vast empire in the Americas and other outposts around the globe. We will examine the Spanish monarchy and the Enlightenment of the 18th century; the Napoleonic invasion and War of Independence; the loss of Spain's American empire; the rise of industrial society; the changing roles of men and women in Spanish society; and the explosive pressures that led to civil war and dictatorship in the mid-20th century. Thereafter, we will follow Spain's transformation from dictatorship to democracy in the 1970s and its subsequent evolution as an important member of the European Community.
Class time: 60% lecture, 40% Discussion
Work load: 75 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 3 papers
Grade: 20% mid-semester exam(s), 40% final exam, 30% written reports/papers, 10% class participation
Exam format: essay

Hist 3801 The People of Early America: 16th to 18th Centuries (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Menard, Russell R
Description: This course surveys that part of the British Empire that became the United States from 1620-1800 approximately. This course provides a comprehensive history of America from a multicultural perspective. Although this course is an advanced undergraduate class, it does not assume any prior knowledge of the subject. It should be accessible to any level undergraduate with an interest in American history.
Class time: 95% lecture, 5% Discussion
Work load: 35 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 3845 American Economic History: 1870 to the Present (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Green, George David !!Morse Alumni Award!!
Description: Covers topics on American economic development since 1870s: farm problems in the 19th century, rise of big business and finance capitalism, the 1920s economy and the causes of the great depression, postwar capitalism and government policies for stability and growth. Students read diverse articles and write a paper on each topic before discussion begins. There are no exams. The course is open to all undergraduates, but is most often taken by History and other social science majors.
Class time: 20% lecture, 80% Discussion
Work load: 90 pages of reading per week, 25 pages of writing per semester, 4 papers
Grade: 80% written reports/papers, 20% class participation
Exam format: Essay

Hist 3864 African American History, 1619-1865 (Sec 001); Credit will not be granted if credit has been received for: AFRO 3864, AFRO 3864, AFRO 3864, AFRO 3864, AFRO 3864, AFRO 3864; 4 cr; A-F only; 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 will expose students to the social, cultural, political, and economic history of Africans and African Americans from the colonial period to the conclusion of the Civil War and the emancipation of 4 million black slaves. We will cover the transatlantic slave trade; the process and racialization of American slavery; the development of regional slave cultures; the formation of free communities; the creation of African Americans; the rise of the abolitionist movement; expressions of slave resistance and rebellion; the impetus behind the Civil War; and the question of who freed the slaves. Early African Americans were a diverse people. We will examine African American heterogeneity in light of the regions they lived and worked in; their conditions of servitude and freedom; and their education, class, sex, and religious and political affiliations. Blending lectures; small group discussions; and the reading and analysis of primary and secondary texts (including books, articles, pamphlets, autobiographies, visual media, and music), this course is ideal for all undergraduates.
Class time: 65% lecture, 35% Discussion
Work load: 75-125 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 65% written reports/papers, 10% quizzes, 25% class participation

Hist 3872 American Indian History: 1830 to the Present (Sec 001); Credit will not be granted if credit has been received for: AMIN 3872, AMIN 3872; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: O'Brien-Kehoe, Jean Maria
Description: Beginning with the turmoil surrounding Indian Removal policy in the 1803s, this course serves as an introduction to American Indian history from 1830 to the present. We will focus primarily on the impact of Federal Indian policy on American Indian cultures and societies as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Course meetings will involve a blend of lectures, discussions, and videos. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples. Students will also meet in weekly discussion sessions.
Class time: 30% lecture, 30% Discussion, 30% films
Work load: 100-120 pages of reading per week, 4-6 pages of writing per semester, 3 exams, 1 paper
Grade: 40% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% class participation
Exam format: Essay

Hist 3882 History of American Foreign Relations: 1914 to Present (Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Lorenz-Meyer, Martin
Description: This course examines the role of the U.S. in world affairs and its rise to the status of a global power. From a U.S. perspective, major milestones in international history and their diplomatic, political, economic, and social consequences are considered. The aim of the class is not only to help students understand how the U.S. achieved its current position but also to investigate if there is perhaps a peculiar
"American" approach to foreign policy. In addition to the textbook, students will read primary sources and selected scholarly essays. For the last part of the class student "task forces" will each prepare an issue of contemporary international concern (human rights, terrorism, international aid, etc.) for presentation to the class.

**Class time:** 60% lecture, 25% Discussion, 15% student presentations  
**Work load:** 60-80 pages of reading per week, 1 exams, 3 papers

**Exam format:** Essay

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**Hist 3891 American Military History**  
*(Sec 090)*; 4 cr; meets DELM req of classroom  
**Instructor:** Buckley, Thomas Cotter  
**Description:** A survey of military history from colonial times through the Vietnam War. The course looks at the interaction of factors such as geography, politics, and technology in the growth of the military and its impact on America and the World. The three major units are: The military and the formation of the nation 1607-1860, the modernization of the military 1861-1916, and the global range of American military power 1917-1990's. Student's written work in the course will focus on adding to their knowledge of sources in military history, and enhancing their ability to critically evaluate what they have read.

**Class time:** 85% lecture, 15% Discussion  
**Work load:** 60-90 pages of reading per week, 10-12 pages of writing per semester, 6 exams, 1 papers  
**Grade:** 20% final exam, 20% written reports/papers, 40% quizzes, 10% class participation  
**Exam format:** Short answer and essay

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**Hist 3910 Topics in U.S. History: African Americans, Social Policy & Welfare State**  
*(Sec 003)*; 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent; meets DELM req of classroom  
**Instructor:** Mayes, Keith A  
**Description:** This is a course on the history of public and social policy and African Americans. It attempts to familiarize students with some of the most pertinent issues that continue to dominate the news. This course seeks to place into historical context the present-day commentary on social security, affirmative action, welfare, healthcare, and incarceration. Instead of focusing on political movements, we will address the outcome and manifestation of social and political movements, mainly policy concerns and questions. We will begin with the period that ushered in the tradition of social policy-the New Deal. The New Deal, the Great Society, and other attempts by the federal government to involve itself in the lives of ordinary people will be at the center of our course. But we will go beyond this and explore the racial, class, and gender implications of social and public policy. How are African-Americans situated within the welfare state? Do African-Americans receive and share in social benefits to the same degree as other groups? How are African-Americans impacted by education and other groups? How are African-Americans influenced by policies such as affirmative action and busing, reforms in welfare, sentencing, and incarceration? What presidential administrations have been amenable to policies that address the problems facing African-Americans? The goal of the course is to turn students into policymakers.

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**Hist 3940 Topics in Asian History: Hmong Cultural Experience**  
*(Sec 090)*; 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent; meets DELM req of classroom  
**Instructor:** Yang, Dao  
**Description:** This course explores the Hmong culture in constant change facing the vicissitudes of Hmong history. It describes the Hmong cultural experience from the Yellow River in China to French Indochina (Cambodia, Laos and Vietnam) in Southeast Asia. Using pre-war Laos as a baseline, the course examines significant elements of traditional Hmong culture (subsistence patterns, kinship and social structure, spiritual beliefs, social and economic organization, etc.) It explains the Hmong involvement in the Secret War of Laos during the Vietnam War (1960-1975), which profoundly affected Hmong village society and finally forced more than one hundred thousand Hmong to take the road of exile. The drastic cultural shifts of the Hmong in the last thirty years are examined in the context of emigration / immigration patterns. The course concludes with a snapshot of major worldwide Hmong communities and their future in the international community. This course is designed for students, educators, social workers, law enforcement officers and scholars interested in Hmong culture and history.

**Work load:** 2 exams, 2 papers, 1 in-class presentation  
**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% in-class participation

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**Hist 3960 Topics in History: Women in the Holocaust**  
*(Sec 001)*; 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent; meets DELM req of classroom  
**Instructor:** Baer, Elizabeth R  
**Description:** Despite the fact that Holocaust Studies is now a mature field, with academic conferences, centers for research, distinguished chairs and dozens of scholarly publications annually, the topic of women and the Holocaust remains, at best, in its infancy. Why have Holocaust scholars been so slow or reluctant to adopt the insights of Women's Studies? We will explore this question, speculating about the reasons, and looking at the material which has emerged on gender and the Holocaust. We will also work specifically on what needs to happen next in this emergent field: bringing a specifically feminist methodology and theoretical framework to understanding the experiences of women in the Holocaust and the Third Reich, their memories of their experiences, and their expressions/representations of those memories. Among the many questions we will consider are these: Did gender matter? To the perpetrators? To the victims? How did women remember their experiences? Represent them? How did Jewish culture and religious beliefs affect the experiences and response of Jewish women? What were the experiences of women in the resistance? Did gender play a role in their tactics? Their survival? What about the experiences of lesbians? What was the perspective of Nazi women? How did the valorization of 'Kindheit, Kuche, Kirche' construct attitudes toward all women of this era? What were the
connections among antisemitism, racism, and sexism in Nazi ideology.

**Class time:** 30% lecture, 50% Discussion, 20% films and guest speakers, including Holocaust survivors.

**Work load:** ONE BOOK pages of reading per week, 10-20 pages of writing per semester, 2 papers, no exams, but occasional quizzes; oral report

**Grade:** 45% written reports/papers, 20% quizzes, 25% class participation, 10% oral report

**Exam format:** No exams

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**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; meets DELM req of classroom  
**Instructor:** Mizuno, Hiromi

**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 4073 History of Rome: A.D. 117 to 641**  
(Sec 001: 3 cr; prereq An appropriate introductory course is recommended; meets DELM req of classroom  
**Instructor:** Evans, John Karl

**Description:** This course is devoted to one of the classic issues of historical interpretation—the decline and fall of the Roman Empire. It is examined from a cultural, political, socio-economic, and military perspective.

**Class time:** 100% lecture  
**Work load:** 100 pages of reading per week, 2 exams  
**Grade:** 33% mid-semester exam(s), 67% final exam  
**Exam format:** take-home essay

**Hist 4959 How to Do History**  
(Sec 001: 3 cr; A-F only; prereq Jr, hist major) or instr consent; meets DELM req of classroom  
**Instructor:** Mizuno, Hiromi

**Description:** This class is about what history is and how to do history. It is for those who are curious about history, who want to enhance critical and historical thinking, and who are preparing for senior papers. This is not a conventional history class where you learn a history of a nation or a group. Rather, the course prepares you to write a history on your own, through various activities and tours. Topics to be covered include: how to use materials, how to analyze them, how to construct arguments, and how to create a research project.

**Class time:** 20% lecture, 30% Discussion, 50% activities in and outside classroom  
**Work load:** ~60 pages of reading per week, writing various reports, a final project  
**Grade:** 40% class participation, 60% reports and final project

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**Hist 5614 The Medieval Church**  
(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; meets DELM req of classroom  
**Instructor:** Lower, Michael T

**Description:** During the Middle Ages the church exerted a greater influence over the religious, political, social, economic, and cultural life of Europe than any other single institution. A solid grounding in medieval church history is thus essential for anyone intending to carry out research in medieval history in particular or in medieval studies more generally. It is also important that those working in earlier and later periods of the history of religions have a strong foundation in the medieval material. This course will provide an overview of medieval church history, broadly defined to include church teachings and institutional structures, the beliefs and practices of lay people, and the medieval Christian encounter with the non-Christian world. Readings 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.

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**Hist 5285 Problems in Historiography and Representation of the Holocaust**  
(Sec 001: 3 cr; prereq JwSt 3521 or RelS 3521 or instr consent; meets DELM req of classroom  
**Instructor:** Feinstein, Stephen

**Description:** This an advanced course designed to examine in depth some of the main issues debated by historians, theologians and literary critics about the nature of the Holocaust, historical controversies, and aspects of representation in both literature and art. The Holocaust itself is a controversial subject, not because of "debates" by deniers about whether the Holocaust happened, but the utilization of the word "Holocaust" by other groups who have been affiliated with trauma, slavery, human rights violations, and genocide, especially, but not necessarily, in the twentieth century. There is also a widespread debate about whether the Holocaust can be represented, and if so, how. Silence often is said to be a response. The cultural theorist Theodor Adorno once said that "after Auschwitz there can be no poetry". But later he repudiated this by saying "perennial suffering has as much right to expression as a tortured man has to scream; hence, it may have been wrong to say that after Auschwitz you could no longer write poems". But while poems, literature, drama, painting and sculpture may be produced, not to mention memorials, the question is what is the quality of the work?

**Class time:** 20% lecture, 80% Discussion  
**Work load:** 150 pages of reading per week, 25 pages of writing per semester, 3 papers  
**Grade:** 60% written reports/papers, 10% in-class presentations, 30% class participation

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**Hist 5501 Medieval Europe and the World**  
(Sec 001; 3 cr; A-F only; prereq instr consent; meets DELM req of classroom  
**Instructor:** Phillips, William D

**Description:** An examination of the place of medieval Europe in the world. The relations of Europe with Asia, Africa, and the Americas. European knowledge of the world's other great cultures. European travelers and explorers. Assessment of other cultures' knowledge of Europe in the period.

**Class time:** 40% lecture, 10% Closed Circuit TV, 50% Discussion  
**Work load:** 200 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, graduate students will have different assignments  
**Grade:** 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% class participation, 0% graduate students will be assessed on different scale  
**Exam format:** essay and identification

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**Hist 5614 The Medieval Church**  
(Sec 0090): 3 cr; prereq Grad student or instr consent; meets DELM req of classroom  
**Instructor:** Lower, Michael T

**Description:** During the Middle Ages the church exerted a greater influence over the religious, political, social, economic, and cultural life of Europe than any other single institution. A solid grounding in medieval church history is thus essential for anyone intending to carry out research in medieval history in particular or in medieval studies more generally. It is also important that those working in earlier and later periods of the history of religions have a strong foundation in the medieval material. This course will provide an overview of medieval church history, broadly defined to include church teachings and institutional structures, the beliefs and practices of lay people, and the medieval Christian encounter with the non-Christian world. Readings

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This information is accurate as of: 11/3/2004
will be drawn primarily from the historical literature, both recent and classic, on the medieval church and Christianity, but will also include key primary texts and documents. Topics will include the papacy, monasticism, and intellectual culture; the laity, heresy, and gender; and the crusades, mission, and Jewish-Christian-Muslim relations.

Class time: 25% lecture, 75% Discussion
Work load: 100-150 pages of reading per week, 20 pages of writing per semester
Grade: 50% written reports/papers, 50% class participation

Hist 5617 Spain in the Early Modern Period: 1492-1814
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Phillips, Carla Rahn
Description: The course is designed for graduate students in history and other fields with a historical dimension. Advanced undergraduate students may also find the course of interest. Through extensive readings, papers, and weekly discussions, we will analyze scholarship about the history of Spain from its rise as a major power in Europe and around the globe. After about 1650, other countries took the lead in Europe, though Spain would retain its large overseas empire for nearly 200 years more. In common readings, we will explore a broad range of topics including the Habsburg and Bourbon dynasties who ruled Spain in this period; local and national government; European politics, warfare, and the struggle for dominance; culture, religion, society, and intellectual life; the importance of empire to Spain and its European rivals; agriculture and trade; and daily life and social mores. Each student will choose additional readings on one of those broad themes. For graduate students, at least one of the books chosen must be in a language other than English. There is a wide range of published work about early modern Spain in Spanish and French, and a smaller choice in other languages as well.

Class time: 100% Discussion
Work load: 150-200 pages of reading per week, 20-30 pages of writing per semester, 1 paper
Grade: 50% written reports/papers, 50% class participation

Hist 5857 Proseminar: Readings in the History of American Women (Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: Evans, Sara M
Description: This is a graduate reading seminar in American women's history. It will cover major themes and recent literature in the field. Students will be expected to read intensively and to write several brief papers.

Class time: 100% Discussion
Work load: 250 pages of reading per week, 6-10 pages of writing per semester

Hist 5890 Problems in American Indian History (Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: O'Brien-Kehoe, Jean Maria
Description: This course serves as a basic introduction to scholarship in American Indian history, with attention to the broad geographical, cultural, and methodological scope of the field. The course seeks to illuminate different approaches to doing and thinking about American Indian history, framing questions within the field of American Indian history, and understanding the historiographical traditions in American Indian history. Students will learn to think critically about American Indian history to formulate historical questions within the field, and to understand and equip themselves to work with and critique the primary sources upon which the field rests.

Class time: 100% Discussion
Work load: 250 pages of reading per week, 8 pages of writing per semester, 2 papers
Grade: 40% written reports/papers, 10% in-class presentations, 40% class participation

HSci 1714 Technology and Western Civilization: To the Industrial Revolution
(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Alexander, Jennifer Karns
Description: Technology is an enormous force in our society, and this course asks how it became so important. We explore the historical background, development, and character of the most powerful technological systems the world has known, from pre-historic stone tool societies, through Egypt and the pyramids, ancient Greece and Rome, the explosion of Islam, and the dynamic and often violent technologies of medieval Europe. In this class, you will get to know your fellow students and find out what their interests are, and you will discuss historical problems with them in small groups and in discussion sections. You will listen to lectures and see films about particular technologies, and you will learn to ask key questions about each technology: who was involved? what were the circumstances? The course is designed for undergraduates from a variety of backgrounds, including engineering, literature, history, business, and the sciences.

Class time: 50% lecture, 35% Discussion, 10% films
Work load: 10-20 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 paper
Grade: 30% mid-semester exam(s), 30% final exam, 15% written reports/papers, 25% (15% Discussion Sections; 10% Small Groups;)
N.B. 2 Midsemester Exams
Exam format: Combination of short answer and essay.
Course URL: http://www.me.umn.edu/courses/hsci1714/

HSci 1814 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; meets DELM req of classroom
Instructor: Alchin, Douglas
Description: We use case episodes to understand the origins of science and how it became transformed into "modern" practice: how many cultures came to systematize knowledge of the natural world and how our current system of investigation evolved in the West. We consider ideas, methods, institutions and cultural contexts. We also develop analytical skills of historical interpretation. Student projects include a map interpretation and historical debate simulation. Students read original documents.

Class time: 40% Discussion, 60% interactive lecture
Work load: 35 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Students enrolled in HSci 3814 read additional book.
Grade: 25% written reports/papers, 20% special projects, 5% in-class presentations, 50% student designated (exam, journal, book, writing)
Exam format: Essay
Course URL: http://www.pclink.com/alchin/hsci1814/home.htm

HSci 1815 Introduction to History of Science: Modern Science
(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Janssen, Michel
Description: This class is the second part of a two-semester introductory survey of the history of science. The two parts can be taken independently of one another. This class covers a selection of developments in physics, chemistry, biology, and geology from the 18th-20th C. We examine the reasoning of some of the leading scientists involved, while being sensitive to the broader social and cultural contexts in which they worked. We also pay attention to the ways in which we obtain knowledge in the history of science. To allow for meaningful analysis of the material, the course is clustered around a few pivotal episodes: the chemical revolution of the late-18th C., the
Darwinian revolution of the 19th C and the relativity and quantum revolutions of the early-20th C. We also study the impact of these scientific developments on society. In particular, we look at the reaction of various religious groups to Darwin's theory and at the development of nuclear weapons made possible by the development of modern physics. We pay special attention to the increasingly international character of science during the period covered in this class, while emphasizing differences between the developments in various countries (notably Britain, Germany, France, and the United States). The objective of the course is to give you a better understanding not just of the historical development of scientific ideas but also of the role science plays in modern societies by tracing how it came to play that role.

Class time: 75% lecture, 25% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 10% mid-semster exam(s), 10% final exam, 20% written reports/papers, 15% class participation, 45% 3 short take-home essays
Exam format: combination of short essay questions and multiple choice

Course URL: http://webct.umn.edu/

HSci 1905 Freshman Seminar
(Sec 001); 2 cr; A-F only; prereq Fr with no more than 30 cr or FRFY; meets DELM req of classroom
Instructor: Janssen, Michel
Description: Einstein for Everyone - This course will introduce students with a wide variety of backgrounds to Einstein and relativity. The course begins with an elementary presentation of such aspects of relativity theory as time dilation, the twin paradox, E=mc2, curved space-time, etc. The use of mathematics will be kept to an absolute minimum and will involve no more than some basic high school algebra and geometry. The aim is to give students a solid understanding of the conceptual foundations of the theory without having to work through any mathematical derivations. To help students get comfortable with the material, there will be a number of short exercises that we will carefully analyze in class. We then turn to such questions as: What led Einstein to his new ideas about space and time? How were these ideas received by his contemporaries? We will also read and compare two biographies of Einstein to place his ideas in a broader context. Finally, we will act out some scenes of Einstein's life during the First World War as he was working toward the general theory of relativity on the basis of the treatment for a movie about Einstein co-authored by the instructor.

Class time: 50% lecture, 50% Discussion
Work load: 20 pages of reading per week, 5 pages of writing per semester, 1 papers, 5 short homework assignments
Grade: 30% written reports/papers, 60% class participation, 10% homework

HSci 3242 The Darwinian Revolution
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Borrello, Mark E
Description: Charles Darwin's theory of evolution has generated controversy and comment since the publication of On the Origin of Species in 1859. It has been bated by clerics, embraced by capitalists and communists simultaneously and consistently debated by scientists themselves for the past century and a half. What is it about this idea that makes it so compelling? Why is it that so many people have so many opinions about the theory of evolution? In this course we will look at the history of the theory of evolution and attempt to make sense of these questions. Through a careful historical and philosophical analysis we will gain a deeper understanding of an idea that has become increasingly common yet remains persistently contentious. Our examination of evolutionary theory will be focused initially on Darwin and his work in the Victorian context. We then will look at the controversies over the teaching of evolution in the United States in the twentieth century, from the Scopes Monkey Trial to the current debates. Finally, we will look at the application of evolutionary theory to human behavior. The effort to understand human behavior in evolutionary terms arguably began with Darwin himself, however, the contemporary debate was initiated in the mid-1970's by Harvard entomologist Edward O. Wilson. In the final section of the course we will look at Wilson's program called sociobiology and continue our analysis into the present and an examination of the field of evolutionary psychology.

HSci 3331 Technology and American Culture
(Sec 001); Credit will not be granted if credit has been received for: HSCI 5331, HSCI 5331, HSCI 5331; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Norberg, Arthur L
Description: Survey of the development of American technology in its cultural and intellectual context from 1790 to present. Includes: transfer of technology to the North American continent; establishment of an infrastructure promoting economic growth; and social response to technological developments. Themes: geography and technological development; government role; innovation; economic expansion; social change; and technology and history. Assignments designed to explore these themes.

Class time: 50% lecture, 20% Discussion, 30% Individual assignment presentations (one part of two assignments)
Work load: 75 pages of reading per week, 20 pages of writing per semester, 2 papers
Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

HSci 3332 Science and American Culture
(Sec 001); Credit will not be granted if credit has been received for: HSCI 5332, HSCI 5332, HSCI 5332, HSCI 5332; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Rhees, David J
Description: This course is intended for upper division and graduate students interested in the relationship between science and American culture from Benjamin Franklin to the recent past. Special emphasis will be placed on the culture of science and the cultural interactions of science, including technological and medical aspects of science. In addition to the three assigned books, we will create opportunities for students to learn from original documents and artifacts through local museums and online sources.

Class time: 75% lecture, 25% Discussion
Work load: 75 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semster exam(s), 25% final exam, 30% written reports/papers, 20% discussion
Exam format: short answer, essay

HSci 3401 Ethics in Science and Technology
(Sec 001); Credit will not be granted if credit has been received for: HSCI 5401, HSCI 5401, HSCI 5401; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Sieidel, Bob
Description: Ethics are critical to the safe and humane functioning of a technological society. This course presents a number of historical episodes that indicate the ethical issues that scientists and engineers have faced in the past, ethical systems that have been based on science and technology and their applicability to issues raised by contemporary science and technology. In addition to weekly discussions of ethical practices and problems, students will devise and present their own ethical codes based upon their values and vocations.

Class time: 65% lecture, 35% Discussion
Work load: 75 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semster exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay
Course URL: http://webct.umn.edu/hsci3401

This information is accurate as of: 11/3/2004
of nuclear weapons made possible by the development of modern physics. We pay special attention to the increasingly international character of science during the period covered in this class, while emphasizing differences between the developments in various countries (notably Britain, Germany, France, and the United States). The objective of the course is to give you a better understanding not just of the historical development of scientific ideas but also of the role science plays in modern societies by tracing how it came to play that role.

**Class time:** 72% lecture, 23% Closed Circuit TV, 5% Discussion

**Work load:** 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 project

**Grade:** 60% written reports/papers, 20% in-class presentations, 20% in-class participation

**Exam format:** combination of short essay questions and multiple choice

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**HSCI 5242 The Darwinian Revolution**

(Sec 001); 3 cr; meets DELM req of classroom

**Instructor:** Borrello, Mark E

**Description:** Charles Darwin's theory of evolution has generated controversy and comment since the publication of On the Origin of Species in 1859. It has been berated by clerics, embraced by capitalists and communists simultaneously and consistently debated by scientists themselves for the past century and a half. What is it about this idea that makes it so compelling? Why is it that so many people have so many opinions about the theory of evolution? In this course we will look at the history of the theory of evolution and attempt to make sense of these questions. Through a careful historical and philosophical analysis we will gain a deeper understanding of an idea that has become increasingly common yet remains persistently contentious. Our examination of evolutionary theory will be focused initially on Darwin and his work in the Victorian context. We then will look at the controversies over the teaching of evolution in the United States in the twentieth century, from the Scopes Monkey Trial to the current debates. Finally, we will look at the application of evolutionary theory to human behavior. The effort to understand human behavior in evolutionary terms arguably began with Darwin himself, however, the contemporary debate was initiated in the mid-1970's by Harvard entomologist Edward O. Wilson. In the final section of the course we will look at Wilson's program called sociobiology and continue our analysis into the present and an examination of the field of evolutionary psychology.

**Class time:** 50% lecture, 20% Discussion, 30% Individual assignment

**Work load:** 75 pages of reading per week, 20 pages of writing per semester, 2 papers

**Grade:** 50% written reports/papers, 20% in-class presentations, 30% class participation

**Exam format:** combination of short answer and essay

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**HSCI 5331 Technology and American Culture**

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3331, HSCI 3332; 3 cr; meets DELM req of classroom

**Instructor:** Norberg, Arthur L

**Description:** Survey of the development of American technology in its cultural and intellectual context from 1790 to present. Includes: transfer of technology to the North American continent; establishment of an infrastructure promoting economic growth; and social response to technological developments. Themes: geography and technological development; government role; innovation; economic expansion; social change; and technology and history. Assignments designed to explore these themes.

**Class time:** 50% lecture, 20% Discussion, 30% Individual assignment presentaitons (one part of two assignments)

**Work load:** 76 pages of reading per week, 20 pages of writing per semester, 2 papers

**Grade:** 60% written reports/papers, 20% in-class presentations, 20% class participation

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**HSCI 5332 Science and American Culture**

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3332, HSCI 3332, HSCI 3332; 3 cr; meets DELM req of Cultural Diversity Theme; meets DELM req of classroom

**Instructor:** Rhees, David J

**Description:** This course is intended for upper division and graduate students interested in the relationship between science and American
HSci 5401 Ethics in Science and Technology  
*(Sec 001)*; Credit will not be granted if credit has been received for: HSCI 3401, HSCI 3401; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom  
**Instructor:** Seidel, Bob  
**Description:** Value-free science and pure technology are among the myths of modern times. In fact, as this course demonstrates, ethical problems have arisen repeatedly in the history of modern science and technology, and there has been an historic struggle to formulate codes of ethics that can control the dangers of modern technology. Using historical case studies, this course depicts ethical issues that have arisen in science and technology and suggests applications of lessons learned to the contemporary dilemma.  
**Class time:** 65% lecture, 35% 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), 25% final exam, 25% written reports/papers, 25% class participation  
**Exam format:** Essay  
**Course URL:** http://webct.umn.edu/hsci3401

HSci 5411 Art and Science in Early Modern Europe  
*(Sec 001)*; credit will not be granted if credit received for: 4411; meets DELM req of classroom  
**Instructor:** Shapiro, Alan E  
**Description:** This course considers the mutual interaction of the visual arts and science from the Renaissance through the early 19th century, though it focuses the period from the 15th through the 17th centuries. Both the influence of science on art and that of art on science will be included. Some of the major topics covered are the Renaissance artist-engineer; the development of linear perspective and the relations of the arts and mathematics; color theory in art and science; and scientific illustration and representation, i.e., the visual language developed by scientists -- in anatomy, microscopy, botany, and physics -- and engineers. Since the course is taught by an historian of science, it will inevitably be presented from a scientific perspective, though students from the arts will have the opportunity to enrich that perspective. The course is designed for upper-division undergraduates and graduate students from the arts and sciences who are interested in the relation of these two major areas of human creativity. It is especially valuable for historians, historians of science, and historians of art. It is not assumed that you have already had a course in either art history or history of science. The principle text will be Martin Kemp, *The Science of Art: Optical Themes in Western Art from Brunelleschi to Seurat*.  
**Class time:** 65% lecture, 25% Discussion, 10% Show videos; two visits to the Wangensteen Historical Library of Biology & Medicine  
**Work load:** 55 pages of reading per week, 30 pages of writing per semester, 4 papers  
**Grade:** 70% written reports/papers, 10% special projects, 20% class participation  
**Exam format:** No in class exams. 3 take-home essays (5pp. each),  

HSci 5993 Directed Studies  
*(Sec 001)*; 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Guided individual reading or study.  

HSci 5994 Directed Research  
*(Sec 001)*; 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Student may contact instructor or department for information.

Honors Seminar  
**115 Johnston Hall: 612/624-5522**

HSem 2010H Honors Seminar: The Real?3M?: Mind, Machine, Meat  
*(Sec 001)*; 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors  
**Instructor:** Owens, Joseph I  
**Description:** Could a machine be said to have intelligence, thoughts, and goals? Many have a gut negative response to this question but find it difficult to conjure up strong supporting arguments. If a machine with current flowing through it cannot think, why would a piece of meat with blood flowing through it be able to? This seminar is devoted to that question; we will examine the computer model of mind, its promise and its problems, and in the course of this examination we will attempt to get a clearer picture of the intuitive concept of mind, our presuppositions and prejudices. The course will have a mixed format; lectures will be alternated with student presentations and discussions. The exact format will be determined at our first meeting.  
**Grade:** 0% Grades will be based on an in-class presentation, one short paper and one longer research paper.

HSem 2040H Honors Seminar: Aliens and Linguists: Language in Science Fiction  
*(Sec 001)*; 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors  
**Instructor:** Stenson, Nancy J  
**Description:** Each week the class will read a science fiction story or novel that either deals with language directly or touches on issues such as future language homogenization, first contact, or language and culture, for which an understanding of principles of language structure and organization are important. We will also read selected articles on the relevant linguistic issues, such as language change, phonetics and patterns of sound structure, speech vs. writing, linguistic universals, and the notion of a world language, which will inform the reading of the stories and allow the class to discuss and critically analyze the treatment of language in the fictional selections. Some exercises in language analysis will be done in class or as homework. Students will write a paper analyzing the treatment of language and communication issues in a selected book or story not covered in class, drawing on the linguistic principles discussed in the seminar.

HSem 2050H Honors Seminar: Europeans in the Ottoman Empire, 1500-1700  
*(Sec 001)*; 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors  
**Instructor:** Tracy, James D  
**Description:** This course will be taught using the resources of the James Ford Bell Library. Students will start by reading a good general account of relations between East and West, such as Franco Cardini's Europe and Islam, which will then be discussed in class. Class members will also receive a bibliography of works (in the original language and in English translations) of some of the more interesting European accounts of the Ottoman world between 1500 and 1700, all of which are available the Bell Library. We will also do some work with photocopies of a 19th Century English translation of one of the classics
of this genre, Ogrier Ghislain de Busbecq’s Turkish Letters, so students will gain an idea of how a text like this can be read critically, that is, for what it does not say as well as for what it says. Then, each student will present a brief bibliographic account of the work they have chosen to focus on (original editions, translations, and modern studies, if available). Finally, for the main work of the course, each student will do a 15-page critical discussion of some aspect of the way their chosen author presents the Ottoman world to a European audience. The paper will be written in draft, presented or summarized orally, and then re-written for final submission.

**HSem 2070H Honors Seminar: Nationalisms in American History** (Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Chang, David Anthony

**Description:** Nationalism is everywhere in the news today—and has been for the last two centuries. But nationalism is not just a cause of struggles in far-off lands; it is a major force in American life. What forms has nationalism taken in the United States? How have nationalist movements and ideas shaped the United States? In this course, students will explore a range of nationalist ideas and movements in American history. In readings, students will consider different varieties of U.S. nationalism and patriotism, Black Nationalism, American Indian “tribalism” and Pan-Indianism, Zionism, Korean expatriate nationalism and queer nationalism. Students will read four to six books and several articles over the course of the semester. The course will require active and informed participation in discussion, two short essays (3 to 4 pages) and a term research paper (nine to twelve pages). Student will receive considerable guidance in the production of the research paper; over the course of the semester, they will turn in and receive comments on a statement of topic, annotated bibliography, outline, first draft, and final paper. These materials will count toward the final research paper grade.

**HSem 3020H Honors Seminar: Gender and the African American Experience** (Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Lindquist, Malinda A

**Description:** How have black boys and men come to be defined as national social problems in need of repair? What little behind the stereotypical depictions of black women as overbearing and aggressive? To begin to grapple with either of these controversial racial images, we must first have a handle on the histories of African American manhood and womanhood. This course challenges students to unravel both the meanings of gender within the African American community and the external gender ideologies imposed on African Americans. We will ask how a racial group historically denied access to the rights and responsibilities of manhood and womanhood claimed and critiqued these privileges. Through primary and secondary sources we will explore how and why definitions of manhood and womanhood changed and yet seemingly remained the same. We will also consider the intersections between race, gender, class, science, and social policy.

**HSem 3030H Honors Seminar: Cultural Encounters in Early America** (Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Fischer, Kirsten

**Description:** What did Indians, Africans, and Europeans think of one another when they encountered each other in North America before the American Revolution? People from different cultures had very distinct ideas and customs pertaining to land use, religion, gender relations, diplomacy, warfare, and the treatment of people considered “outsiders.” This class will examine competing definitions of the “normal,” “natural,” and “divine,” in early North America, and we will investigate how different groups of people adapted to intercultural contact, conflict, and change. We will read 5-6 books, a number of scholarly articles, and many primary sources to evaluate some of the cultural encounters that shaped this period of American history. Students will write three short response papers (3-4 pages) to some of the assigned books as well as a longer essay (8-12 pages) on a research project in the James Ford Bell Library. Students will give short presentations in class on their research projects.

**HSem 3040H Honors Seminar: Staging the Holocaust** (Sec 002); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Hueser, Rembert

**Description:** In Claude Lanzmann’s nine-hour film Shoah, some testimonies look different than others. The witnesses are interviewed in between acts of performances. Simon Srebnik rows a boat in Chelmno and sings the same songs that he had to sing to the SS guards in 1944 and 1945; Henrik Gawkowski drives a locomotive to the site of the former concentration camp of Treblinka as he had to do with the trains of deportees; Abraham Bomba cuts hair in a barber shop in Tel Aviv as he did in a room next to the gas chamber. In Steven Spielberg’s Shoah Visual History Foundation, each of the testimonies follows a highly-visualized script that enables its later linking with other testimonies in the digital database. The witnesses have to answer first a 40 page long questionnaire that pre-structures the interview. The interview itself lasts exactly two hours and is organized in precise time blocks: 30 minutes prewar-period, 60 minutes war-period, 30 minutes postwar-period. If possible, the witness should be seen at the end of the video in the middle of his family. The seminar will look at various strategies of staging the Holocaust in films, websites, museum displays, comic strips, photographs, art installations, and theories. What kind of stories do these projects tell?

**HSem 3050H Honors Seminar: Luxury** (Sec 002); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Cherbuliez, Juliette

**Description:** Luxury, opulence, conspicuous consumption, the superfluous: why do we insist on having that which is too much, too good, too rare and too expensive? In this course, students will examine the social imperative of luxury. Is luxury an economic imperative? In what ways do social hierarchies depend on luxury? When is excess a good thing? Is literature or the humanities a luxury which we should do without? We will begin with an examination of luxury in contemporary American society and its role in shaping citizenry. In what ways does the desire for excess, or even excess as a social goal, structure our culture? We will then examine the philosophy of luxury as a moral issue, reading texts that argue either for or against the role of luxury in a healthy society. Last, we will consider several creative programs (literacy and aesthetic movements) that promote luxury as a process by which society establishes, interprets, and critiques its moral and civic obligations. Assignments will include journals, formal papers with drafts, in-class presentation, and museum visits.

**HSem 3060H Honors Seminar: Dwelling** (Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Archer, W John!!Arthur Motley Exemplary Tch Aw!!

**Description:** From the mud dwellings of the Dogon people in Mali to suburban tract houses in the United States, from the archetypal “primitive hut” of European architectural thought to the bastíts (slums) of Calcutta, the structures that people live in embody and transmit modes of living, belief systems, and ways of relating to individuals, family, neighbors and society at large. At first this class will examine the notion of dwelling itself, exploring its many dimensions (e.g., psychological, architectural). Then it will focus on the history and theory of dwelling (e.g., Heidegger or possibly Eisenman); explore the wide range of vernacular types of dwelling across the world, as well as standardized types in America; and examine comparatively recent transformations in dwelling through mass media, mass production, and
globalization. Students of all interests are welcome. Individual student projects are required, presumably in the form of a research paper, but proposals for other formats suitable to the exploratory nature of this class are welcome.

Exam format: none

HSem 3070H Honors Seminar: Utopias and Anti-Utopias
(Sec 001); 3 cr; max crs 3, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Kliger, George

Description: This seminar will explore a variety of visions of an ideal society (utopia) and its opposite (anti-utopia) 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, and ideals and values worthy of implementation will be examined. A central concern of the seminar will be to assess the degrees of potential or actual correspondence of these visions to the real world of individual and social existence. There will be general assignments in two texts placed on reserve (both are out of print). Each student will be assigned a topic to present to class, and will write a term paper.

HSem 3080H Honors Seminar: Globalization and the American Heartland
(Sec 001); 3 cr; max crs 3, 1 repeat allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Good, David F

Description: In the early nineteenth century, what later became the American Midwest was a frontier composed of a few widely scattered and relatively isolated towns. Fueled by immigration and westward migration, the Midwest subsequently became part of the larger national economy and increasingly connected to the world economy as a leading producer of industrial and agricultural goods. Since WWII and especially in the last three decades, globalization seriously eroded the region's economic underpinnings. As manufacturing jobs and family farms continue to shrink in number, Midwesterners struggle to prevent the region from turning into the "Empty Heartland" (New York Times, 12/1/03). The seminar looks to history for insights into the nature of the Midwest's long-standing confrontation with the global economy. How have international movements of goods, capital, and people interacted with cultural, social, and political forces to shape the long-run economic trajectory of the Midwest? To what extent was its confrontation with global forces contested along racial, gender, and class lines? How has the evolution of consumer culture, the rise of department stores, advertising, chain stores and malls and capitalist production (the rise of big business and mass production) shaped economic life in the Midwest as it became more deeply linked with the global economy?

Hort 1001 Plant Propagation
(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom

Instructor: Markhart, Albert Henry

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

Exam format: short answer

Hort 1011 Herbaceous Landscape Plants
(Sec 001); 4 cr; meets DELM req of classroom

Instructor: Galatowitsch, Susan M !COAFES Distinguished Tchg Awd!!

Description: A portion of the semester focuses on selection, identification, care, growth, and use of plants in the home and other human environments. Taxonomy, ecology, and landscape uses of perennial and annual flowers, ferns, weeds, tender and hardy bulbs, grasses, herbs and native plants. Lecture and lab.

Class time: 70% lecture, 10% Discussion, 20% Laboratory

Work load: 10 pages of reading per week, 8 pages of writing per semester, 10 exams, 1 papers

Grade: 10% final exam, 5% written reports/papers, 10% special projects, 65% quizzes, 5% lab work

Exam format: short answer, plant ID for quizzes

Hort 3002W Greenhouse Management
(Sec 001); 3 cr; A-F only; prereq 1001; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Anderson, Neil Owen

Description: The purpose of this course is to familiarize students with the floriculture industry standards and practices of greenhouse management. In this class, students will be trained in the following subject areas: greenhouse construction and design, heating and cooling, greenhouse cost analysis and accounting, soil media components, sanitation, water, nutrition, chemical growth regulator applications, light, temperature, gas exchange, soil pasteurization, and post-harvest handling. Students will grow crops in laboratory experiments to study various greenhouse management practices. The results from these experiments will be shared in laboratory presentations (oral and written). Field trips to observe greenhouse structures, glazing types, and greenhouse management techniques will be held periodically throughout the semester. Teaching methods used will include interactive student learning exercises.

Class time: 30% Discussion

Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers

Grade: 25% mid-semester exam(s), 5% final exam, 10% written reports/papers, 10% in-class presentations, 5% class participation, 45% lab work

Exam format: Essay

Hort 3090 Horticultural Practicum
(Sec 001); 2-4 cr; max crs 12, 6 repeats allowed; prereq Jr or sr
Hort major, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Approved field, lab or greenhouse experiences in application of horticultural information and practices.

Hort 4021 Landscape Design and Implementation I
(Sec 001); 4 cr; prereq 1001, 1011, 1012; meets DELM req of classroom

Instructor: Calkins, James Bruce

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...
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; meets DELM req of classroom  
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.

Hort 5018 Landscape Operations and Management  
(Sec 001): 3 cr; prereq 1001 or instr consent; meets DELM req of classroom  
Instructor: Calkins, James Bruce  
Description: This course is designed for environmental horticulture majors, but should also be of interest to students enrolled in landscape architecture, urban and community forestry, environmental studies, and related disciplines. The information covered in lecture will be expanded upon through class discussion and hands-on laboratory experiences. Laboratories will utilize the Department of Horticultural Science Display and Trial Garden and the St. Paul campus grounds. Students will expand their knowledge of landscape operations and maintenance activities associated with environmental horticulture and other segments of the green industry. Students will also develop a deeper and more integrated understanding of information learned in past and future courses through discussion, observation, and participation in a variety of hands-on tasks. Maintenance operations related to woody plants (trees and shrubs), herbaceous plants (annuals and perennials), and turf will all be included. Some primary areas of study will include: site survey & analysis, plant identification, plant selection, planting and establishment, mulching, staking, pruning, fertilization, turf maintenance (including seeding, sodding, aeration and renovation), equipment and equipment calibration, and irrigation. Contemporary topics of increasing importance within the green industry, including sustainable (low input, organic) methods and practices, will also be covered.

Class time: 20% lecture, 10% Discussion, 70% Laboratory  
Work load: 10 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers  
Grade: 30% mid-semester exam(s), 15% final exam, 15% written reports/papers, 5% special projects, 5% lab work, 10% problem solving  
Exam format: True/false, multiple choice, matching, and short answer.

Hort 5021 Landscape Design and Implementation II  
(Sec 001): 4 cr; prereq 4021; meets DELM req of classroom  
Instructor: Pedersen, Brad  
Description: This course builds on the competencies developed in Landscape Design, Implementation and Management I. Students whose career goals include landscape design or architecture, landscape contracting, turf and grounds management, retail nursery, urban forestry, and garden centers will benefit from this course. Course content includes residential, commercial, and recreational sites. Problems are larger, more detailed, and require advanced design solutions. This course includes architectural and graphic techniques, plan drawings, sections, elevations, perspectives, and working drawings. Emphasis will be placed on grading and site manipulations including surveying, irrigation, and drainage. Laboratories and class projects include student participation in hands-on implementation activities and the development of business and grounds management plans. Special attention will be given to the process involved in landscape estimating and bidding.

Class time: 33% lecture, 33% Discussion, 33% Laboratory  
Work load: 10 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, 9 landscape design projects  
Grade: 15% mid-semester exam(s), 15% final exam, 10% written reports/papers, 60% landscape designs  
Exam format: Multiple choice, essay  
Course URL: http://www.sustain.umn.edu

Hort 5023 Public Garden Management  
(Sec 001): 2 cr; meets DELM req of classroom  
Instructor: Olin, Peter Joel  
Description: With the growth in public gardens, from city, county, and state gardens to private gardens donated to public service there is, and will continue to be, a demand for people skilled in the management of public gardens. Investigation into all areas of operations and management will provide an overview of the knowledge and skills necessary for an individual looking toward a career in public garden management.

Class time: 30% lecture, 30% Discussion, 40% Site visits.  
Work load: 20 pages of reading per week, 1 papers, Attendance and class participation.  
Grade: 40% written reports/papers, 20% class participation, 40% Attendance

Hort 5061 Turfgrass Science  
(Sec 001): 3 cr; prereq 4061; meets DELM req of classroom  
Instructor: Watkins, Eric T  
Description: This course will focus on turfgrass physiology and how it relates to management practices. Students will learn how to apply turfgrass science principles and techniques to real-world situations. The course is designed for students who are preparing for careers in turfgrass science or related fields. The course will consist of lecture, discussion, and lab. Topics covered include, but are not limited to: heat/cold tolerance, drought tolerance, shade adaptation, plant growth regulation, wear tolerance, and fertility.

Class time: 40% lecture, 20% Discussion, 40% Laboratory  
Work load: 30 pages of reading per week, 25 pages of writing per semester, 3 exams, 5 written lab reports  
Grade: 30% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% special projects, 5% in-class presentations, 10% class participation, 5% problem solving  
Exam format: multiple choice, short answer, 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; meets DELM req of classroom  
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 1902 Freshman Seminar: Cultural Diversity: You Live...Where?  
(Sec 002): 3 cr; max crs 6; A-F only; prereq freshman; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom  
Instructor: Yust, Becky L  
Description: How does where we live shape our sense of who we are, who we consider our peers, and what our aspirations are? In this
course we will explore where people live in neighborhoods and communities in the Twin Cities to examine issues of social and cultural diversity. From the West Side to North Oaks, from the North End to Near North, from Marcy-Holmes to Frogtown and even within the residence halls of the U of M, we will learn from residents and organizations how they work together to meet housing needs within a milieu of diverse socio-cultural and economic backgrounds, traditions, and experiences. The course will also enhance your understanding of how socioeconomic class, race, and ethnicity structure human experience as expressed through housing and neighborhoods. Focusing on housing provides a common thread from which to expand your learning of how housing solutions have been shaped by diversity and by historical patterns. We will also examine our own preconceptions of housing and what it represents about people in our community. In order to do this we will often meet outside of the classroom, in settings around the Twin Cities. Visits will be made to various neighborhoods in the Twin Cities to see first hand their characteristics, similarities and differences, and to hear from individuals living and working there. The course is open to Freshman students only.

Class time: 30% lecture, 40% Discussion, 30% field trips
Work load: 20 pages of reading per week, 20 pages of writing per semester, 6 papers, final project
Grade: 36% written reports/papers, 39% special projects, 25% class participation

HE 1908W Freshman Seminar: Citizenship/Public Ethics and Writing Intensive: Fat or Fantasy? (Sec 001): 3 cr; max crs 6; A-F only; prereq freshman; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Brady, Linda J
Description: This course will examine issues surrounding “fat or fantasy?” The main theme is “food politics” and how consumers make choices and are influenced to make choices. Course Objectives: 1. Define why people in the US are overweight: 2. Analyze the role of the food, restaurant and hotel industry in providing high and/or low fat food and how people make choices about these; 3. Analyze consumer choices about food choices and consumer responsibility for their own choice. We will use the book “Food Fight” by Brownell and Horgen, as well as “Food Politics”; by Nestle. This class meets the CLE theme of CITIZENSHIP/PUBLIC ETHICS (C/PE) and WRITING INTENSIVE.
Class time: 100% Discussion
Work load: 20-30 pages of reading per week, 25-30 pages of writing per semester
Grade: 40% written reports/papers, 30% in-class presentations, 30% class participation
Course URL: http://www.ardilla.umn.edu/diets

HE 2200V Freshman/Sophomore Honors Colloquium (Sec 001): 2 cr; max crs 4; A-F only; prereq [Fr or soph], honors; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Hokanson, Brad !Outstanding Achievement Award!!
Description: Critical Thinking: The course will help develop the critical thinking skills of the student; logic, research, and initiative in an active learning environment. Critical thinking, that is "thinking that is purposeful, reasoned, and goal directed," is an important component of a university education. While targeted at the second semester sophomores, other Honors students should contact the instructor for registration information. The course will also include structured projects and exercises to develop ideas, conduct small research projects, interact with faculty members, and explore the structure of ideas. Two major projects are envisioned: The development of proposals for the undergraduate research opportunities program will serve as a good exercise in critical thinking. Steps in the process would include conceptualization, development, contact and development of faculty support, planning, budgeting, and final proposal development. The process will also include robust examination and analysis of the elements of the proposal. The project would have authenticity in the lives of our students, and would provide a focused and substantial piece of written work. Development of projects on topics of interest to the individual students will be a mainstay of the course. Exercises to develop potential ideas, organize information on their topics, the logic of full papers, individual paragraphs, and lead sentences will be developed through the lens of critical thinking.
Class time: 10% lecture, 60% Discussion, 30% exercises, close reading, presentations
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 papers, small exercises
Grade: 60% written reports/papers, 40% class participation
Course URL: http://hokanson.che.umn.edu/critical/

HE 3201 Strategic Career Planning (Sec 001): 1 cr; A-F only; prereq [Jr or sr or at least 60 cr], retail merchandising major; meets DELM req of classroom
Instructor: Fredrickson, Heather Nagle
Description: Strategic Career Planning: Juniors and Seniors in Retail Merchandising -Discover your strengths, learn what career opportunities fit with your major and develop top-notch skills and materials to land you the perfect internship or job! The focus of this course is to increase your awareness, knowledge and skills associated with the career identification and internship/job search process. Through this course you will gain an understanding of the relationship of interests, skills, personality, and work values to career choice. Each topic will convey information that will be applicable for a lifetime of career development and employment change. Learning job search strategies and developing application skills are intended to increase your level of self-confidence in this process. You will learn the importance of self-examination and self-knowledge in the career planning and search process; examine your skills, interests and individual strengths; learn about retail-related careers and companies; produce a resume and sample cover letter that best represents your experience and career interests to potential employers; learn networking and internship/job search techniques, including identifying employment listings and conducting employer research; learn how to research and prepare for salary negotiation; learn interviewing preparation and performance skills, emphasizing behavioral interviewing techniques; develop an awareness of the influences on employment trends and the labor market.
Class time: 65% lecture, 10% Discussion, 25% This is an interactive course, which also includes individual practice/mock interviews with Career Professionals and a Career Panel.
Work load: 0-2 pages of reading per week, ~10 pages of writing per semester, 3 papers, Resume and Cover Letter
Grade: 50% written reports/papers, 40% special projects, 10% on-line personality and career assessments
Exam format: no exams

HE 4160H Honors Capstone Project (Sec 001): 3 cr; A-F only; prereq CHE honors, instr consent; A-F only; meets DELM req of classroom; 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 5722 Human Factors Psychology (Sec 001): 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Stoffregen, Thomas
Description: We will cover some current topics in human factors as they are addressed from the point of view of the Ecological Approach to Human-Machine Systems. We will concentrate on in-class
discussion of selected articles. We will begin with a brief consideration of general principles of the Ecological Approach to Perception and Action, and will proceed with ‘case studies’, in which these principles are being applied to particular problems in human factors. Examples include flight simulation, the design of medical devices, human-computer interface design (multiple application domains), virtual environments (and their side effects). Guest speakers include practicing experts in various domains.

Class time: 60% lecture, 20% Discussion, 20% Student PPT
Presentations of research articles from the literature

Work load: 60 pages of reading per week, 25 pages of writing per semester, 2 papers. Each student must give a 20-minute Powerpoint presentation of a relevant research article from the literature

Grade: 40% written reports/papers, 20% in-class presentations, 40% class participation

Exam format: N/A
Hum 3282 European Intellectual History: The Late 19th and 20th Centuries  
(Sec 001); Credit will not be granted if credit has been received for: HIST 3282, HUM 3282, HIST 3282; 3 cr; meets DELM req of classroom  
Instructor: Shank, JB  
Description: Second of a two-semester survey of European thought in its historical/cultural context. Emphasizes the development of philosophical/scientific thought and its relation to thinking about the individual and the community. Readings are drawn from original texts by such authors as Hume, Kant, Rousseau, Hegel, Marx, Darwin, Nietzsche, Weber, Freud, Wohlff, Heidegger, Adorno, and Foucault.  
Class time: 67% lecture, 33% Discussion  
Work load: 50-100 pages of reading per week, 20 pages of writing per semester, 3 papers  
Grade: 90% written reports/papers, 10% class participation

Hum 3970 Directed Studies  
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Student may contact instructor or department for information.

Industrial Engineering  
125 Mechanical Engineering: 612/625-0705

IE 5522 Quality Engineering and Reliability  
(Sec 001); 4 cr; prereq [4521 or equiv], [upper div or grad student or CNR]; meets DELM req of classroom  
Instructor: STAFF  
Description: The course focuses on building quality through product and process design and seeking continuous improvements by identifying weaknesses bottlenecks, wastes, etc. and using concepts such as Robust Design Quality Function Deployment (QFD), Failure Mode Effect Analysis (FMEA), Fault trees, event trees, goal trees, Design Review, value analysis, principles of integration, cause effect analysis, reengineering benchmarking, etc. A lot of stress is given on sampling tolerance engineering statistical process control. Control charts variable attribute, process capability indices etc are thoroughly covered. Modeling for improvement of system reliability, availability and maintainability is also covered. The course also stresses on Organizational issues, such as Total Quality Management (TQM), employee empowerment, team work, Performance measurement ISO 9000 series certification, Malcolm Balridge Award.  
Class time: 80% lecture, 20% Discussion  
Work load: 80 pages of reading per week, 3 exams, 1 papers  
Grade: 20% mid-semester exam(s), 40% final exam, 30% special projects, 10% problem solving  
Exam format: problems

IE 5545 Decision Analysis  
(Sec 001); 4 cr; prereq 4521 or equiv; meets DELM req of classroom  
Instructor: Gupta, Diwakar  
Description: This course surveys normative theories of decision making, with a particular emphasis on structuring of hard decision problems arising in a variety of engineering, business, and public policy contexts. Topics discussed include decision trees, expected utility theory, screening prospects by dominance, assessment of subjective probability, multiple attribute utility, analytic hierarchy process, value of information, multistage decision problems, benchmarking with data envelopment analysis, and basics of game theory. The course is structured around the following themes: 1. What makes decision problems hard? Structuring of decision problems via decision trees. 2. Shortcomings of some commonly used decision criterion. 3. Value functions and utility functions. Expected utility maximization principle. 4. Risk attitudes, assessing utility functions and subjective probabilities. 5. Screening prospects by dominance. Portfolio selection. 6. Multiple attribute utility theory. 7. Analytical Hierarchy Process: Introduction, strengths and shortcomings. 8. Data Envelopment Analysis. Applications of DEA. 9. Introduction to game theory: Zero sum games. Cooperative and competitive games. Nash equilibrium. Stackelberg equilibrium. 10. Examples and cases from public policy and business sectors of economy. This course will be web enhanced but the URL is not yet available.  
Class time: 50% lecture, 20% Discussion, 30% Discussion of assigned cases  
Work load: 60 pages of reading per week, 50 pages of writing per semester, 2 exams, Writing is in the form of case reports. In addition, students will be asked to submit solutions to assigned problems.  
Grade: 25% mid-semester exam(s), 35% final exam, 10% written reports/papers, 10% in-class presentations, 20% problem solving, 0% Depending on student needs, the final exam may be replaced by a project.  
Exam format: Questions that must be answered in detail.

Information Networking  
101 Wesbrook Hall: 612/624-4000

Net 1001 Survey of Information Technology  
(Sec 001); 1 cr; A-F only; meets DELM req of classroom  
Instructor: Marker, Carolyn J  
Description: Although information technology has permeated the social and business fabric of the United States, the parameters of this field continue to confuse many people, and especially prospective students. This one-credit course introduces student to the many facets of information technology, including differentiating disciplines within information technology, examining trends and career opportunities and introducing governing standards.

Net 4021 Network Programming  
(Sec 001); 4 cr; A-F only; prereq CSci 4061 or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Network and distributed programming concepts and design using C, Java, and other higher level programming languages. Topics include sockets, TCP/ICP, RPC, streaming, CORBA, .NET, and SOAP. Labs use UNIX/Linux and MS Windows operating systems.  
NOTE: Students must have completed 45 semester credits.

Net 4031 Systems Administration  
(Sec 001); 4 cr; A-F only; prereq CSci 4061, 45 cr; meets DELM req of classroom  
Instructor: STAFF  
Description: Server and data storage architecture, SCSI, Fibre Channel, RAID and stripping; configuring hardware and software for server and data storage farms; operational factors, including backup and recovery.  
NOTE: Students must have completed 45 semester credits.

Net 4081 Introduction to Software Engineering  
(Sec 001); 4 cr; A-F only; prereq [CSci 4061 or equiv or instr consent]; 45 cr; meets DELM req of classroom  
Instructor: STAFF  
Description: Basic theory/practice of software engineering. Software development, requirements/specifications, design, verification, and validation.  
NOTE: Students must have completed 45 semester credits.

Information and Decision Sciences  
3-353 CarlSmgmt: 612/624-8030

This information is accurate as of: 11/3/2004
University of Minnesota – Class Schedule for Twin Cities Campus

Spring 2005

IDSc 4431 Advanced Database Design
(Sec 001); 2 cr; A-F only; prereq 3202; meets DELM req of classroom
Instructor: Everett, Gordon C
Description: See one page executive summary on misrc.csom.umn.edu web site.
Class time: 70% lecture, 15% Discussion, 15% discussion solutions to problem assignments
Grade: 10% mid-semester exam(s), 20% final exam, 20% special projects, 15% quizzes, 5% class participation, 30% problem solving
Exam format: mixture of TF, MC, and short answer

IDSc 4490 Information Systems Special Topics: Platforms for Business Computing
(Sec 002); 2 cr; max crs 10, 5 repeats allowed; A-F only; prereq 3202; meets DELM req of classroom
Instructor: Adomavicius, Gediminas
Description: The topics covered in this course include the introduction to UNIX/Linux-based computing platforms, fundamentals of operating systems and their administration, as well as basics of scripting languages.

Innovation Studies

IS 5100 Innovation Studies Seminar: Leadership and Change
(Sec 001); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Crosby, Barbara C
Description: Change is often built into definitions of leadership, and certainly many scholars and practitioners have written about how leaders can foster change in their organizations or communities. As the U.S. and other countries move more fully into the 'innovation economy', understanding the links between leadership and change take on increased urgency. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Examine models of change and leadership, and investigate how leaders can promote personal, organizational, and society change. Case studies and action research will be emphasized. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

IS 5100 Innovation Studies Seminar: The Company Fool: Roles and Deliverables
(Sec 004); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Harkins, Arthur M
Description: The "company fool" is derived from Western society's court fool, a comic figure whose buffoonish role was intended to entertain, sometimes while articulating candid observations and opinions too dangerous for others to utter. Examine how the role of "company fool" is selectively embodied in modern industry, business, and other organizational contexts. From both personal and organizational perspectives, opportunities and risks associated with inaugurating and sustaining the company fool's presence will be emphasized. Examine and assess uses of the company fool as a role model for coping with unpredictable chaotic change, as well as for stimulating rapid and effective innovations. Examine the role of leadership and initiating and sustaining the company fool's presence will be underlie the hyper-development of these societies in the last century? This seminar will explore through readings, film, music, and dialogue the diverse social, economic, and cultural forces that enabled Scandinavian societies to become globally engaged while remaining sensitive to the foibles of the human condition. From this regional microcosm we can learn more about the transferability of development elsewhere in the world, including into Minnesota's Scandinavian immigrants influenced society. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

IS 5100 Innovation Studies Seminar: Creating New Knowledge
(Sec 002); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Mikelonis, Victoria M
Description: Why do so many philosophers, poets, rhetoricians and scholars make such strong claims for models and metaphors? We will explore that question in this seminar by examining rhetorical and poetic uses of metaphor in literature and the arts; the use of physical, theoretical and conceptual models in science; and the place of metaphor and metonym in cognitive science. Further questions we'll examine include: How does metaphor extend meaning in prose and poetry? Are worldviews and paradigms extended metaphors? How do the use of metaphors and models inform technical and scientific communication? How do the use of models and metaphors helps us teach and learn? Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

IofT 1 Fundamentals of Engineering Review (E.I.T. Refresher)
(Sec 001); 0 cr; S-N only; prereq Bachelor's degree in engineering; meets DELM req of classroom
Instructor: Nordell, Daniel Edwin
Description: For engineering graduates who are preparing for the Fundamentals of Engineering (Engineer-in-Training) examination, the first of two written exams required for registration as a professional engineer. Review of mathematics, chemistry, materials, statics, dynamics, strength of materials, thermodynamics, electric circuits, fluid mechanics, and engineering economics. Class meets starting first week of classes for ten weeks, finishing in time for the April FE Exam date. Reference class website at "www.ece.umn.edu/class/i0001"
Class time: 50% lecture, 50% Discussion
Work load: 100 pages of reading per week
Course URL: http://www.ece.umn.edu/class/i0001

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; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: Hondzo, Miki
Course URL: http://www.ce.umn.edu/~hondzo/it1101/

IofT 4101W Communication Skills and Professional Practice
(Sec 001); 3 cr; A-F only; prereq Upper div IT or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Economy and society far out proportion to their small populations. They have all evolved nearly overnight from agrarian to industrial to leading informational technology societies. They are the most gender balanced societies in the world with democratic and humane systems of social organization, globally aware cultures, ergonomically advanced industrial and product design, deeply embedded environmental stewardship, early leadership in United Nations, and global marketing of their artistic productions. What cross-developments of environment, religion, politics, technology, and social structures underlie the hyper-development of these societies in the last century? This seminar will explore through readings, film, music, and dialogue the diverse social, economic, and cultural forces that enabled Scandinavian societies to become globally engaged while remaining sensitive to the foibles of the human condition. From this regional microcosm we can learn more about the transferability of development elsewhere in the world, including into Minnesota's Scandinavian immigrants influenced society. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.
Ins 5100 Corporate Risk Management
(Sec 020); 2 cr; meets DELM req of classroom
Instructor: Whitman, Andrew Frankli
Description: Theory applied to Enterprise Risk Management (ERM) practice in risk creation and mitigation. Guest industry practitioners demonstrate the process of assessing, controlling, financing and monitoring risks from all sources to increase the organization's value to all stakeholders. Risk managing cash flow, human resources, intellectual and tangible property, liability, and worker's compensation by application of risk control and risk financing tools, including insurance. ERM is a disciplined approach to managing an organization's opportunities, measuring the associated risks and allocating resources to minimize the risks.
Class time: 80% lecture, 10% Discussion, 10% student presentations
Work load: 40 pages of reading per week, 5 pages of writing per semester, 4 exams, 1 papers, The 4 Quizzes on WebCT Vista
Grade: 30% quizzes, 40% in-class presentations, 5% class participation, 10% problem solving, 15%
Exam format: multiple choice
Course URL: http://www.csom.umn.edu/resources/classnet

Ins 5201 Personal Financial Management
(Sec 001); 2 cr; prereq 5200; meets DELM req of classroom
Instructor: Whitman, Andrew Frankli
Description: Guest industry practitioners present the concepts and principles of personal financial planning, and you develop your own plan using computer software. Your plan and practitioners cover steps in the planning process, financial statements, expenditure and credit/debt management, time value of money, insurance (disability, health, liability, long-term care), investing and portfolio allocation, tax reduction, retirement plans and estate planning. Standards of professional conduct and regulation of financial planners are reviewed.
Class time: 70% lecture, 20% Discussion, 5% Laboratory, 5% On line and computer software
Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers, Quizzes on WebCT VISTA, Software i.e. Quicken & WWW
Grade: 60% written reports/papers, 25% quizzes, 15% class participation
Exam format: multiple choice
Course URL: http://www.csom.umn.edu

Ins 5202 Personal Financial Planning 2: Tax and Estate Planning Techniques
(Sec 001); 2 cr; prereq 5201; meets DELM req of classroom
Instructor: Whitman, Andrew Frankli
Description: Ins5201 Personal Financial Planning, or consent of instructor is a prerequisite. This course focuses on tax management and estate planning. Guest practitioners present tax management techniques for federal and state income tax, FICA tax, estate and gift tax and other forms of personal taxation. Estate accumulation, retirement distribution, and tax reduction plans including family wealth sharing, charitable giving, probate process, health care directives, durable powers of attorney, trusts, wills, and retirement plan distributions. Reviews alternative business structures and creation and or disposition of family business interests.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 25 pages of writing per semester, 3 exams
Grade: 55% written reports/papers, 30% quizzes, 15% class participation
Exam format: Multiple choice
Course URL: http://www.csom.umn.edu
ID 3301 Introduction to Marxism
(Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Marquit, Erwin
Description: The Marxist worldview continues to attract large numbers of scholars who see it as a most productive analytical tool for understanding developments in the social and natural sciences and fields of culture. The course surveys the basic components of Marxist thought – the philosophical foundations for the Marxist understanding of the evolutionary development of nature, society, and thought; Marxist analysis of the economic foundations of capitalism; the socialist alternative of production for need instead of production for profit; the various ways Marxists approach sociopolitical and economic problems in contemporary society in the industrialized and developing countries in general and in the United States in particular. Among the wide range of topics that will be discussed are Marxist approaches to globalization, terrorism and war, economic justice, political strategies for empowerment and social change, national prejudices, religion, women’s equality, racism, homophobia, genetic engineering, and art and culture. The failed efforts to develop socialist economies in the former Soviet Union and Eastern Europe will be reviewed. The transitions from centrally planned economies to socialist-oriented market economies in China and Vietnam and their economic and cultural consequences will be examined in some detail. Emphasis will be placed on understanding differing contemporary viewpoints among Marxists.
Class time: 80% lecture, 20% Discussion
Work load: 80-100 pages of reading per week, 2 exams, students keep a journal summarizing readings and lectures
Grade: 35% mid-semester exam(s), 35% final exam, 30% written reports/papers
Exam format: essay
Course URL: http://umn.edu/home/marqu002/id3301.htm

ID 3571 Metro Internship Seminar: Corporate Social Responsibility and Ethical Leade
(Sec 001); 6 cr; prereq instr consent (for more information, call Mark Haase at (612) 676-7700); meets DELM req of classroom
Instructor: Salls, Deb
Description: This course examines issues of personal and organizational ethics, leadership, and responsibility. This is done through a curriculum of speakers, case studies, discussions, and readings. It includes one weekend retreat. The course is taught through the University YMCA by a YMCA staff member, a variety of faculty, and community and business leaders. The practicum of the seminar is a 15 week, 20 hour per week internship at a local corporation or non-profit. The internship runs concurrently with the course throughout the semester. Internships focus on internal and external organization relations. The course is intended mainly for juniors and seniors (some exceptions are made). For questions and applications, contact the University YMCA at 676-7700.
Class time: 33% lecture, 33% Discussion, 33% Simulation and case study
Work load: 15 pages of reading per week, 35 pages of writing per semester, 7 papers, 1 Final paper and project
Grade: 65% written reports/papers, 20% special projects, 15% class participation
Exam format: Written paper and project paper

ID 3573 HECUA Off-Campus Study Program: Metro Urban Studies
Term Field Seminar
(Sec 001); 4 cr; prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom
Instructor: Dalal, Piyali Nath
Description: This course is taken in conjunction with ID 3571 and ID 3572. Student may contact instructor or HECUA student advisors for more information.

ID 3572 HECUA Off-Campus Study Program: Metro Urban Studies
Term Field Seminar
(Sec 001); 4 cr; prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom
Instructor: Dalal, Piyali Nath
Description: The Metro Urban Studies Term Field Seminar (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 Field 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 their Freshman year. Primary faculty: Phil Sandro, PhD. Offered Fall and Spring semesters. Contact: Piyali Nath Dalal, 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 project
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, 20% journal; 10% internship evaluation

ID 3573 HECUA Off-Campus Study Program: City Arts Reading Seminar
(Sec 001); 8 cr; prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom
Instructor: Dalal, Piyali Nath
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. 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. The program is full-time and provides a full semester of academic credit. MUST is open to all undergraduates who have completed their Freshman year. Primary faculty: Phil Sandro, PhD. Offered Fall and Spring semesters. Contact: Piyali Nath Dalal, Career and Community Learning Center (CCLC), 345 Fraser Hall, 626-2044

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 FraserH, 626-2044; meets DELM req of classroom
Instructor: Dalal, Piyali Nath
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 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. 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. The program is full-time and provides a full semester of academic credit. MUST is open to all undergraduates who have completed their Freshman year. Primary faculty: Phil Sandro, PhD. Offered Fall and Spring semesters. Contact: Piyali Nath Dalal, Career and Community Learning Center (CCLC), 345 Fraser Hall, 626-2044

ID 3581 HECUA Off-Campus Study Program: City Arts Reading Seminar
(Sec 001); 4 cr; prereq concurrent enrollment 3582, 3583, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom
Instructor: Dalal, Piyali Nath
Description: City Arts 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. 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. 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. The program is full-time and provides a full semester of academic credit. MUST is open to all undergraduates who have completed their Freshman year. Primary faculty: Phil Sandro, PhD. Offered Fall and Spring semesters. Contact: Piyali Nath Dalal, Career and Community Learning Center (CCLC), 345 Fraser Hall, 626-2044

This information is accurate as of: 11/3/2004
Id 3582 HECUA Off-Campus Program: City Arts Field Seminar (Sec 001); 4 cr; prereq concurrent enrollment 3581, 3583, dept consent; contact CCLC, 345 Fraser Hall, 626-2044; meets DELM req of classroom

Instructor: Dalal, Piyali Nath

Description: City Arts is a Twin Cities-based, active learning, semester-long study program that explores the arts, popular culture and social change. The program is full-time, combines an internship with seminars, and provides a full semester of academic credit. See ID 3571 for description of the internship and other program components. City Arts is open to all undergraduates who have completed the Freshman year. Primary faculty: William Reichard. Offered spring semester only. Contact: Piyali Nath Dalal, Career and Community Learning Center, 345 Fraser Hall, (612) 626-2044. Students register for ID 3581, 3582, and 3583.

Id 3583 HECUA Off-Campus Program: City Arts Internship Seminar (Sec 001); 8 cr; prereq concurrent enrollment 3581, 3582, dept consent; contact CCLC, 345 Fraser Hall, 626-2044; meets DELM req of classroom

Instructor: Dalal, Piyali Nath

Description: City Arts is a Twin Cities-based, active learning, semester-long study program that explores the arts, popular culture and social change. The program is full-time, combines an internship with seminars, and provides a full semester of academic credit. See ID 3571 for description of the internship and other program components. City Arts is open to all undergraduates who have completed the Freshman year. Primary faculty: William Reichard. Offered spring semester only. Contact: Piyali Nath Dalal, Career and Community Learning Center, 345 Fraser Hall, (612) 626-2044. Students register for ID 3581, 3582, and 3583.

Id 3591 HECUA Field Seminar: Environmental Sustainability: Science, Public Policy, (Sec 001); 4 cr; prereq concurrent registration is required (or allowed) in 3592, concurrent registration is required (or allowed) in 3593, dept consent ; meets DELM req of classroom

Instructor: Dalal, Piyali Nath

Description: The Environmental Sustainability: Science, Public Policy, & Community Action program is a Twin Cities-based, active learning, semester-long study program that explores the processes of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies to achieve sustainability. The program takes an integrated approach to environmental issues, addressing the linkages between rural and urban concerns, as well as the way local decisions relate to regional and global trends. The program has a number of components that are integrated and interrelated, combining academic seminars with field study, a field methods course, and an internship. The four course titles are: Adaptive Ecosystem Management, Social Dimensions of Environmental Change, Internship & Integration Seminar, and Field Methods. 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 environmental change. The program is full-time and provides a full semester of academic credit. Environmental Sustainability is open to all undergraduates who have completed their Freshman year. Offered every Fall semester. Primary Faculty: Julie Nerbonne. Contact: Piyali Nath Dalal, Career and Community Learning Experience (CCLC); 345 Fraser Hall; 612-626-2044. Students register for ID 3591, 3592, and 3593.

Id 3592 HECUA Off-Campus Study: Environmental Sustainability: Science, Public Polic (Sec 001); 4 cr; prereq concurrent registration is required (or allowed) in 3591, concurrent registration is required (or allowed) in 3593, dept consent ; meets DELM req of classroom

Instructor: Dalal, Piyali Nath

Description: The Environmental Sustainability: Science, Public Policy, & Community Action program is a Twin Cities-based, active learning, semester-long study program that explores the processes of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies to achieve sustainability. The program takes an integrated approach to environmental issues, addressing the linkages between rural and urban concerns, as well as the way local decisions relate to regional and global trends. The program has a number of components that are integrated and interrelated, combining academic seminars with field study, a field methods course, and an internship. The four course titles are: Adaptive Ecosystem Management, Social Dimensions of Environmental Change, Internship & Integration Seminar, and Field Methods. 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 environmental change. The program is full-time and provides a full semester of academic credit. Environmental Sustainability is open to all undergraduates who have completed their Freshman year. Offered every Fall semester. Primary Faculty: Julia Nerbonne. Contact: Piyali Nath Dalal, Career and Community Learning Experience (CCLC); 345 Fraser Hall; 612-626-2044. Students register for ID 3591, 3592, and 3593.

Id 3593 HECUA Off-Campus Study: Environmental Sustainability: Science, Public Polic (Sec 001); 8 cr; prereq concurrent registration is required (or allowed) in 3591, concurrent registration is required (or allowed) in 3592, dept consent ; meets DELM req of classroom

Instructor: Dalal, Piyali Nath

Description: The Environmental Sustainability: Science, Public Policy, & Community Action program is a Twin Cities-based, active learning, semester-long study program that explores the processes of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies to achieve sustainability. The program takes an integrated approach to environmental issues, addressing the linkages between rural and urban concerns, as well as the way local decisions relate to regional and global trends. The program has a number of components that are integrated and interrelated, combining academic seminars with field study, a field methods course, and an internship. The four course titles are: Adaptive Ecosystem Management, Social Dimensions of Environmental Change, Internship & Integration Seminar, and Field Methods. 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 environmental change. The program is full-time and provides a full semester of academic credit. Environmental Sustainability is open to all undergraduates who have completed their Freshman year. Offered every Fall semester. Primary Faculty: Julia Nerbonne. Contact: Piyali Nath Dalal, Career and Community Learning Center (CCLC); 345 Fraser Hall; 612-626-2044. Students register for ID 3591, 3592, and 3593.
InMd 3002 Human Anatomy Laboratory
(Sec 001-009); 1 cr; prereq [Biology or equiv], soph; meets DELM req of classroom
Instructor: BAUER, G. ERIC
Description: Laboratory observation of human anatomy on prosected human cadavers. This laboratory is designed to be a valuable supplement to the Human Anatomy Lecture (InMd 3001/3301).
Class time: 100% Laboratory
Work load: 25 pages of reading per week, 3 exams
Grade: 66% mid-semester exam(s), 33% final exam
Exam format: multiple choice
Course URL: http://www.med.umn.edu/anatomy/

InMd 3302 Human Anatomy Laboratory
(Sec 001-003); 1 cr; A-F only; meets DELM req of classroom
Instructor: WEINHAUS, ANTHONY JAMES
Description: Laboratory examination of human anatomy on prosected human cadavers. This laboratory is designed to be a valuable supplement to the Human Anatomy Lecture (InMd 3001/3301). This lab is identical to InMd 3002.
Class time: 100% Laboratory
Work load: 15 pages of reading per week, 3 exams
Grade: 66% mid-quarter exam(s), 33% final exam
Exam format: multiple choice; 20% fill-in-the-blanks
Course URL: http://www.med.umn.edu/anatomy

Italian
260 Folwell Hall: 612/624-4308

Ital 1001 Beginning Italian
(Sec 001-009); 5 cr; meets DELM req of classroom
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, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. Students who pass 1001 with a grade of "C-" or higher can then move on to Italian 1002.
Work load: 45 to 60 minutes of homework per class
Grade: 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations
Exam format: Fill in the blank; true/false; essay; short answer

Ital 1002 Beginning Italian
(Sec 001-009); 5 cr; meets DELM req of classroom
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
Exam format: Short answer; fill in the blank, true/false

Ital 1003 Intermediate Italian
(Sec 001-003); 5 cr; prereq 1001-1002; meets DELM req of classroom
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 the blank, true/false

Ital 1004 Intermediate Italian
(Sec 001-006); 5 cr; prereq 1001, 1002, 1003; meets DELM req of classroom
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 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

This information is accurate as of: 11/3/2004
Ital 3015 Reading, Conversation, and Composition (Sec 001, 002); 4 cr; prereq 1004; meets DELM req of classroom
Instructor: STAFF
Description: This course will consist of intensive reading, writing, and speaking practice and study of cultural materials in authentic formats.

Ital 3640 Topics in Italian Studies (Sec 001): Credit will not be granted if credit has been received for: ITAL 5640; 3 cr; max crs 12, 4 repeats allowed; meets DELM req of classroom
Instructor: Vecoli, Rudolph John
Description: According to the 2000 US Census, almost 16 million Americans declared their ancestry to be Italian, making this the fifth largest ethnic population in the USA. Some 6 million immigrants from Italy arrived between 1850-2005 (About half returned to Italy). They lived and worked in all parts of the country, as cigar makers in Tampa, FL, wine makers in CA, stone cutters in Barre, VT, miners on MN's Iron Range, garment workers in Chicago, etc. For the most part, peasants and artisans. In many ways, the challenges they faced were not very different from those confronted by immigrants today. We will try to understand the Italian American experience from within. How did the immigrants and their children, grandchildren, etc. come to grips with this dynamic, ever-changing, often hostile country? What did they bring with them from Italy and how have they adapted, adjusted, or assimilated? What does it mean to be an Italian American today? Our sources will be the records they themselves created of that experience, memoirs, novels, art works, films, etc. We will also draw upon the rich, unique Italian American Collection of the IHRC. For a description see: http://www.ihrc.umn.edu Reading assignments will average circa 100 pages a week (good reads, not boring stuff, e.g., Pietro di Donato, CHRIST IN CONCRETE; M.H.Ets, ROSA:THE STORY OF AN ITALIAN IMMIGRANT [available in Italian or English].
Class time: 30% lecture, 40% Discussion, 30% Performance (readings) Films (Sacco and Vanzetti, etc.; field trips.Readings can be in Italian for those taking the course for credit for an Italian major, or who would prefer readings in la lingua di Di Maggio. Work load: 100 pages of reading per week, 5 pages of writing per semester, 14 papers, Writing assignments: weekly papers (ca. 5 pages) based on the readings, discussions, and experiences. Grade: 40% written reports/papers, 30% special projects, 30% class participation
Exam format: There will be no written examinations.

Jpn 1012 Beginning Japanese (Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 4002, JPN 4004; 5 cr; prereq 3021 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is for students who have basic Japanese knowledge and have already taken JPN 3021. This course aims to develop the four communication skills (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include describing appearance, reporting, giving an opinion/advice, describing a plan/intention/desire, and making a comparison. The course consists of 5 hours of discussion session and 2 hours of lecture session per week. Discussions are performance-oriented; teachers guide their students in the practice of Japanese in practical settings. Students are expected to spend 12 hours per week doing homework and practicing with CDs/tapes for each class. Textbook: Banno, et al. Genki: An integrated course in elementary Japanese.
Class time: 29% lecture, 71% recitation
Work load: 12 hours of preparation and homework per week
Grade: 10% class participation, 36% six lesson tests; 10% two oral interviews; 20% homework assignments; 15% quizzes; 9% dialogue checks
Exam format: oral interviews and written exams
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 3022 Intermediate Japanese (Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 4004, JPN 4004; 5 cr; prereq 3021 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is for students who have basic Japanese knowledge and have already taken JPN 3021. This course aims to develop the four communication skills (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include describing the condition of an occurrence, speaking respectfully, explaining what you do not know, talking about bad experience or events, and giving orders. The course consists of recitations (taught entirely in Japanese) and lectures. Recitations are performance-oriented; teachers guide students in practice in practical situations. Lectures include grammar, reading, and sociocultural aspects of Japan. Students are expected to practice with tapes/CDs for 2 hours per day in preparation for each class. Students who have not taken JPN 3021 at the University of Minnesota must pass a placement test. Text: Banno, et al. Genki: An integrated course in elementary Japanese, Vol. 2.
Class time: 40% lecture, 60% language recitation sections
Work load: Daily preparation, homework, five lesson tests, one course project
Grade: 10% class attendance; 20% homework; 15% quizzes; 9% dialogue check; 6% course project; 30% five lesson tests; 10% oral interviews
Course URL: http://www.all.umn.edu/japanese_language/home.html

This information is accurate as of: 11/3/2004
Jpn 4004 Intermediate Japanese
(Sec 001, 005, 050-051); Credit will not be granted if credit has been received for: JPN 3022, JPN 3022, JPN 3022, JPN 3022; 3 cr; prerequisite 4003, [passing score on GPT in another language or grad student]; meets DELM req of classroom
Instructor: STAFF
Description: This course is for students who have basic Japanese knowledge and have already taken JPN 4003. This course aims to develop the four communication skills (speaking, listening, reading, and writing) as well as culture-specific skills (do’s and don’ts). Topics covered in this semester include describing the condition of an occurrence, speaking respectfully, explaining what you do not know, talking about bad experience or events, and giving orders. The course consists of recitations (taught entirely in Japanese) and lectures. Recitations are performance-oriented: teachers guide students in practice in practical situations. Lectures include grammar, reading, and sociocultural aspects of Japan. Students are expected to practice with tapes/CDs for 2 hours per day in preparation for each class. Students who have not taken JPN 4003 at the University of Minnesota must pass a placement test. Text: Banno, et al. Genki: An integrated course in elementary Japanese, Vol. 2.
Class time: 40% lecture, 60% language recitation sections
Work load: Daily preparation, homework, five lesson tests, one course project
Grade: 10% class attendance; 20% homework; 15% quizzes; 9% dialogue check 6% course project; 30% five lesson tests; 10% oral interviews
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 5040 Readings in Japanese Texts
(Sec 001); 3 cr; max crs 12, 3 repeats allowed; A-F only; prerequisite 4041 or equiv or instr consent; meets DELM req of classroom
Instructor: Molasky, Michael S
Description: This course will complement and supplement the seminar, "Minority Literature' in Japan," also offered in spring 2005, although the two courses may be taken independently. "Readings in Japanese Texts" is available to any student who has completed at least one semester of fourth-year Japanese (or demonstrates comparable reading ability). All readings are in Japanese and will focus on works of fiction by Okinawans, authors of Korean descent, the outcaste burakumin, and Hansen's Disease (leprosy) patients—an overlooked minority group that has long been isolated in special "colonies" throughout rural Japan. We will also read poetry and criticism by writers from these groups. Class discussions will be conducted in Japanese. Note that vocabulary and kanji lists will "not" be provided for the reading assignments, so you should expect to work hard and demonstrate greater initiative in your study habits than is normally expected of you in Japanese language classes. The primary aim of this course is to facilitate the transition from merely "decoding" Japanese texts (trying to discern the surface meaning of each word or sentence) to an interpretive mode of "reading" suitable to a university-level literature course. Most students who put in the requisite effort will find that their reading comprehension and speed will increase noticeably by the end of the semester, and they will have gained valuable exposure to Japanese literature in the process.
Class time: 10% lecture, 90% Discussion
Work load: 30-50 pages of reading per week, frequent unannounced quizzes on the reading assignments will be given instead of major exams.
Grade: 50% quizzes, 50% class participation
Exam format: Quizzes will be in English and will test reading comprehension as well as interpretive skills.

Jewish Studies
330 Folwell Hall: 612/625-5353

JwSt 3900 Topics in Jewish Studies: Women and the Holocaust (Sec 002); 3 cr; max crs 15, 5 repeats allowed; A-F only; prerequisite instr consent; meets DELM req of classroom
Instructor: Baer, Elizabeth R
Description: Despite the fact that Holocaust Studies is now a mature field, with academic conferences, centers for research, distinguished chairs and dozens of scholarly publications annually, the topic of women and the Holocaust remains, at best, in its infancy. Why have Holocaust scholars been so slow or reluctant to adopt the insights of Women's Studies? We will explore this question, speculating about the reasons, and looking at the material which has emerged on gender and the Holocaust. We will also work specifically on what needs to happen next in this emergent field: bringing a specifically feminist methodology and theoretical framework to understanding the experiences of women in the Holocaust and the Third Reich, their memories of their experiences, and their expressions/representations of those memories. Among the many questions we will consider are these: Did gender matter? To the perpetrators? To the victims? How did women remember their experiences? Represent them? How did Jewish culture and religious beliefs affect the experiences and response of Jewish women? What were the experiences of women in the resistance? Did gender play a role in their tactics? Their survival? What about the experiences of lesbians? What was the perspective of Nazi women? How did the valorization of 'Kinder, Kuche, Kirche' construct attitudes toward all women of this era? What were the connections among antisemitism, racism, and sexism in Nazi ideology?
Class time: 30% lecture, 50% Discussion, 20% films and guest speakers, including Holocaust survivors
Work load: ONE BOOK pages of reading per week, 10-20 pages of writing per semester, 2 papers, no exams, but occasional quizzes; oral report
Grade: 45% written reports/papers, 20% quizzes, 25% class participation, 10% oral report
Exam format: No exams

JwSt 3900 Topics in Jewish Studies: Contemporary Jewish Voices (Sec 003); 3 cr; max crs 15, 5 repeats allowed; A-F only; prerequisite instr consent; meets DELM req of classroom
Instructor: Katz, Judith
Description: This class will examine works of poetry, fiction, and drama by contemporary Jewish authors from Europe, the United States, and Israel, which define and re-define the canon of Jewish literature. Our study will include a new translation of S. Ansky's The Dybbuk by Tony Kushner; fiction by Franz Kafka, David Grossman, Philip Roth, Bernard Malamud, Sarah Schulman, Judith Katz, Nathan Englander, Jonathan Safran Foer, Grace Paley, Cynthia Ozick, E.M. Bronner; and poetry by Yehuda Amichai, Adrienne Rich, Muriel Rukeyser, Irena Klepfisz, and others. Students are required to read and discuss all assigned work; keep a response journal; and write two papers (5-8 pages at midterm and 8-10 pages for a final project) or make a comparable in-class presentation
Class time: 10% lecture, 80% Discussion, 10% audio visual presentation
Work load: 150-150 pages of reading per week, 30 pages of writing per semester, 2 papers, weekly responses to readings (1-2 pages)
Grade: 75% written reports/papers, 25% class participation
Exam format: no exams/2 papers

JwSt 3900 Topics in Jewish Studies: States of Exception: Jewish Thought in Modernity (Sec 004); 3 cr; max crs 15, 5 repeats allowed; A-F only; prerequisite instr consent; meets DELM req of classroom
Instructor: Peck, Jason Michael
Description: In this course, we will investigate how Jewish intellectuals (philosophers, poets, novelists and sociologists) have
perceived the notion of "exceptionality" throughout the last centuries. While we will explore these writers' engagement with specifically Jewish exceptionality (in its legal, theological, and linguistic manifestations), we will also look at the ways in which Jewish writers theorize the notion of exceptionality as such.

Class time: 40% lecture, 60% Discussion

Work load: 50-150 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Final in-class exam

Grade: 25% final exam, 40% written reports/papers, 10% in-class presentations, 25% class participation

Exam format: Essay questions

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 ofWriting Intensive; meets DELM req of classroom

Instructor: STAFF

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

JwSt 5111 Problems in Historiography and Representation of the Holocaust

(Sec 001); 3 cr; prereq JwSt 3521 or ReiS 3521 or instr consent; meets DELM req of classroom

Instructor: Feinstein, Stephen

Description: This is an advanced course designed to examine in depth some of the main issues debated by historians, theologians and literary critics about the nature of the Holocaust, historical controversies, and aspects of representation in both literature and art. The Holocaust itself is a controversial subject, not because of "debates" by deniers about whether the Holocaust happened, but the utilization of the word "Holocaust" by other groups who have been afflicted with trauma, slavery, human rights violations, and genocide, especially, but not necessarily, in the twentieth century. There is also a widespread debate about whether the Holocaust can be represented, and if so, how. Silence often is said to be a response. The cultural theorist Theodor Adorno once said that "after Auschwitz there can be no poetry". But later he repudiated this by saying "perennial suffering has as much right to expression as a tortured man has to scream; hence, it may have been wrong to say that after Auschwitz you could no longer write poems". But while poems, literature, drama, painting and sculpture may be produced, not to mention memorials, the question is what is the quality of the work?

Class time: 20% lecture, 80% Discussion

Work load: 150 pages of reading per week, 25 pages of writing per semester, 3 papers

Grade: 60% written reports/papers, 10% in-class presentations, 30% class participation

JwSt 5000 Topics in Jewish Studies: Jewish Streets: Tin Pan Alley, Broadway, Hollywood

(Sec 001); 3 cr; max crs 6; meets DELM req of classroom

Instructor: Lubeck, Alex J!Morse Alumni Award!!

Description: Jewish Streets: Tin Pan Alley, Broadway, Hollywood Boulevard An examination of classic American popular song and its use in Broadway and Hollywood musicals, from its roots through ca. 1970, from the perspective of the contribution of its many Jewish-American composers, lyricists, authors, and producers. Emphases on repertoire, style, and aesthetics, as well as all such recurring social themes as traditionalism, assimilation, race/ethnic relations, group solidarity, and intermarriage and their relationship to the evolving culture ethos of Jews in America. No prior knowledge of music/music reading required.

Class time: 30% lecture, 20% Discussion, 50% listening, viewing, seminar presentations

Work load: 50 pages of reading per week, 16 pages of writing per semester, 8 papers, brief weekly quizzes, seminar presentations

Grade: 40% written reports/papers, 30% in-class presentations, 30% brief weekly quizzes

Exam format: quizzes are short answer

This information is accurate as of: 11/3/2004

Jour 3241 Creative Strategy and Copywriting

(Sec 003); 3 cr; A-F only; prereq 3004W, 3201, [jour major or approved IDIM major or ICP major or BIS major]; meets DELM req of classroom

Instructor: Shaw, Sarah Brady Stohl, Karen K

Description: This introductory course acquaints students with the strategic skills needed to produce copy with particular emphasis placed on print advertising. By the end of the semester, successful students will be able to recognize solid advertising, create basic copy and present it to others. While designed primarily for the potential copywriter, this course will be useful for any advertising student desiring a working knowledge of the creative end of the business. Individual guidance will be available for students wishing to prepare portfolios. The text are Bendinger's 'The Copy Workshop Workbook' and Strunk and White 'The Elements of Style.'

Class time: 60% lecture, 40% Discussion

Work load: 20-60 pages of reading per week, 6-8 written assignments, 6 quizzes, mid-term, final project

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

Exam format: definitions, short answer, essay

Jour 3279 Public Relations Writing and Campaign Tactics

(Sec 003); 3 cr; A-F only; prereq [3004W, 3159 or 3201 or 3202], [jour major or approved IDIM major or ICP major or BIS major] or instr consent for professional jour track students; meets DELM req of classroom

Instructor: Nelson, Lynn Ingrid Stohl, Karen K

Description: This is a professional skills course designed to develop expertise in public relations tactics. Students form PR agency groups and choose a fictional client. They develop news releases, query letters, op-eds, and ultimately PR plans for their clients. Students are expected to follow local media daily. There is a strong emphasis on the writing capabilities necessary for executing successful PR programs. The course assumes broad knowledge of PR principles and strategic approaches, and builds on, and reinforces, the content of Journalism 3159. The class includes guest lectures by local PR and media professionals.

Class time: 50% lecture, 25% Discussion, 25% group work

Work load: 20 pages of reading per week, 12 pages of writing per semester, 2 exams, 5 papers, 1 major presentation

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

Exam format: True/false; multiple choice; essay

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; meets DELM req of classroom

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; meets DELM req of classroom  
**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; meets DELM req of classroom  
**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; meets DELM req of classroom  
**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 3027 Human Anatomy for Kinesiology Students**  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom  
**Instructor:** Hammond, Curtis W  
**Description:** Kin 3027 is a general Human Anatomy course. It is not as detailed as some of the higher level Human Anatomy courses, but it is still fairly comprehensive. Grading is based on the learned outcome method. Tests may be repeated more than once. The exams cover the same material each time, but content may change. The course is very lecture oriented, but supplemental readings are essential. The workload is not large, but the study/review load can at times be intimidating for undergrads. Though the class has a cadaver lab, hands-on dissection is minimal as the cadavers are usually dissected to a large extent.  
**Class time:** 75% lecture, 25% Laboratory  
**Work load:** 8-10 pages of reading per week, 3-4 exams  
**Grade:** 0% 3 exams (100%) retake 66%; Final is optional, depending on grade  
**Exam format:** Mixed

**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; meets DELM req of classroom  
**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.  
**Class time:** 5% lecture, 85% Discussion, 10% video, readings, student presentations  
**Work load:** 12 pages of reading per week, 14-16 pages of writing per semester, 1 exams, 4 papers, not counted in the figure above—we 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
Kin 3143 Organization and Management of Sport
(Sec 001, 003); Credit will not be granted if credit has been received for: SPST 3143; 3 cr; A-F only; prereq Kin major or instr consent; meets DELM req of classroom
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 contributing factors to the sport industry.
Class time: 80% lecture, 15% Discussion, 5% guest speaker
Work load: 30 pages of reading per week, 8 pages of writing per semester, 2 exams
Exam format: varied

Kin 3168 Soccer Coaching
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: STAFF
Description: Fundamental approaches used in the science of coaching soccer. Emphasis on teaching and coaching of technique, team organization and management, development of training schedules, and rules and strategies related to the game.

Kin 3169 Volleyball Coaching
(Sec 001); 1 cr; prereq Good understanding of volleyball; meets DELM req of classroom
Instructor: STAFF
Description: Motivation, team building, communication, game strategies, philosophy. Lecture, discussion, practical application.

Kin 3696 Supervised Practical Experience
(Sec 001); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq instr consent; meets DELM req of classroom
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. Undergraduate/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; meets DELM req of classroom
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 equals 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: no exams

Kin 3993 Directed Study in Kinesiology
(Sec 004); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
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; meets DELM req of classroom
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; meets DELM req of classroom
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 011); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Leon, Arthur S ! Henry L Taylor Prof in Hlth!
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; meets DELM req of classroom
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; meets DELM req of classroom
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; meets DELM req of classroom
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; meets DELM req of classroom
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:
Work load: 45 hrs/credit.
Grade: 100% written reports/papers, 0% 45hrs/credit.

Kin 3993 Directed Study in Kinesiology
(Sec 019); 1-10 cr; max hrs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Stoffregen, Thomas
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 5196 Practicum: Developmental/Adapted Physical Education
(Sec 025); 1-10 cr; max hrs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Leitschuh, Carol A.
Description: This practicum includes participation in the public school system of physical education instruction for students with disabilities. Topics: movement skill progressions, unique considerations for specific disability categories, and sport for persons with disabilities.

Kin 5104 Physical Activities for Persons with Disabilities
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Leitschuh, Carol A.
Description: Different approaches to providing physical education service and related movement interventions for persons with disabilities. Topics: movement skill progressions, unique considerations for specific disability categories, and sport for persons with disabilities.

Kin 5196 Practicum: Developmental/Adapted Physical Education
(Sec 001); 1-4 cr; max hrs 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; meets DELM req of classroom
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 5375 Competitive Sport for Children and Youth
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Wiese-Bjornstad PhD, Diane Marie
Description: A number of cognitive, behavioral, and biological developmental factors having important implications for competitive sport participants from early childhood through high school age are examined. These factors include the historical, ethical, psychological, social, sports medicine and physiological dimensions of youth sport participation. Current issues affecting youth sport participants are also examined. Emphasis is placed on gaining knowledge about sport science data and research on young athletes and applying this knowledge to practical situations in youth sport. The target audience for this course includes current and prospective youth sport coaches and program administrators, physical education teachers, and parents of young athletes. This course is web enhanced.

Kin 5385 Exercise for Special Populations
(Sec 001); 2 cr; A-F only; prereq undergrad physiology or biology; meets DELM req of classroom
Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!
Description: Exercise testing and prescription with modifications required because of special considerations associated with aging, gender differences, environmental conditions, and the presence of medical conditions.
Class time: 90% lecture, 5% Discussion, 5% Laboratory
Work load: 30 pages of reading per week, 2 exams, 1 papers
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers

Kin 5697 Student Teaching: Coaching
(Sec 001); 1-10 cr; max hrs 10, 5 repeats allowed; S-N only; prereq admission to coaching program, instr consent; meets DELM req of classroom
Instructor: Ingraham, Stacy Jean
Description: Includes the coaching practicum and Wednesday evening seminar classes. The coaching practicum is designed to provide students with a supervised coaching experience in a sport setting of their choice. The seminar classes are designed to provide for an exchange of coaching experiences and ideas as well as for the completion of an Integrative Coaching Project.

Kin 5720 Special Topics in Kinesiology: Collegiate Athletic Governance and Regulations
(Sec 001); 2 cr; max hrs 8, 8 repeats allowed; prereq Kin upper div undergrad or grad student or instr consent; meets DELM req of classroom
Instructor: Kara, Frank
Description: This course is designed to provide in-depth education on the governance structure, policies, and procedures in intercollegiate athletics. The course will be helpful for students interested in a career in college athletics as a coach, administrator, athletic trainer, counselor, etc. We will review the current structure, policies, procedures and the possible future changes being faced by many in the collegiate environment on a day-to-day basis. Upon completion of the course, the successful student should be able to identify problem areas in regards to the rules, work comfortably with the structure of intercollegiate athletics, and understand the inter-relationship of the rules and policies.
Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 10 exams
Grade: 25% mid-semmer exam(s), 25% final exam, 50% quizzes
Exam format: multiple choice

Kin 5941 Neural Basis of Movement
(Sec 001); 3 cr; A-F only; prereq [3111, CBN 1027] or equiv, [Phsl 3051 or equiv]; meets DELM req of classroom
Instructor: Konczak, Juergen
Description: This course provides an overview of various neural subsystems involved in controlling human/primate motor behavior. The effects of specific brain lesions on overt behavior will serve as a guide to assess the role of each subsystem. The course attempts to bridge basic and applied neuroscience by adapting a systems approach to motor control. It also discusses possibilities for rehabilitation of neurological movement disorders. This seminar is suitable for students in neuroscience, physical therapy, physiology, psychology and human movement science.

Class time: 50% lecture, 25% Discussion, 25% Small Group Activities, Video Clips, Guest Speakers
Work load: 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, Oral Presentations, Class Participation Activities
Grade: 20% mid-semmer exam(s), 20% final exam, 30% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: Essay
Kin 5981 Research Methodology in Kinesiology, Recreation, and Sport
(Sec 001); Credit will not be granted if credit has been received for: REC 5981; 3 cr; A-F only; prereq 3151 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Defines/reviews various types of research in exercise/sport science, physical education, and recreation studies. Qualitative research, field studies, and methods of introspection as alternative research strategies to traditional scientific paradigm.

Kin 5992 Readings in Kinesiology
(Sec 004); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom
Instructor: Kane, Mary Jo
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 007); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom
Instructor: Konczak, Juergen
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 008); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom
Instructor: Koscheyev, Victor S
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 011); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom
Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 013); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom
Instructor: Pickert, Robert Richard
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 015); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom
Instructor: Serfass, Robert C
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
(Sec 016); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom
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 crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

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 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 ; meets DELM req of classroom
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 ; meets DELM req of classroom
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 ; meets DELM req of classroom
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 ; meets DELM req of classroom
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 ; meets DELM req of classroom
Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!
Description: Research problems and readings on a selected topic in Kinesiology.

This information is accurate as of: 11/3/2004
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; meets DELM req of classroom  
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; meets DELM req of classroom  
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; meets DELM req of classroom  
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; meets DELM req of classroom  
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 Educaiton.  
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; meets DELM req of classroom  
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; meets DELM req of classroom  
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; meets DELM req of classroom  
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 3032 Third Year Korean  
(Sec 050); 4 cr; prereq 3031; meets DELM req of classroom  
Instructor: STAFF  
Description: Kor 3022 is the second half of the second-year Korean. The course provides students with further conversational & grammatical skills beyond those learned in Kor 1011, 1012 and Kor 3021. This course deals with all four areas of the intermediate speaking, listening, reading, and writing. Each class is divided into two parts: one hour of lecture and one and half hour of drill section. Lectures will include explanations of those conversational patterns in grammatical and pragmatic terms. Drill sections will provide the students with opportunities to practice in actual communicative situations with various tasks and group activities. Students are strongly encouraged to speak in Korean in drill sections. After the completion of this course, students are expected to acquire and use more vocabularies, expressions, and sentence structures and to have a good command of Korean in various conversational situations. Students are also expected to write short essays using the vocabularies, expressions, and sentence structures introduced. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.

Landscape Architecture  
LA 1101W Introduction to Design Thinking  
(Sec 001); 4 cr; A-F only; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Hemmis, Patricia A  
Description: This course is an introduction to the theories and processes that underpin design thinking and practice. Students investigate the interactions between humans and their natural, social, and designed environments where purposeful design helps determine the quality of those interactions, the practice of the design professions, and the power of design in culture. This course is intended for undergraduate students with an interest in pursuing design and design-related areas as professions: through clothing design, architecture, interior design, graphic design, housing studies, product design, landscape architecture, urban design and planning, and retail merchandising. This course is also a primary core requirement in the U of Mn undergraduate design minor. Secondary audiences might be any students who are interested in diverse types of thinking or design processes. This course creates an opportunity for all design and design-related students to be in the same classroom, learning from faculty and practitioners of different design specializations, and learning from one another. This setting exposes students to all facets of design and provides them an interdisciplinary perspective about design and human behavior. For non-design students, the course offers the opportunity to raise their awareness about the value and the power of design in our culture. Text: Lawson, B. (1997) "How Designers Think", Oxford, England: Architectural Press  
Class time: 70% lecture, 25% Discussion, 5% Videos and one on-campus field trip  
Work load: 8 pages of reading per week, 25 pages of writing per semester, 5 papers, Design journal--3 pages per week, 5 in-class assignments  
Grade: 67.5% written reports/papers, 20% problem solving, 12.5% Design journal
LA 1202 Making the Mississippi
(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Politics
Description: "Making the Mississippi" examines how the Mississippi River has been shaped and re-shaped as a human landscape for the past two hundred years or so. The course focuses on community redevelopment projects as case studies of public engagement in urban design. Students will gain first-hand knowledge of a number of Mississippi-River related projects currently underway in the Twin Cities region and will develop models for increased public participation by particular communities. This course will use WebCT.
Class time: 65% lecture, 35% Discussion
Work load: 20-30 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 field exercise reports
Grade: 40% mid-semester exam(s), 20% final exam, 40% special projects, 0% homework
Exam format: short answer

LA 1301 Introduction to Drawing in Architecture and Landscape Architecture (Sec 001, 002); Credit will not be granted if credit has been received for: LA 5301, LA 5301; 3 cr; A-F only; meets CLE req of Other Humanities Core; meets DELM req of classroom
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 1401 The Designed Environment (Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: Principles and traditions in architecture, landscape architecture, and urban design with references in the arts, sciences, and literature, explored in a review of the formal constructs of the design environment.

LA 3413 Introduction to Landscape Architectural History (Sec 001); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: STAFF
Description: Study of landscape architecture's roots by examining the creation of landscapes over time. Areas of emphasis include ecological and environmental issues; and the political, economic, and social contexts of landscape architectural works.

LA 5372 Computer Methods II (Sec 001, 002); 1 cr; S-N only; prereq Arch/LA 5371, LA grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is the second in a 3 semester sequence required for students in LA GDI and GDII design studios. The lectures, tutorials and assignments in this course help students develop computer skills in areas that can be applied to their work in studio classes. LA 5372 will focus on continuation of work with Photoshop and computer programs introduced in LA 5371 as well as 2D drafting with AutoCad.

LA 5400 Topics in Landscape Architecture (Sec 001-010); 1-3 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Contemporary issues in Landscape Architecture

LA 5402 Directed Studies in Landscape Architecture History and Theory (Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
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 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
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 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
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 001-009); 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; meets DELM req of classroom
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 001-009); 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; meets DELM req of classroom
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 001-009); 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; meets DELM req of classroom
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 001-009); 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; meets DELM req of classroom
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.

LA 5413 Introduction to Landscape Architectural History
(Sec 001); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets DELM req of classroom
Instructor: STAFF
Description: Introductory course examines the multiple roots of landscape architecture by examining the making of types of landscapes over time. Emphasis on ecological and environmental issues, and issues related to political, economic, and social contexts of landscape architectural works.

Latin
330 Folwell Hall: 612/625-5353

Lat 1002 Beginning Latin II
(Sec 001-007); 5 cr; prerequisite Grade of at least [C- or S] in 1001 or instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: Latin, the language of the ancient Romans, has served as a means of communication for well over two thousand years. It is not only the chief language of one of the world's major civilizations, but also an international language for centuries after Rome's fall, the ancestor of the Romance languages, and an important influence on English. The aim of Beginning Latin is to prepare you to read unadapted Latin texts by providing a solid grounding in grammar and vocabulary along with oral and written practice. With this foundation you will be able to read a wide range of ancient, medieval, and Renaissance authors. In addition, Latin 1002 will help strengthen your grasp of English grammar and vocabulary. The prerequisite for this course is completion of Latin 1001 with a grade of C- or higher (or S) or instructor consent.
Class time: 50% lecture, 50% Discussion
Work load: written homework, frequent quizzes, 3-4 exams
Exam format: translation, grammar

Lat 3300 Intermediate Latin Poetry
(Sec 001-004); 4 cr; prerequisite Grade of at least [C- or S] in 3113 or instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: Readings in Latin poetry for students who have had at least three semesters of Latin; introduction to Latin meter. Readings for spring 2005 are drawn from the poems of Catullus and Ovid. (Course may be repeated for credit when topics vary.) Prerequisite: completion of Latin 3113 with a grade of C- or higher (or S) or instructor consent.
Class time: 25% lecture, 25% Discussion, 50% Translation/comment by students
Work load: 15-25 lines per class (rising as students improve), weekly quizzes
Exam format: Translation/comment

Lat 3330 Advanced Undergraduate Latin: Oratory
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prerequisite 3114 or equiv or instructor consent; meets DELM req of classroom
Instructor: Wilcox, Amanda
Description: This class will focus on the speeches of Rome's greatest and best preserved orator, Marcus Tullius Cicero. Near the end of his term as consul in 63 B.C., in the midst of the Catilinarian conspiracy, Cicero became the defense in the case against L. Licinius Murena, the consul-elect for 62, on charges of electoral bribery. If the prosecution should succeed in invalidating Murena's election, only one consul would enter office on January 1, 62, an irregularity that could dangerously destabilize a state already threatened by the machinations of Catiline. Only a decade later, in 52 B.C., the constitutional government and electoral processes of Rome were in truly dire straits. When P. Clodius, a popular politician, was killed in a brawl by the entourage of T. Annius Milo, a member of an opposing faction (and a supporter of Cicero), Cicero again acted for the defense, while as the sole consul for that year, Pompey stationed soldiers around the forum to keep order during the trial. In 63, Murena was acquitted. In 52, Milo was not. We will translate these two speeches, paying close attention to their organization, argument, style and other rhetorical features. We will discuss the speeches in their historical context, the last years of the Roman republic, and within the context of Cicero's career. Students will read and report on contemporary scholarship on Ciceronian oratory, and as well as reading additional speeches in translation.
Class time: 10% lecture, 45% Discussion, 45% translation
Work load: 18-20 pages of writing per semester, 2 exams, 4 papers, approximately 6 pp Latin/week, 2 article reports, 1 speech report, occasional translation quizzes
Grade: 20% midterm-exam(s), 20% final exam, 40% written reports/papers, 10% quizzes, 10% in-class presentations

Latin American Studies
214 Social Sciences Tower: 612/624-9007

LAS 3402W Modern Latin America 1825 to Present
(Sec 001); 4 cr; meets CLE req of International Perspectives Core; meets CLE req of International Perspectives Theme; meets DELM req of classroom
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 understate 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: 40% lecture, 30% Discussion
Work load: 30% written reports/papers, 15% in-class presentations, 51% problem solving
Grade: 20% final exam, 50% written reports/papers, 10% class participation
Exam format: Multiple choice, True/False, Essay

Liberal Studies

LS 5100 Liberal Studies Seminar: Leadership and Change (Sec 010); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Crosby, Barbara C
Description: Change is often built into definitions of leadership, and certainly many scholars and practitioners have written about how leaders can foster change in their organizations or communities. As the U.S. and other countries move more fully into the 'innovation economy', understanding the links between leadership and change take on increased urgency. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Examine models of change and leadership, and investigate how leaders can promote personal, organizational, and society change. Case studies and action research will be emphasized. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

LS 5100 Liberal Studies Seminar: Art and War (Sec 016); 2 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Galt, Margot Kriel
Description: War has inspired some of the finest art and literature across the globe. Focus on the Western tradition, but expand to include Native American, African-American, African, and Muslim perspectives. Examples to be examined include Shakespeare's trouble majesty and rebellious sons in Henry IV; the great Spanish artist Goya's modern aesthetic for war; the "crazed world" of WWII in Joseph Heller contrasts with patriotic posters and literature at home, and George Orwell's "Homage to Catalonia" which undercuts and idealism of socialist tracts; and a contemporary novel about Africa that shows us the ever clearer relation between protracted civil war and social disintegration. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

LS 5100 Liberal Studies Seminar: The Company Fool: Roles and Deliverables (Sec 013); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Harkins, Arthur M
Description: The "company fool" is derived from Western society's court fool, a comic figure whose buffoonish role was intended to entertain, sometimes while articulating candid observations and opinions too dangerous for others to utter. Examine how the role of "company fool" is selectively embodied in modern industry, business, and other organizational contexts. From both personal and organizational perspectives, opportunities and risks associated with inaugurating and sustaining the company fool's presence will be emphasized. Examine and assess uses of the company fool as a role model for coping with unpredictable chaotic change, as well as for stimulating rapid and effective innovations. Enrollment is restricted to
Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

**LS 5100 Liberal Studies Seminar: Nordic Judo**
*(Sec 012)*; 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Hasselberg, John Martin
Description: From the Vikings to Alfred Nobel, Iben to Bergman, ABBA to Bjork, to ABB, Ericsson Nokia, SAAB, Volvo, and Carlsberg, the small countries of the Nordic region participate in the global economy and society far out proportion to their small populations. They have all evolved nearly overnight from agrarian to industrial to leading informational technology societies. They are the most gender balanced societies in the world with democratic and humane systems of social organization, globally aware cultures, ergonomically advanced industrial and product design, deeply embedded environmental stewardship, early leadership in United Nations, and global marketing of their artistic productions. What cross-developments of environment, religion, politics, technology, and social structures underlie the hyper-development of these societies in the last century? This seminar will explore through readings, film, music, and dialogue the diverse social, economic, and cultural forces that enabled Scandinavian societies to become globally engaged while remaining sensitive to the foibles of the human condition. From this regional microcosm we can learn more about the transferability of development elsewhere in the world, including into Minnesota's Scandinavian immigrants influenced society. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

**LS 5100 Liberal Studies Seminar: Study Abroad Guatemala:**
Culture/Art/Writing
*(Sec 014)*; 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Lloyd, Roseann
Description: STUDY ABROAD: Travel dates 2/26/05 to 3/05/05, Class dates 2/5, 2/12, 2/19, 3/12, 4/8, 4/16/05 Learn about Guatemalan culture (ancient and contemporary) as well as U.S. writers who write about their travels. Explore contemporary Mayan culture in Guatemala, as well as Ladino culture, the ways the people survive and flourish, and the struggles the people face today with the global economy in transition. Before the trip, the film Discovering Dominga will be viewed and discussed, and read poets and writer's works, such as Marcos Villatoro and Rigobert Menchu. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

**LS 5100 Liberal Studies Seminar: Creating New Knowledge**
*(Sec 011)*; 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Mikelonis, Victoria M
Description: Why do so many philosophers, poets, rhetoricians and scholars make such strong claims for models and metaphors? We will explore that question in this seminar by examining rhetorical and poetic uses of metaphor in literature and the arts; the use of physical, theoretical and conceptual models in science; and the place of model and metaphor in cognitive science. Further questions we'll examine include: How does metaphor extend meaning in prose and poetry? Are worldviews and paradigms extended metaphors? How do the use of metaphors and models inform technical and scientific communication? How do the use of models and metaphors helps us teach and learn? Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

**LS 5100 Liberal Studies Seminar: The Classic-Romantic Divide**
*(Sec 015)*; 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Pease, Nick
Description: From the Renaissance on, Western culture has oscillated between two widely different approaches to self and society; the classical mode, which generally favors reason, moderation, and collective values; and romanticism, which exalts emotion, extravagance, and individualism. Trace the course of cultural history as a continuing dialogue between these important and complementary world views. Explore the visual and lively arts, literature, science, philosophy, social customs, mores and other manifestations of culture, high and low alike. Enrollment is restricted to Graduate Students and Senior Undergrads with a 3.5 gpa or better. Contact department for permission.

**Linguistics**
215 Nolte Center; 612/624-3331

**Ling 1701 Language and Society**
*(Sec 051)*; 4 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Downing, Bruce T
Description: This course explores the role of language in human social interaction. Topics include how language varieties and choices are related to one's social status and the contexts of language use; attitudes toward languages, accents, and speakers of different languages; language and sex roles; sexist language; the dominance of one language or dialect over others; varieties of language such as "standardized languages," signed languages, pidgins, and creoles as well as varieties associated with ethnic groups or occupations; language planning for multilingual communities; and implications of the study of language in society for educational and public policy. The textbook is Introduction to Sociolinguistics by Janet Holmes, 2nd edition, published in 2001.

**Class time:** 70% lecture, 30% Discussion
**Work load:** 20-30 pages of reading per week, 12 pages of writing per semester, 5 exams, 3 papers
**Grade:** 20% final exam, 30% written reports/papers, 40% quizzes, 10% class participation
**Exam format:** multiple choice, short answer, short essay on final
**Course URL:** http://webct.umn.edu

**Ling 1701 Language and Society**
*(Sec 001)*; 4 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Junghare, Indira Y
Description: This course explores the role of language in human society and social interaction. Topics include how language varieties and choices are related to one's social status and the contexts of language use; attitudes toward languages, accents, and speakers of different languages; language and sex roles; sexist language; the dominance of one language or dialect over others; varieties of language such as "standardized languages," signed languages, pidgins, and creoles, as well as varieties associated with ethnic groups or occupations; language planning for multilingual communities; and implications of the study of language in society for educational and public policy.

**Class time:** 65% lecture, 35% Discussion
**Work load:** 20-30 pages of reading per week, 12 pages of writing per semester, 5 exams, 3 papers
**Grade:** 20% final exam, 30% written reports/papers, 40% quizzes, 10% class participation
**Exam format:** multiple choice, short answer, short essay on final

**Ling 3051H Honors: Thesis**
*(Sec 001)*; 3 cr; prereq Linguistics honors candidate, instr consent; meets DELM req of classroom; 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

This information is accurate as of: 11/3/2004
Ling 3052H Honors: Thesis
(Sec 001); 3 cr; prereq 3051; meets DELM req of classroom; 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 3601 Historical Linguistics
(Sec 001); Credit will not be granted if credit has been received for: LING 5601, LING 5601; 3 cr; prereq 3001 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Languages change. How they do, why they do, and what we can learn form studying these changes are the central topics of this course. There will be weekly reading and assignments from the text, R.L. Trask's Historical Linguistics. By the end of the course you will not only know major tendencies of phonological, semantic, lexical, morphological, and syntactic change and some explanations for them, you will also understand some of the specifics of the history of English back to Proto-Indo-European.
Class time: 50% lecture, 30% Discussion, 20% small group work and student presentations
Work load: 30 pages of reading per week, 2 exams, in-class quizzes and homework assignments
Grade: 20% mid-semester exam(s), 40% final exam, 15% quizzes, 5% in-class presentations, 5% class participation, 15% problem solving

Ling 4002 Linguistic Analysis
(Sec 001); 3 cr; prereq 3001 or 3001H or 5001 or instr consent; meets DELM req of classroom
Instructor: Kac, Michael B
Description: This is a postintroductory course in problem-solving techniques for morphology, syntax and phonology. The problems are drawn from a variety of languages and language families; the emphasis is on identifying and describing significant generalizations in the linguistic data rather than on theoretical issues.
Class time: 70% lecture, 30% Small-group problem-solving work in class.
Work load: 1 exams, 8 problem-solving assignments
Grade: 33% final exam, 66% assignments
Exam format: problems comparable to the ones given on assignments

Ling 4901W Senior Project
(Sec 001); 1 cr; S-N only; prereq Ling major, instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Independent research and writing of senior paper. This may be an expansion and revision of a previously written course paper, or may be an entirely new project. Details are worked out in consultation with a faculty supervisor whose interests and expertise best match the student's project. Supervisor should be determined before the start of the semester if possible, or within the first week to allow maximum time for consultation and work on the paper. Target audience: Senior linguistics majors.
Class time: 100% Independent research and writing.
Work load: Varies with project
Grade: 100% written reports/papers
Exam format: None

Ling 5106 Field Methods in Linguistics II
(Sec 001); 4 cr; prereq 5105; meets DELM req of classroom
Instructor: Stenson, Nancy J
Description: Continues study of linguistic structures through work with a native speaker of the chosen language. Follow-up work on previous semesters' papers, work with recorded texts and comparison of findings with those available in grammatical descriptions. Students must have completed Linguistics 5105 in the same academic year to enroll.
Class time: 25% Discussion, 75% field work, data gathering
Work load: 5-15 pages of reading per week, 20-30 pages of writing per semester, 1 papers, 10 to 15 field reports
Grade: 75% written reports/papers, 25% class participation
Exam format: no exams

Ling 5201 Syntax I
(Sec 001); 3 cr; prereq 3001 or 3001H or 5001 or instr consent; meets DELM req of classroom
Instructor: Soh, Hooi Ling
Description: This course is an introduction to the structure of sentences. We will consider how words are organized into phrases and sentences. We will explore how languages may differ in the way words are put together to form sentences and how they are the same. We will consider what the similarities and differences reveal about the human mind. The course will be conducted through lectures and discussions. Course requirements include regular assignments, a mid-term and a final. Target audience is undergraduate and graduate students in linguistics and related disciplines.
Class time: 75% lecture, 25% Discussion
Work load: 20 pages of reading per week, 2 exams, 7 assignments/problem sets
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: short answer

Ling 5302 Phonology I
(Sec 001); 3 cr; prereq 3001; meets DELM req of classroom
Instructor: Karvonen, Daniel !!Outstanding Service Award!!
Description: This course is an introduction to phonology, which is the study of how sounds are organized and pattern in human languages. Have you ever wondered why the plural of some words in English is -s while for others it's -es? Why is it that in Spanish, a language related to English which also has -s as a plural, -es is used in cases where English uses just -s (English: paper--papers, Spanish: papel--papeles)?
This course will introduce you to the core concepts in phonological theory and analysis, including distinctive feature theory, syllable theory, rule formulation and interactions, nonlinear phonology, and constraint-based phonology. This will be accomplished by analyzing data from a wide variety of languages, with students working on problem sets and presenting their solutions both in written form and in discussion in class. The course has two primary aims. First, it will give you a solid foundation in phonological theory and phonological problem solving in order to do advanced work in phonology or other fields in linguistics; and second, it will develop and refine your skills at analyzing data and presenting a convincing and well-argued written solution to a problem set, a skill that is useful in many fields.
Class time: 75% lecture, 25% Discussion
Work load: 5 pages of reading per week, 30 pages of writing per semester, 2 exams, 10 assignments/problem sets
Grade: 18% mid-semester exam(s), 20% final exam, 40% written reports/papers, 22% class participation
Exam format: essay, short answer

Ling 5462 Field Research in Spoken Language
(Sec 001); Credit will not be granted if credit has been received for: SPCH 5462, LING 5462, COMM 5462, LING 5462, COMM 5462, COMM 5462; 3 cr; prereq 5461 or Spch 5461 or instr consent; meets DELM req of classroom
Instructor: Szatrowski, Polly Ellen
Description: In this course we will investigate language in its "natural habitat," everyday talk, and investigate how participants use talk, gaze, gesture, body orientation and back channel utterances (h huh?, eah,?etc.) to make sense of one another conduct in real-life social interaction. We will investigate how co-participants use these resources to give attention, indicate listenership, and coordinate turn changes. We will also examine how speakers use prosody (changes in pitch and voice quality), laughter, gesture, body posture and timing to...
involve their listeners, complement/supplement their verbal messages, achieve co-tellership, negotiate opinions, and embody performances of emotion/assessment. The course will include hands-on practice in transcription of verbal and nonverbal behavior (hand, head, eye, facial expression and body movement) using computer software to analyze intonation and pause, and frame-by-frame video analysis. We will also practice identifying and characterizing gestures (iconic, metaphoric, deictic, and beat) and analyze their role in introducing referents, information presentation, topic structuring, repair, word searches, etc.

Our data will come from conversations in a variety of languages, including English, Japanese, Ilokano, and German.

Class time: 40% lecture, 30% Discussion, 30% Work load: 40-50 pages of reading per week, 1 papers, Pages Writing per Term: paper (undergrad 10-15, grad 20-30) + homework

Grade: 30% class participation, 40% Major paper, abstract, presentation; 30% Written homework and data collection

Instructor: Szatrowski, Polly Ellen

Description: In this course we will investigate the structure and diversity of linguistic forms in narratives, stories and the process of storytelling, and how these activities shape and are shaped by language. We will study sociolinguistic studies of the structure of stories, cognitive/discourse approaches to narrative and retelling, and conversational analytic approaches to storytelling as situated in natural conversations. Possible topics will include narrative structure, evaluative devices, participant tracking and switch reference, event structure, narrative tense alternation (past, historical present, etc.), aspect, foregrounding/backgrounding, and transitivity. We will consider how cognitive units of memory, and levels of consciousness are reflected in narrative production, information structure (topicalization, focus, contrast), and what accompanying gestures reveal about thought. Finally, we will examine the use of narrative strategies, negotiation of tellability, quotation and constructed dialogue, and how stories are used to make a point, justify opinions, and create alignments in larger cultural activities. We will analyze narratives/stories in a variety of languages, including English, Japanese, Greek, Swahili, Spanish, and Javanese.

Class time: 40% lecture, 30% Discussion, 30% Student presentation

Work load: 40-50 pages of reading per week, 10-30 pages of writing per semester, 1 papers, + homework (10-15 pages)

Grade: 30% class participation, 70% Major paper, abstract, presentation & homework

Instructor: Downing, Bruce T

Description: This course will offer a step-by-step introduction to the structure of English words and sentences and how one argues for particular analyses. We will make use of grammatical theory, but the focus will be on analyzing and understanding the structural properties of contemporary English. The course will emphasize authentic data for analysis, including spoken and written vernacular styles and dialects of English spoken anywhere in the world. Class sessions will involve both presentations (lectures) with class discussion and group work on data analysis. Electronic text-analysis tools will be used to examine large corpora (texts) of various sorts. Course requirements will include regular in-class and homework exercises, a mid-term and a final exam, and a research paper (10 to 15 pages in length) due on the last day of class. For the paper, each student will conduct research on a selected aspect of contemporary English grammar. These projects will generally involve data collection and analysis and will be reported on orally as well as in the written paper.

Class time: 50% lecture, 50% Discussion

Work load: 20 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 1 papers

Grade: 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% in-class presentations, 10% class participation, 20% problem solving

Exam format: short answer, data analysis, essay

Instructor: Albert, Stuart M

Description: This course considers the following topics: 1) Organizational culture; 2) Negotiation; 3) Principles of timing; and 4) Motivation and incentives. Students write four papers. Four books are assigned.
Materials Science
151 Amundson Hall: 612/625-1313

MatS 3041 Industrial Assignment I
(Sec 001); Credit will not be granted if credit has been received for: CHEN 4041; 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; meets DELM req of classroom
Instructor: STAFF
Description: MatS 3041. Industrial Assignment I. (2 cr., 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 4013 Electrical and Magnetic Properties of Materials
(Sec 002); 3 cr; prereq [3011, upper div [MatS or ChEn]] or instr consent; meets DELM req of classroom
Instructor: Leighton, Chris
Description: This course will provide an understanding of electrical and magnetic properties of materials (insulators/semiconductors/metals). It is broad enough to cover a wide range of material; deep enough to provide insight into the principles of operation of common devices (p-n junctions/transistors/LASERS/magnetic recording devices). We start with an intro to the concepts of quantum mechanics allowing for a mathematical analysis of simple problems (free electron and “particle in a box”), then proceed to a discussion of periodic potentials, as exist in a solid, which allow us to understand the formation of energy bands and the existence of metals, semiconductors and insulators. Electronic properties are then studied with the help of statistical mechanics and band theory. Common electrical devices are discussed, with a treatment of the optical properties of semiconductors. The section on magnetic properties begins with a review of basic electromagnetism and the units of magnetic quantities. Diamagnetism and paramagnetism are discussed, followed by a simple treatment of ferromagnetic/antiferromagnetic ordering. Uses of magnetic materials are taught as well as the basic principles involved with measurements of magnetic properties. Also covered are elementary aspects of superconductivity including a discussion of the experimentally observed phenomena and qualitative description of the theory. We discuss the various uses of superconductivity and devices based on superconduction materials.
Class time: 50% lecture, 50% Discussion
Work load: 10 pages of reading per week, 1 exams, Five problem sets (weekly)
Grade: 50% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: 50% short answer, 50% problems
Course URL: http://www.cems.umn.edu/courses/mats4013

MatS 4041 Industrial Assignment II
(Sec 001); Credit will not be granted if credit has been received for: CHEN 4041; 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; meets DELM req of classroom
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; meets DELM req of classroom
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 DELM req of classroom; 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.

MatS 4594 Directed Research in Materials Science
(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom
Instructor: STAFF
Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

Mathematics
127 Vincent Hall: 612/625-2004

Math 1001 Excursions in Mathematics
(Sec 010); 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; meets DELM req of classroom
Instructor: STAFF

This information is accurate as of: 11/3/2004
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 005, 010, 020, 030, 040, 050); 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; meets DELM req of classroom
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; meets DELM req of classroom
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 003, 010); 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; meets DELM req of classroom
Instructor: STAFF
Description: Overview 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; meets DELM req of classroom
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 1272 Calculus II
(Sec 005, 010, 020, 030, 040); Credit will not be granted if credit has been received for: MATH 1372, MATH 1372, MATH 1572, MATH 1572H, MATH 1572, MATH 1252, MATH 1282, MATH 1282, MATH 1282; 4 cr; prerequisite [1271 or equiv] with grade of at least C-; meets DELM req of classroom
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 equations, polar coordinates. Review of conic sections. Sequences and series, comparison and ratio test, 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 003, 010, 020); 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; meets DELM req of classroom
Instructor: STAFF
Description: Overview: The course is divided into two somewhat related parts. Linear algebra: matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, dependence, Wronskian, dimension, eigenvalues, eigenvectors, diagonalization. ODE: Separable and first-order linear equations with applications, 2nd order linear equations with constant coefficients, method of undetermined coefficients, simple harmonic motion, 2x2 and 3x3 systems of linear ODE's with constant coefficients, solution by eigenvalue/eigenvectors, nonhomogeneous 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 003, 010, 020); Credit will not be granted if credit has been received for: MATH 2374, MATH 2374, MATH 2374; MATH 2573H, MATH 3251, MATH 3251; 4 cr; prerequisite 1272 or 1372 or 1572; meets DELM req of classroom
Instructor: STAFF
Description: Overview: Multivariable calculus: Curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Double integration; volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 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 in [2243 or 2263 or 2373 or 2374]; meets DELM req of classroom
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, 002); 4 cr; prerequisite [Grade of at least C- in 1031] or placement exam; meets DELM req of classroom
Instructor: STAFF
Description: Math 3113 and Math 3118 are required of all prospective elementary school teachers. Except for the undergraduate program (Math 3116 replaces Math 3118 for postbaccalaureate students). This sequence is unusual compared to what is being offered at other institutions. It is based on a text written by Professor Dennis White, who is a member of the School of Mathematics. It contains a great deal of challenging mathematics that the students have not seen before. The key to success is the method of presentation. These courses are taught in small classes of size 30. The students work most of the time in groups of 3 or 4. Their learning activities are guided by a faculty member and a teaching assistant who are both present during all of the class meetings. This labor-intensive approach to instruction makes it possible for us to considerably broaden the students' mathematical perspective, thereby increasing the likelihood that they will pass on a positive message about mathematics to the school children that they will teach.

Math 3116 Topics in Elementary Math II: Short Course
(Sec 001-003); 2 cr; A-F only; prerequisite Grade of at least C- in 3113; meets DELM req of classroom
Instructor: STAFF
Description: For description of this course see Math 3113.

Math 3118 Topics in Elementary Mathematics II
(Sec 001-003); 4 cr; prerequisite Grade of at least C- in 3113; meets DELM req of classroom
Instructor: STAFF
Description: For description of this course, see Math 3113.

Math 3283W Sequences, Series, and Foundations: Writing Intensive
(Sec 010); Credit will not be granted if credit has been received for: MATH 2283, MATH 2283; 4 cr; prerequisite concurrent enrollment in [2243 or 2263 or 2373 or 2374]; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: The writing intensive version of Math 2283. Students are expected to write 10 pages of mathematical material that will be critiqued by the instructor and then revised by the student. See Math 2283 for content description.

Math 4606 Advanced Calculus
(Sec 001); 4 cr; prerequisite [2263 or 2374 or 2573]. [2283 or 2574 or 3283 or instr consent]; meets DELM req of classroom
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 for 5xxx-level courses requiring an analysis prerequisite. The sequence Math 5615-5616 is designated for that purpose.

Exam format: Problems and proofs

Math 4707 Introduction to Combinatorics and Graph Theory
(Sec 001); 4 cr; A-F only; prerequisite 2243, [2283 or 3283]; meets DELM req of classroom
Instructor: Goldman, Jay R
Description: A broad introduction to combinatorics and graph theory, with attention to existence, enumeration, construction, algorithms and optimization of discrete structures, and also mathematical induction as a proof technique. Combinatorial topics will be chosen from the
pigeonhole principle, elementary enumeration and equivalence of problems (bijective combinatorics), the inclusion-exclusion principle, recursions and their solutions (iteration, induction and other techniques.) Graph theory topics will be chosen from basic notions (graph modeling, isomorphism, degree sequences and edge counting, connectivity), Eulerian graphs, trees (characterization, counting and related algorithms), Euler's formula with applications (planarity, regular polyhedra, graph coloring and chromatic polynomials, network flows with applications to matching theory. Other topics as time permits. The course is intended as an introduction to various areas of discrete mathematics at the 4000 level and should appeal to mathematics majors and minors in related fields. It has also been designed to satisfy the discrete mathematics subject matter preparation standard for Minnesota licensure as a teacher of mathematics. Topics are selected from the less advanced material in Math 5705 and Math 5707.

Class time: 85% lecture, 15% Discussion

Math 5166 Mathematical Logic II
(Sec 001); 4 cr; prereq 5165; meets DELM req of classroom
Instructor: Richter, Wayne H
Description: Math 5166 is part of a year course in Mathematical Logic. It is a continuation of Math 5165. Topics covered include a study of algorithms and first-order logic. However, since the course is a direct continuation of Math 5165 it is not recommended that students take this course without first taking Math 5165.

Math 5467 Introduction to the Mathematics of Wavelets
(Sec 001); 4 cr; prereq [2243 or 2373] or [2263 or 2574 or 3283 or instr consent]; [2263 or 2374], 4567 recommended; meets DELM req of classroom
Instructor: Jodeit Jr, Max A
Description: This course will develop wavelets and ask you to do a project using them. There will be two midsemester exams, weekly homework and a final. To see what this course will be like, visit my Web page, which has links to past versions. This version will differ slightly. A Web page for it should be on the Web by the end of January, 2003. Here is the URL: http://www.math.umn.edu/~jodeit
Class time: 100% lecture
Work load: 15 pages of reading per week, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 35% final exam, 7% special projects, 28% problem solving, 0% for complete details, see the Syllabi on the Web for past versions; the percentages may change
Exam format: Up to 10 questions, closed book, closed notes, no calculators
Course URL: http://www.math.umn.edu/~jodeit

Math 5651 Basic Theory of Probability and Statistics
(Sec 002); Credit will not be granted if credit has been received for: STAT 4101, STAT 4101, STAT 5101, STAT 5101, STAT 5101, STAT 5101, 4 cr; prereq [2263 or 2374 or 2573], [2243 or 2373], [2283 or 2574 or 3283] recommended; meets DELM req of classroom
Instructor: Mc Gehee, Richard P
Description: Math 5651 is a one semester course covering fundamentals of probability theory, independence, conditional probability, random variables and distributions, expectation, variance, covariance, correlation, and special distributions.
Class time: 100% lecture
Work load: 3 exams, 6 hours of homework weekly
Grade: 40% mid-semester exam(s), 40% final exam, 20% problem solving
Exam format: free response
Course URL: http://www.math.umn.edu/~mgehee/math5651/

Mathematics Education

145 Peik Hall: 612/625-6372

MthE 5101 Teaching Elementary School Mathematics
(Sec 001); 3 cr; prereq Tchg license or student elem ed MEd or
This information is accurate as of: 11/3/2004
ME 4042 Industrial Assignment II
(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program; meets DELM req of classroom
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 DELM req of Writing intensive; meets DELM req of classroom
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; meets DELM req of classroom
Instructor: Li, Perry Y
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 ME 3281. Students will design, build and study hydraulic circuits in the first half of the semester, and design, analyze and implement controllers of different sophistication 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 5286 Robotics
(Sec 001); 4 cr; A-F only; prereq [3281 or equiv], [upper div ME or AEM or CSci or grad student]; meets DELM req of classroom
Instructor: Donath, Max
Description: The course deals with four major components: robot manipulators (more commonly known as the robot arm), robot vehicles, image processing and embedded computing. Lecture topics fall into two of these categories—the manipulator and image processing. Topics covered under robot manipulators include their forward and inverse kinematics, the mathematics of homogeneous transformations and coordinate frames, the Jacobian and velocity control, task programming, computational issues related to robot control, determining path trajectories, reaction forces, manipulator dynamics and control. Topics under computer vision include: image sensors, digitization, preprocessing, thresholding, edge detection, segmentation, feature extraction, classification, and frequency domain techniques. The subject areas related to robot vehicle guidance and embedded computing are primarily dealt with through the main project. Main Project: Design and implement a guidance controller for a truck. Skeleton code is provided. The goal is to write the remaining code needed to command the virtual truck to drive along a specified path. There will also be a smaller project dealing with computer vision. Prerequisite: ME 3281; Recommended: some background in C programming. However, it is possible to pick up what you need in the first few weeks. Target audience: Seniors and grad students.
Class time: 90% lecture, 10% Discussion
Work load: 2 exams, projects requiring significant time are assigned

Grade: 50% special projects, 50% quizzes
Exam format: solve specified problems
Course URL: http://www.me.umn.edu/courses/me5286/

ME 5351 Computational Heat Transfer
(Sec 001); 4 cr; A-F only; prereq IT upper div or grad student, 3322; meets DELM req of classroom
Instructor: Garnick, Sean Clifford
Description: Numerical solution of heat conduction and analogous physical processes. Development and use of a computer program to solve complex problems involving steady and unsteady heat conduction, fully developed flow and heat transfer in ducts, flow in porous media, and other special applications. Use of the computer program for design and optimization.
Class time: 70% lecture, 30% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester
Grade: 80% special projects, 5% in-class presentations, 15% problem solving

MedT 4082 Applied Clinical Chemistry
(Sec 001); 3 cr; S-N only; prereq 4310, 4311, 4320, 4321, enrolled MedT student, instr consent; meets DELM req of classroom
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; meets DELM req of classroom
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 covered. Target audience: Medical technology students who have completed their senior courses. Rotations are scheduled at various hospital/clinical sites.

MedT 4252 Hematology II: Morphology and Correlation
(Sec 001); Credit will not be granted if credit has been received for: CLS 5252, CLS 5252; 2 cr; A-F only; prereq [4251 or CLS 5251], enrolled MedT student, instr consent; meets DELM req of classroom
Instructor: Swinehart, Cheryl D
Description: Lecture and laboratory course covering the morphology
of normal and abnormal blood cells. Target audience: Medical technology senior students.

**Class time:** 33% lecture, 66% Laboratory

**Work load:** 5 pages of reading per week, 2 exams

**Exam format:** Multiple choice

**MeSt 4253 Hemostasis**

*(Sec 001): Credit will not be granted if credit has been received for: CLS 5253, CLS 5253; 1 cr; A-F only; prereq [4251 or CLS 5251], enrolled MeSt student, instr consent; meets DELM req of classroom*

**Instructor:** Swinehart, Cheryl D

**Description:** Lecture and laboratory course covering hemostasis. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Senior medical technology students.

**Class time:** 66% lecture, 33% Laboratory

**Work load:** 5-10 pages of reading per week, 2 exams, visual project

**Exam format:** multiple choice.

**MeSt 4263 Comparative Hemostasis**

*(Sec 001); 1 cr; A-F only; meets DELM req of classroom*

**Instructor:** Swinehart, Cheryl D

**Description:** Lecture course covering hemostasis in humans. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Veterinary Medicine students.

**Class time:** 100% lecture

**Work load:** 5-10 pages of reading per week, 2 exams, 1 papers

**Exam format:** Multiple choice.

**Medieval Studies**

131 Nolte Center: 612/626-0805

**MeSt 3610 Topics in Medieval Studies**

*(Sec 005); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom*

**Instructor:** Lower, Michael T

**Description:** Chivalry, Crisis, and Revival: Medieval History 1050-1500 - Far from being a dark and dismal age when nothing happened and life was "nasty, brutish, and short," the Middle Ages was a time of rapid and sometimes disconcerting social, cultural, and political change. The central and later medieval periods (c.1050-c.1500) witnessed a revolution in agricultural and commercial techniques, a movement away from and then a new embracing of city life, a flowering of notions of chivalry and courtly love, an aggressive expansion outward, an experimentation with representative political institutions, and a profound engagement with new forms of religious life. By the end of the Middle Ages, a distinctly European culture had emerged. Some of the chief legacies of this culture - parliamentary institutions, common law, the university, and the state - are significant because they are still a feature of western society today. But our primary aim will be to engage with medieval people in their own right. We will pursue this goal by immersing ourselves in the original documentary remains of the period.

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

**Work load:** 50-70 pages of reading per week, 10-14 pages of writing per semester, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% Informal writing assignments

**Exam format:** Essay

**MeSt 3610 Topics in Medieval Studies**

*(Sec 003); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom*

**Instructor:** Smith, Alan Kim

**Description:** Intended for French majors and minors with some experience in literary studies, this seminar explores the diverse rhetorical, ideological and narrative strategies that characterize short fiction in sixteenth-century France. Our readings begin with Giovanni Boccaccio's Decameron, the most popular and influential collection of tales in the early modern period. We will then survey the rise of the novella form in works such as the Les cent nouvelles nouvelles, Les nouvelles recreations, and other collections that lead up to Marguerite de Navarre's masterpiece, the Heptameron. The entire second half of the course will be devoted to a careful reading of this work. Her staging of the lively and often contentious debates over gender roles, class differences and historical upheavals sets many interpretive problems. In particular, class discussions and assignments will investigate the multiple levels of embedded narrative in her tales, their handling of space and narrative style as a response to what historians term the crisis of the Renaissance in sixteenth-century courtly milieux.

**Exam format:** essay and identification

**MeSt 5610 Advanced Topics in Medieval Studies**

*(Sec 001); 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; meets DELM req of classroom*

**Instructor:** Phillips, William D

**Description:** Medieval Europe and the World - An examination of the place of medieval Europe in the world. The relations of Europe with Asia, Africa, and the Americas. European knowledge of the world's other great cultures. European travelers and explorers. Assessment of other cultures' knowledge of Europe in the period.

**Class time:** 40% lecture, 10% Closed Circuit TV, 50% Discussion

**Work load:** 200 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, graduate students will have different assignments

**Grade:** 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% class participation, 0% graduate students will be assessed on different scale

**Exam format:** essay and identification
University of Minnesota – Class Schedule for Twin Cities Campus

Spring 2005

Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 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, and slide identification and analysis

Microbiology
1460 Mayo (Box 196): 612/624-6190

MicB 4131 Immunology
(Sec 001); 3 cr; prereq VPB 2022 or Biol 2032 or VPB 2032 or 3301 or BioC 4331; meets DELM req of classroom
Instructor: Moltor, Thomas William
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, and 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. A major component of the class is cooperative learning through group problems and cases. A research paper covering the following areas is required by graduate students. Undergraduate and adult special students have the option of submitting a paper for extra credit. A problem to be completed by each group will be assigned weekly. Three tests will be given at the designated dates. Tests will be taken individually; then by group. An average of the individual group will represent the individual’s score for each test. Textbook used is: Immunology, Kuby, 4th Ed. W.H. Freeman and Company, 2000. See Course Website for further information.
Class time: 60% lecture, 20% Discussion, 20% group learning
Work load: 20 pages of reading per week, 3 exams, 1 papers, weekly group problems
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 20% problem solving
Exam format: essay and short answer

MicB 4141W Biology, Genetics, and Pathogenesis of Viruses: Writing Intensive
(Sec 001); Credit will not be granted if credit has been received for: MICB 4171, MICB 4171; 4 cr; prereq [3301, BioC 3021, Biol 4003, Biol 4004] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Schill, Leslie Ann
Description: This course is aimed at upper level undergraduates. It is appropriate for majors in biology, microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences. The course goal is to help students learn about the diverse characteristics and replication strategies of animal viruses as well as the mechanisms by which viruses cause disease. See description of MicB 4141W for topics covered. To achieve course objectives, lectures are combined with active learning techniques and activities. These should accommodate students with distinct learning styles. Students will be asked to write informally in class on index cards. Students may also be provided learning prompts via the WebCT site.
Class time: 75% lecture, 25% Active learning and discussion
Work load: 40-50 pages of reading per week, 8-10 pages of writing per semester, 4 exams, 2 papers, Note: 4171 has an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted.
Grade: 45% mid-semester exam(s), 25% final exam, 20% written reports/papers, 10% class participation
Exam format: multiple choice, short answer, short essay. Study guides preview many of the possible essay questions.
Course URL: http://webct.umn.edu

MicB 4141W Biology, Genetics, and Pathogenesis of Viruses
(Sec 001); 3 cr; prereq VPB 2022 or Biol 2032 or VPB 2032 or 3301 or BioC 4331; meets DELM req of classroom
Instructor: Plagemann, Peter G
Description: Students are required to purchase a laboratory manual. Exercises will include the following: 1. Study of antibiotic sensitivity to bacteria, including transfer of antibiotic resistance R plasmid by conjugation. 2. Purification of plasmic DNAs and endonuclease restriction analysis. 3. Genetic studies of bacteriophage, including cloning of foreign gene into vector. 4. Methods used in animal cell culture. 5. Propagation of animal virus in cell culture, quantitation of virus progeny and analysis of viral proteins by SDS-PAGE and of viral RNA by RT-PCR. 6. Transient expression of foreign gene in eukaryotic cells via transfection of eukaryotic expression vector. 7. Study of cells of the immune system, incl. FACS of B and T cells. 8. Purification, quantitation and analysis of human IgG, incl. Western blot analysis. 9. Quantitation of antiviral antibodies by ELISA and HI test. 10. Study of T cell activation and apoptosis, incl. quantitation of IL-2 and TNF. For more details, see: http://www. microbiology.med.umn.edu
Class time: 5% lecture, 5% Discussion, 90% Laboratory
Work load: 20 pages of reading per week, 3 exams, 3 laboratory reports on all exercises 28 (approx.), 5-min quizzes
Grade: 28% mid-semester exam(s), 14% final exam, 45% written reports/papers, 13% quizzes
Exam format: Essay

Middle Eastern Languages and Cultures

This information is accurate as of: 11/3/2004
MELC 3533 Islam and the West
(Sec 001); Credit will not be granted if credit has been received for: CAS 3533, GLOS 3643; 3 cr; meets DELM req of classroom
Instructor: Bashiri, Iraq !!CLA Distinguished Tchg Awd!!
Description: The Islamic world has played a fundamental role in the transfer of the knowledge of the ancients, especially the thought of Plato and Aristotle, to the West. This course examines ancient Western thought and traces its further development in the works of medieval scholars like Avicenna, Ibn Rushd, and St. Aquinas. The course shows why the eastern and western scholars' treatment of philosophy has resulted in the divide that plagues the Muslim world and the West, including the United States, today. The course ends with an examination of the activities of the Muslim Brotherhood, the Taliban, and the al-Qaeda in the context of the dynamics of early medieval thought and the more recent Western colonialism.
Class time: 60% lecture, 20% Discussion, 20% Oral reports
Work load: 50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, 1 book report, 4 oral reports (1 ungraded)
Grade: 10% final exam, 26% written reports/papers, 30% quizzes, 21% in-class presentations, 3% class participation, 10% book report
Exam format: essay
Course URL: http://www.bashiris.com

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; meets DELM req of classroom
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; meets DELM req of classroom
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 301 Military Science III Leadership Lab
(Sec 001); 0 cr; prereq Enrollment in 3130; meets DELM req of classroom
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; meets DELM req of classroom
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.

Mil 1004 Military Science II Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 1221; meets DELM req of classroom
Instructor: STAFF
Description: Learn and practice basic leadership skills. Build self-confidence through individual and team building concepts. Gain insight into the advanced course in order to make an informed decision on whether to apply. Further develop your leadership style through practical application scenarios.

Mil 1008 Military Science IV Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 3141; meets DELM req of classroom
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.

Mil 1011 Introduction to Leadership
(Sec 001, 002); 1 cr; prereq Enrollment in 1002; meets DELM req of classroom
Instructor: STAFF
Description: Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises. Relate organizational and ethical values to the effectiveness of a leader. Participation in a weekend exercise is optional, but highly encouraged.

Mil 1221 Individual/Team Military Tactics
(Sec 001, 002); 2 cr; A-F only; prereq Enrollment in Basic Course; meets DELM req of classroom
Instructor: STAFF
Description: Individual and team aspects of military tactics in small unit operations. Use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students.

Mil 3141 Transition to Lieutenant
(Sec 001); 3 cr; prereq Enrollment in Advanced Course; meets DELM req of classroom
Instructor: STAFF
Description: This course prepares the student to serve successfully as an Army Lieutenant. The course focuses on Officer-NCO relations, Military Law, Staff functions and career development. The course also includes a Battle Staff Ride, which further develops the student's ability to use historical lessons learned and battle analysis skills. The course text includes: The Cadet to Lieutenant Transition Handbook, The
Mort 3022W Funeral Service Counseling
(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Tibbetts, Steven Patrick
Description: This course on Funeral Service Law is designed to provide a background on various funeral related legal topics. Subject areas of law include the legal status of the dead human body, the duty of burial, right to control final disposition, liability for funeral expenses, torts involving the dead human body and the funeral director, wills and trust, cemeteries, state and federal laws and regulations pertaining to funeral service, and the legal aspects of being a licensed funeral director/mortician, and last but certainly not least, ETHICS.
Class time: 65% lecture, 35% Discussion
Work load: 1 exam, 2 papers
Grade: 25% final exam, 20% written reports/papers, 45% quizzes,

Mort 3030 Funeral Service Law
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Grayson, Peter Carroll
Description: This course on Funeral Service Law is designed to provide a background on various funeral related legal topics. Subject areas of law include the legal status of the dead human body, the duty of burial, right to control final disposition, liability for funeral expenses, torts involving the dead human body and the funeral director, wills and trust, cemeteries, state and federal laws and regulations pertaining to funeral service, and the legal aspects of being a licensed funeral director/mortician, and last but certainly not least, ETHICS.
Class time: 65% lecture, 35% Discussion
Work load: 1 exams, 2 papers
Grade: 25% final exam, 20% written reports/papers, 45% quizzes,

Mort 3035W Complicated Grief
(Sec 001); 3 cr; A-F only; prerequisites Working understanding of grief/loss; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Tibbetts, Steven Patrick
Description: This is a course designed for advanced studies in bereavement and traumatology. The assumption is made that class participants have a working understanding of grief and loss. This course takes off with that knowledge and expands into the areas of complicated bereavement and traumatology. Areas that are covered include trauma vs. complicated vs. non-complicated loss, and treatment methods currently being used. It is open to undergraduate and graduate students. Texts: "The Treatment of Complicated Bereavement," Therese A. Rando, Ph.D., 1993 and "Comprehensive Glossary of Psychiatry and Psychology," Harold I. Kaplan, M.D., and Benjamin J. Sapolk, M.D., 1991.
Class time: 70% lecture, 20% Discussion, 10% Videos/online presentations.
Work load: 40 pages of reading per week, 18 pages of writing per semester, 3 papers
Grade: 60% written reports/papers, 40% special projects

STAFF
Glossary of Psychiatry and Psychology," Harold I. Kaplan, M.D., and Therese A. Rando, Ph.D., 1993 and "Comprehensive

Molecular Veterinary Bioscience
455 VetTchHos: 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; meets DELM req of classroom
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

STAFF
Glossary of Psychiatry and Psychology," Harold I. Kaplan, M.D., and Therese A. Rando, Ph.D., 1993 and "Comprehensive

Music
100 Ferguson Hall: 612/624-5740

Mus 1001 Fundamentals of Music
(Sec 001-009); 3 cr; For non-music majors; meets CLE req of Other Humanities Core; meets DELM req of classroom
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 1014 Rock II: Rock Music from 1970 to the Present
(Sec 001); 3 cr; For other Humanities Core; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Mercer-Taylor, Peter J
Description: For non-majors (no prior knowledge of music required or assumed). This course takes up the history of rock around 1970, toward the end of what many consider its Golden Age. From the emergence of "progressive" rock in the early '70s, we will trace the course of rock and related styles to the present day, considering punk, new wave, heavy metal, hip-hop, alternative, grunge, and a range of repetitive, technology-driven styles (house, techno, etc.). Most of our attention will be focused on how rock functions as a musical style, and how the structure and language of its music interact with what it appears to be trying to say. But we will consider, as well, the uses to which rock and related styles have been put through this period, how they have contributed to ideas of youth culture, race identity, gender identity, and other social formations. The music of the course is considered within its broader cultural context, as well, and you should
come prepared to watch movies, read a couple of short novels, dissect music videos, and surf the Web.

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

**Work load:** 20 pages of reading per week, 10-15 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:** Short-answer questions and brief essays

**Mus 1015 Music and Movies: The Use and Representation of Music and Musicians in Film**

(Sec 001); 4 cr; A-F only; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** Lubet, Alex J !!Morse Alumni Award!!

**Description:** A worldwide exploration of the various ways in which music and musicians are utilized and represented in films. Topics include traditional symphonic film scores; film musicals; filmic representations of rock and classical musicians; films based on musical works. Lecture; discussion; viewing of films; readings. Short papers; final project; frequent quizzes; midterm and final exam. Intended for non-music major undergraduates; no prior knowledge of music or musical notation required. Fulfills 'Other Humanities' and 'Global Perspectives' Liberal Education requirements. Instructor is a Morse Alumni Undergraduate Teaching Award winner.

**Class time:** 40% lecture, 20% Discussion, 40% Viewing of films

**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers, frequent quizzes

**Grade:** 10% mid-semester exam(s), 15% final exam, 35% written reports/papers, 15% special projects, 15% quizzes, 0%-15% Possible lost points for missed film viewings

**Exam format:** short answer and/or essay

**Mus 1021 Introduction to Music**

(Sec 001); Credit will not be granted if credit has been received for: MUS 3021, MUS 3021; 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** Grayson, David Alan

**Description:** For non-majors (no prior knowledge of music required or assumed): Musical Masterpieces of the Millennium, from Gregorian Chant to Jazz. The course begins with fundamentals—the elements of music (rhythm, melody, harmony, texture, etc.) and their notation—but the emphasis will be on the psychology of perception: What do we perceive when we listen to music? The goal is to develop listening skills in order to enhance understanding and enjoyment. An exploration of musical from develops musical memory. After cultivating these listening skills, we will survey representative masterpieces of the past thousand years, starting with chant and ending with works of the late twentieth century, including a smattering of musical comedy and jazz. Along the way we will examine masterpieces by Bach, Mozart, Beethoven, Chopin, Brahms, Stravinsky, and many other famous composers. Some opera videos will be shown. Listening to music in this class is sure to make it the highlight of your day!

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

**Work load:** 20 pages of reading per week, 4-6 pages of writing per semester, 4 exams, 2 papers, listening assignments

**Grade:** 17% mid-semester exam(s), 17% final exam, 33% written reports/papers, 33% quizzes

**Exam format:** fill in the blanks

**Mus 1051 Class Piano for Nonmusic Majors I**

(Sec 001-016); 2 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

**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 Piano for Non Music Majors II**

(Sec 001-003); 2 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Continuation of Mus 1051. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 6th edition, by Elyse Mach. 1052 covers Units 3-5, including major and minor scales; intervals up to an octave; accompaniment styles; ABA form; syncopation; secondary chords; pedalling; other scale forms; harmonizing with i, iv, and V7 in minor; jazz styles; 2-hand accompaniments; and major and minor 7th chords.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 1 hour practice daily.

**Grade:** 20% mid-semester exam(s), 25% final exam, 5% special projects, 40% quizzes, 10% class participation

**Exam format:** Individual keyboard performance (plus some written theory).

**Mus 1152 Piano: Class Lessons II**

(Sec 001-005); 2 cr; A-F only; prereq 1051, instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Continuation of MUS 1151, a beginning course for freshman music majors or minors with limited keyboard background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: Keyboard Musician by Lyke. 1152 covers chapters 5-8. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 1 hour practice daily.

**Grade:** 25% mid-semester exam(s), 25% final exam, 30% quizzes, 20% class participation

**Exam format:** Individual keyboard performance.

**Mus 1156 Keyboard Skills II**

(Sec 001); 2 cr; A-F only; prereq 1155, instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Continuation of MUS 1155, 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 repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: Keyboard Musician by Lyke. 1156 covers chapters 8-13 plus vocal and instrumental score reading and jazz chording.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 1 hour practice daily.

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% quizzes,
Mus 1471 Guitar: Class Lessons I
(Sec 001-013); 2 cr; A-F only; meets DELM req of classroom
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; meets DELM req of classroom
Instructor: STAFF
Description: The first semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including sight-singing, ear-training, and keyboard performance. Music 1501 is intended primarily for music majors and music minors. Non-majors generally enroll in Mus 1001 unless they intend to continue in the theory sequence beyond a single term.
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 1804 World Music
(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: If you love music, this is the course for you. The only prerequisite is curiosity. Whether you have musical training or not, music is an integral part of your life. You are not only surrounded by it, but you use it to define who you are and what you value in life. This is a great opportunity for non-music majors to get introduced to music from a world music perspective. Explore this exciting world and gain a crosscultural understanding of basic musical elements (rhythm, harmony, melody, texture, and timbre). You will be taken on a musical tour around the globe, focusing on a small number of representative cultures. Our goal is to understand how each representative musical case study fits into a larger cultural, social, and political context. What does it mean to be a musician? How do people conceptualize music? How does music relate to a culture's daily life and understanding of the universe? These are some of the questions we will be addressing. This course will broaden your horizons and sharpen your critical thinking. You will also have some hands-on musical experiences (you will not be evaluated on the basis of your musical ability). Using musical case studies from around the world, we will explore differences in aesthetics that stem from different lifestyles and values. The course objectives will be accomplished through lectures, video viewing, lots of listening, some hands-on musical experience, selected readings, and assigned concert attendance.

Mus 3021 Introduction to Music
(Sec 001); Credit will not be granted if credit has been received for: MUS 1021, MUS 1021, MUS 1021, MUS 1021; 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Grayson, David Alan
Description: For non-majors (no prior knowledge of music required or assumed): Musical Masterpieces of the Millennium, from Gregorian Chant to Jazz. The course begins with fundamentals—the elements of music (rhythm, melody, harmony, texture, etc.) and their notation—but the emphasis will be on the psychology of perception: What do we perceive when we listen to music? The goal is to develop listening skills in order to enhance understanding and enjoyment. An exploration of music from developments musical memory. After cultivating these listening skills, we will survey representative masterpieces of the past thousand years, starting with chant and ending with works of the late twentieth century, including a smattering of musical comedy and jazz. Along the way we will examine masterpieces by Bach, Mozart, Beethoven, Chopin, Brahms, Stravinsky, and many other famous composers. Some opera videos will be shown. Listening to music in this class is sure to make it the highlight of your day!
Class time: 85% lecture, 15% Discussion
Work load: 20 pages of reading per week, 4-6 pages of writing per semester, 4 exams, 2 papers, listening assignments
Grade: 17% mid-semester exam(s), 17% final exam, 33% written reports/papers, 33% quizzes
Exam format: fill in the blanks

Mus 3230 Chorus
(Sec 003); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background, audition, instr consent; meets DELM req of classroom
Instructor: Saltzman, Kathy
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% rehearsals/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 reaction 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 3264 French Diction for Singers  
(Sec 001); 1 cr; A-F only; prereq Voice or choral music major, concurrent enroll in applied voice; meets DELM req of classroom  
Instructor: Del Santo, Jean Marie  
Description: The course covers rules of lyric diction, use of International Phonetic Alphabet, elementary grammar and song vocabulary. Students will transcribe song texts into IPA and perform 3-4 French melodie or arias in class for critique by professor and colleagues. An off campus concert may be included as part of the final project. Enrollment limited to students who are applied or principal voice majors, presently studying voice and/or coaches and accompanists.  
Class time: 25% lecture, 75% 25% drill; 50% in class performance  
Work load: 1-2 pages of reading per week, weekly listening assignments; 2 written exams with intermittent quizzed; 2 oral exams; 3-4 performances  
Grade: 25% mid-semester exam(s), 25% final exam, 15% quizzes, 35% performances  
Exam format: written, oral and performance  

Mus 3350 Jazz Ensemble  
(Sec 001, 002); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom  
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 Ensemble  
(Sec 001-005); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom  
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 3401 Basic Conducting  
(Sec 001); 2 cr; A-F only; prereq 1502, music major; meets DELM req of classroom  
Instructor: Luckhardt, Jerry M  
Description: Establishment and development of basic conducting skills is the goal with an emphasis on baton technique, nonverbal communication, the role of the conductor and the initial stages of score study. This course is available to all music majors who have completed Mus 3501 or an equivalent.  
Class time: 20% lecture, 80% Laboratory  
Work load: 2 exams, 3 papers, Practice - time on task  
Grade: 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 50% class participation  
Exam format: multiple choice and essay  

Mus 3410 University Wind Bands  
(Sec 001); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom  
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:  

Mus 3410 University Wind Bands  
(Sec 002); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom  
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 001-006); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Chamber ensembles provide an opportunity for music majors to study and perform chamber music with a faculty coach. There is at least one public performance by each group during the semester. Woodwind chamber ensembles are listed under Mus 5470 and are coordinated by John Anderson. The other ensemble offerings and coordinators are listed below: Sec 1 - Guitar Ensembles (Jeffrey Van) Sec 2 - String Ensembles (Tom Rosenberg) Sec 3 - Piano Ensembles (Rebecca Shockley) Sec 4 - Brass Chamber Ensembles (Tom Ashworth) Sec 5 - Trombone/Low Brass Ensembles (Tom Ashworth) Sec 6 - String Bass Quartets (Tom Rosenberg) For further information and permission to register, contact Room 100 Ferguson Hall (612-624-5740) or visit http://www.music.umn.edu/welcome.html and look under "Ensembles."  
Class time: 100% Laboratory  
Work load: 1/2-1 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 3502 Theory and Analysis of Tonal Music IV  
(Sec 001); 3 cr; A-F only; prereq 3501, dept consent; meets DELM req of classroom  
Instructor: Damschroder, David A  
Description: The fourth semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including: sight-singing, ear-training, and keyboard performance. Music 3502 is intended primarily for undergraduate music majors. It may also be elected by graduate music majors to remedy deficiencies (though the course does NOT offer graduate credit).  
Class time: 25% lecture, 50% Discussion, 25% Laboratory  
Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, daily homework, sight-singing auditions  
Grade: 30% mid-semester exam(s), 30% final exam, 15% quizzes, 10% problem solving, 15% auditions  
Exam format: essay  

Mus 3601W History of Western Music I  
(Sec 001); 3 cr; A-F only; prereq dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Harness, Kelley Ann  
Description: This is the first course in the undergraduate music history sequence. We will study music composed over a very broad time span, ca. 800 to 1700, looking at the works' musical structures within the larger contexts of musical style, social/political significance, and broad aesthetic and philosophical movements. Because this is a writing intensive (WI) course, both formal and informal writing assignments will constitute a significant percentage (one-third) of the grade. In addition to essay questions on exams, students will complete three short assignments which deal with writing issues (e.g., how and when to
create footnotes and bibliographies) and two longer papers. The first of the longer papers will deal with issues of performance in early music, while the second will involve analysis of an individual work. Students are required to purchase the following textbooks: Grovt, Donald Jay and Palisca, Claude V. . A History of Music. 5th ed. New York: W.W. Norton, 1996 [this book will be used for the entire three-semester sequence] Palisca. Claude V., ed. Norton Anthology of Western Music and accompanying recordings. 3rd ed. 2 vols. New York: W. W. Norton, 1996. The course is intended primarily for undergraduate music majors; other undergraduate students may enroll with the instructor’s permission.

Class time: 75% lecture, 25% Discussion
Work load: 25 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 papers, 3 short written assignments; 10 quizzes; 1-2 hours listening/week
Grade: 33% mid-semester exam(s), 17% final exam, 33% written reports/papers, 17% quizzes
Exam format: Listening ID, short answer, essay

Mus 5102 Piano Pedagogy II
(Sec 001); 2 cr; prereq: 8 cr in MusA 1301 or MusA 1401 or instr consent; meets DELM req of classroom
Instructor: Shockley, Rebecca P
Description: Continuation of Mus 5101 Piano Pedagogy I. Demonstration and discussion of teaching techniques, methods, and materials for group and individual instruction. Emphasis on the intermediate to advanced levels. Includes observation, reading, discussion, class presentations, 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 for pianists with prior piano teaching experience. Prereq two years of college-level applied piano instruction or #. Open to non-degree students through Extension.

Class time: 25% lecture, 25% Discussion, 25% Laboratory, 25% student oral reports
Work load: 25 pages of reading per week, 2 exams, 1 papers, 1 or 2 oral reports and 12 written observations
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% in-class presentations, 20% class participation
Exam format: essay

Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians
(Sec 001-003); 2 cr; max crs 4; meets DELM req of classroom
Instructor: McCullough, Brian T
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. The texts used are: "Use of the Self," by F. M. Alexander; "Indirect Procedures—A Musician’s Guide to the Alexander Technique," by Pedro de Aicantar; and "Body Learning" by Michael Gelb. Class discussions will center on assigned readings and each student will be responsible for three short papers on selected portions of the texts. Open to musicians and non-musicians. For more info: www.MinnesotaAlexanderTechnique.com If class is full, call instructor (612-824-4251) for permission to add.

Class time: 10% lecture, 25% Discussion, 25% Laboratory, 40% individual work with students
Work load: 40 pages of reading per week, 4 pages of writing per semester, 2 papers
Grade: 50% class participation, 50% attendance

Mus 5230 Chorus
(Sec 003); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background; audition, instr consent; meets DELM req of classroom
Instructor: Romety, Kathy Saltzman
Description: Chorus 3230/5230, includes the University Women’s Chorus, Men’s Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from both the perspective of the performer and the listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.

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 5280 Opera Theatre
(Sec 001); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom
Instructor: Walsh, David Allan
Description: The Opera Theatre programme is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft, as well as genuine operatic performance experience. Two fully-staged productions per school year, with all the relevant staging demands, offer the student performer an opportunity to showcase her/his talent in a public presentation. Opera Theatre classes will be determined on the basis of audition.

Class time: 20% Discussion, 80% Direct practical staging instruction
Work load: maximum 12 hours of staging per week plus 3 hours music coaching
Grade: 100% Staging and musical work
Exam format: Performances of the opera production each semester

Mus 5340 Jazz Ensemble
(Sec 001, 002); 1 cr; max crs 6, 6 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom
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 5440 Chamber Ensemble
(Sec 001-006); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom
Mus 5481 Trumpet Pedagogy  
(Sec 001); 2 cr; prereq Sr or grad in music or instr consent; meets DELM req of classroom 
Instructor: STAFF  
Description: Chamber ensembles provide an opportunity for music majors to study and perform chamber music with a faculty coach. There is at least one public performance by each group during the semester. Woodwind chamber ensembles are listed under Mus 5470 and are coordinated by John Anderson. The other ensemble offerings and coordinators are listed below: Sec 1 - Guitar Ensembles (Jeffrey Van) Sec 2 - String Ensembles (Tom Rosenberg) Sec 3 - Piano Ensembles (Rebecca Shockley) Sec 4 - Brass Chamber Ensembles (Tom Ashworth) Sec 5 - Trombone/Low Brass Ensembles (Tom Ashworth) Sec 6 - String Bass Quartets (Tom Rosenberg). For further information and permission to register, contact Room 100 Ferguson Hall (612-624-5740) or visit http://www.music.umn.edu/welcome.html and look under "Ensembles."  
Class time: 100% Laboratory  
Work load: 1/2-1hr per week with faculty, 1-2 hrs per week ensemble, 1/2 hr daily practice  
Grade: 50% class participation, 50% performance  
Exam format: performance

Mus 5490 Percussion Ensemble  
(Sec 001); 1 cr; max crs 10, 10 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom 
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 5492 Percussion Literature II  
(Sec 001); 2 cr; A-F only; prereq Jr or Sr or grad or instr consent; meets DELM req of classroom 
Instructor: Meza, Fernando A.  
Description: This course is designed for percussion majors to provide them with a macro and micro view of some of the compositional pillars of the percussion repertoire. The course will include the preparation of the orchestral excerpts most commonly required by auditioning committees thus providing the students with a practical perspective into the preparation of professional auditions. Students will also analyze scores, have listening assignments, and study some of the most important compositions for their instrument.  
Class time: 85% lecture, 15% Laboratory  
Work load: 4 exams, 1 papers  
Grade: 30% final exam, 20% written reports/papers, 30% special projects, 10% lab work, 10% "Mock auditions"  
Exam format: Performance demonstration

Mus 5592 Digital Music Synthesis and Processing Techniques  
(Sec 001); 3 cr; A-F only; prereq 5591 or instr consent; meets DELM req of classroom 
Instructor: Geers, Doug  
Description: This course is designed for music majors at upper division and graduate levels. It is a survey of various aspects of trumpet teaching: history, literature, performers, related instruments, recordings, text materials, and techniques. The class includes ten short (one or two-page) papers, discussion, and performance.  
Exam format: 1/2 hr daily practice

Mus 5597 Music and Text  
(Sec 001); 3 cr; A-F only; prereq 3502; meets DELM req of classroom 
Instructor: Cherlin, Michael  
Class time: 60% lecture, 40% Discussion  
Grade: 100% written reports/papers

Mus 5647 20th-Century European/American Music  
(Sec 001); 3 cr; prereq 3603 or equiv, 5501 or equiv, 12 undergrad cr in music history; meets DELM req of classroom 
Instructor: Jackson, Donna Cardamo  
Description: Course designed for music majors at upper division and graduate levels. It introduces the themes that have shaped European/American music in the 20th century through critical/contextual analysis of landmark compositions and concurrent developments in other arts and literature. Emphasis is placed on cultural contexts linking composers to other creative figures, e.g., Debussy-Mallarme, Stravinsky-Diaghilev, Satie-Cocteau, Crumb-Lorca, etc. Such major influences on composers as the effects of war and politics, the Great Depression, advancing technology, and current social issues (e.g., AIDS and holocaust) are treated through correlated reading and listening assignments. Narrated videotapes addressing signal works by Stravinsky, Cage, and Glass introduce concepts of modernism and postmodernism. One textbook by Robert Morgan is well-illustrated with musical examples and art works in various media; the other textbook is a series of interviews with living American composers that emphasizes the shaping of creative identities.  
Class time: 75% lecture, 25% Discussion  
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers  
Grade: 33% mid-semester exam(s), 33% final exam, 33% written reports/papers  
Exam format: multiple choice and essay

Mus 5950 Topics in Music: Jewish Streets: Tin Pan Alley, Broadway, Hollywood  
(Sec 004); 1-4 cr; max crs 15, 15 repeats allowed; meets DELM req of classroom 
Instructor: Lubet, Alex J!!Morse Alumni Award!!  
Description: Jewish Streets: Tin Pan Alley, Broadway, Hollywood Boulevard An examination of classic American popular song and its use in Broadway and Hollywood musicals, from their roots through ca. 1970, from the perspective of the contribution of its many Jewish-American composers, lyricists, authors, and producers. Emphases on repertoire, style, and aesthetics, as well as such recurring social themes as traditionalism, assimilation, race/ethnic relations, group solidarity, and intermarriage and their relationship to the evolving culture ethos of Jews in America. No prior knowledge of music/music reading required.  
Class time: 30% lecture, 20% Discussion, 50% listening, viewing, seminar presentations  
Work load: 50 pages of reading per week, 16 pages of writing per semester, 8 papers, brief weekly quizzes; seminar presentation  
Grade: 40% written reports/papers, 30% in-class presentations, 30% brief weekly quizzes  
Exam format: quizzes are short answer

Mus 5950 Topics in Music: The History of the Wind Band  
(Sec 005); 3 cr; max crs 15, 15 repeats allowed; meets DELM req of classroom 
Instructor: Maloney, S Timothy  

This information is accurate as of: 11/3/2004
Music Applied
100 Ferguson Hall: 612/624-5740

MusA 1101 Piano--Elective
(Sec 001-015); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq Music major, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at http://www.music.umn.edu/degrees/nds.htm
Class time: 100% individual lessons
Work load: one hour of practice daily
Grade: 40% final exam, 60% weekly lesson preparation
Exam format: individual keyboard performance (jury)
Course URL: http://www.music.umn.edu/degrees/nds.htm

MusA 1401 Piano--Secondary
(Sec 001-015); 2-4 cr; max crs 16, 8 repeats allowed; A-F only; prereq Music major, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at http://www.music.umn.edu/degrees/degreesundergrad.htm
Class time: 100% individual lessons
Work load: 1 hour of practice daily
Grade: 40% final exam, 60% weekly lesson preparation
Exam format: individual keyboard performance (jury)
Course URL: http://www.music.umn.edu/degrees/degreesundergrad.htm

Music Education
100 Ferguson Hall: 612/624-5740

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; meets DELM req of classroom
Instructor: Addo PhD, 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 3806 Preparing for a Music Therapy Career
(Sec 001); 4 cr; A-F only; prereq Music therapy major or instr consent; meets DELM req of classroom
Instructor: Furman, Charles E
Description: This is the last of four required semester courses in the professional sequence for the Music Therapy major. Three areas will be covered: Area I: Research reading and analysis/discussion related to the areas of crisis counseling, drug abuse, music therapy employment and current professional issues. Area II: Lab simulations in class. Area III: Field experiences, off campus. All students must have first-aid and CPR training and demonstrate liability insurance coverage.
Class time: 25% lecture, 25% Discussion, 25% Laboratory, 25% field experience
Work load: 60 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers
Grade: 11% mid-semester exam(s), 11% written reports/papers, 11% quizzes, 33% lab work, 34% field experience

Neuroscience
6-145 Jackson Hall: 612/626-6800

NSc 5661 Behavioral Neuroscience
(Sec 001); 3 cr; A-F only; prereq Grad NSc major or grad NSc minor or instr consent; meets DELM req of classroom
Instructor: Mesce, Karen A
Description: The neural coding and representation of movement parameters, and the neural mechanisms underlying higher order processes, such as memorization, memory scanning, and mental rotation are discussed. Emphasis is placed on (a) experimental psychological studies in human subjects, (b) functional neuroimaging studies in human subjects, including experiments using positron emission tomography (PET), (MEG), etc., (c) single cell recording experiments in subhuman primates, and (d) artificial neural network modeling.
Course URL: http://www.neurosci.umn.edu/courses/5661/5661-home.html

Neuroscience Department
6-145 Jackson Hall: 612/626-6800

Nsci 4115 Neurobiology Laboratory II
(Sec 001); 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: 3115, Biol 3115, Biol 4115, Phsl 3115; meets DELM req of classroom
Instructor: Wilcox, George L
Description: This course is intended for undergraduate students majoring in neuroscience. The subject matter of the course emphasizes neurophysiology and behavior through a series of experiments that explore synaptic transmission, electrical activity in nerves and muscles, simple neuronal networks, and sensory-motor integration. Students work in pairs using up-to-date electrophysiological equipment. They are guided through a number of specific experiments and encouraged to use the experimental tools they have learned to complete additional projects. The final exam is an
oral report on one such project.

**Class time:** 10% lecture, 90% Laboratory  
**Work load:** Lab notebook  
**Grade:** 30% in-class presentations, 10% class participation, 15% lab work, 45% Short written assignments

**Nsci 4167 Neuroscience in the Community**  
(Sec 001); 1-3 cr; A-F only; prereq instr consent; meets DELM req of classroom  
**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 classroom  
**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/4793W/4793-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; meets DELM req of classroom  
**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

**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; meets DELM req of classroom  
**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 writing 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

**Nor 1002 Beginning Norwegian**  
(Sec 001, 002); Credit will not be granted if credit has been
Nor 1004 Intermediate Norwegian
(Sec 001); Credit will not be granted if credit has been received for: NOR 4004, NOR 4004; 5 cr; prereq 1103; meets DELM req of classroom
Instructor: STAFF
Description: This course continues the presentation of Norwegian language skills begun in 1001-2. It is designed to review and expand your knowledge of Norwegian language structure, and to increase your comprehension and communicative abilities in the language. The primary text for the course is Stein pa sten by Ellingsen and MacDonald with an accompanying workbook with CD and grammar diskette. Students should expect to prepare at home for proficiently and actively participating in large and small-group interactive communicative activities in class. At this level, you will be reading and listening to more advanced authentic Norwegian material and you will expand and refine your vocabulary and your knowledge of grammar. The 1003-1004 course sequence will prepare you for the Graduation Proficiency Text (GPT) that you will take toward the end of 1004. See the description for Nor 4004 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
Work load: 5 pages of reading per week, 12 pages of writing per semester, 7 exams, skits and presentations
Grade: 6% mid-semester exam(s), 20% final exam, 35% quizzes, 14% class participation, 25% 14% homework, 6% skit, 5% journal
Exam format: structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture
Course URL: http://www.webct.umn.edu

Nor 4002 Beginning Norwegian
(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 1002, NOR 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: STAFF
Description: See the course description for Nor 1002. 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 1002 under the number Nor 4002 for 2 credits. Contact the department office, 612-625-2080, for a permission number.
Class time: Work load: 5 pages of reading per week, 12 pages of writing per semester, 7 exams
Grade: 6% mid-semester exam(s), 20% final exam, 34% quizzes, 14% class participation, 25% 6% skit, 5% journal, 14% homework
Course URL: http://www.webct.umn.edu

OCS 3550 National Student Exchange: Off-Campus Study
(Sec 001); 0 cr; max crs 15, 3 repeats allowed; S-N only; prereq dept consent; meets DELM req of classroom
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.

Operations and Management Sciences
3-140 CarlSMgmt: 612/624-7010

OMS 2550 Business Statistics: Data Sources, Presentation, and Analysis
(Sec 001, 004, 007, 010, 020); Credit will not be granted if credit has been received for: OMS 2550H; 4 cr; A-F only; prereq [Math 1031 or equiv], at least 30 cr; credit will not be granted if credit received for: 1550; meets DELM req of classroom
Instructor: STAFF
Description: Exploratory data analysis, basic inferential procedures, statistical sampling/design, regression/time series analysis. How statistical thinking contributes to improved decision making.

OMS 3056 Managing Supply Chain Operations
(Sec 020); 4 cr; A-F only; prereq 3001 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Concepts and principles related to designing, controlling, and improving production and inventory management systems throughout the supply chain. Topics include capacity planning, inventory planning, production planning, forecasting methods, Material Requirements Planning (MRP), Just-in-Time, and theory of constraints.

This information is accurate as of: 11/3/2004

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Phil 3100 Pharmacology for Pre-Med and Life Science Students
(Sec 001): 2 cr; A-F only; prereq College-level biology; biochemistry or physiology recommended; meets DELM req of classroom
Instructor: Wei, Li-Na
Description: This introductory course in modern pharmacology is suitable for students interested in clinical medicine, biological science research, pharmaceutical industry and development of modern therapeutic agents or those just wanting a taste of how drugs work. The emphasis will be on the big picture of therapeutic drugs in general, and to prepare students for future success in modern medicine, research, industry, or matriculation to health science programs. This course covers different drug categories for major organ systems including the nervous systems, the cardiovascular system, and the endocrine/reproductive systems, as well as drugs for conditions like cancers and infectious and inflammatory diseases. The course will also briefly introduce concepts in modern drug design such as gene and cell therapy and application of pharmacogenomics. Text: "Crash course Pharmacology", Dawson, Taylor, Reide, Second Edition, MOSBY (2002) Additional Info: Please contact course directors directly or visit the website: Course URL: http://www.pharmacology.med.umn.edu/PHCL3100.html

Phil 3993 Directed Studies
(Sec 001, 002): 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phil 4003 Medieval Philosophy
(Sec 001): 3 cr; prereq [Grad or upper div undergrad] student; meets DELM req of classroom
Instructor: Hopkins, Jasper
Description: The course attempts to provide an overview of the thought of Augustine, Anselm, Maimonides, Aquinas, and Nicholas of Cusa. Mention is also made of Avicenna and Averroes. Some texts for the course are on-line books and, thus, will not be found in the bookstore. Questions such as the following are explored from the Medieval perspective: Is it rational not to believe in God? Can one know, other than symbolically, what God's attributes are? Is the expression 'to know by faith' intelligible? Is Nominalism or Realism the preferable doctrine as regards the ontological status of universals? Can I know for certain anything besides my own present existence? Is it true for certain that si fallor, sum?
Class time: 75% lecture, 25% Discussion
Work load: 3 exams, No final examination
This information is accurate as of: 11/3/2004

Phil 4993 Directed Studies
(Sec 001, 002): 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phil 5622 Philosophy and Feminist Theory
(Sec 001): Credit will not be granted if credit has been received for: PHIL 4622, PHIL 4622W, PHIL 4622, PHIL 4622, WOST 4122, WOST 5122; 3 cr; prereq 8 hrs in [philosophy or women's studies] or instr consent; meets DELM req of classroom
Instructor: Longino, Helen E
Description: Many basic assumptions of Western cultures are elaborated in the work of the classical Western philosophers. Feminist theory has challenged many of those basic assumptions and the values they express. This course explores some of the implications of feminist thought for traditional approaches to philosophical issues. By reading excerpts from canonical and feminist philosophers, we will work to understand the nature of the challenge posed by feminist thought. We will explore feminist ideas about how to do philosophy, feminist approaches to the history of philosophy, and feminist approaches to human nature, to language, and to issues in ethics and aesthetics. The course is intended for advanced undergraduates and graduate students in Women's Studies, Feminist Studies and Philosophy.
Class time: 25% lecture, 75% Discussion
Work load: 40-60 pages of reading per week, 14-18 pages of writing per semester, 4 papers
Grade: 15% in-class presentations, 15% class participation, 10% each three short papers; 40% final paper
Exam format: papers only

Phil 5993 Directed Studies
(Sec 001): 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Physical Education
220 Cooke Hall: 612/625-5300

PE 1004 Diving: Springboard
(Sec 001): 1 cr; OPT No Aud; prereq 1007 or equiv or instr consent; meets DELM req of classroom
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: 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; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed to introduce students to basic aquatic safety and to teach the fundamentals of swimming and hydromechanics. Students will: gain a basic understanding of the principles of hydromechanics 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; meets DELM req of classroom
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 001-007); 1 cr; OPT No Aud; meets DELM req of classroom
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 1016 Posture and Individual Exercise
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Basic fundamentals of good posture, individual exercise, fitness, and mental attitude will be emphasized. Included will be, flexibility exercises, cardiovascular fitness, nutrition, weight control, stress management, positive mental health, and overall sound body and mind activities which translate into a positive attitude and good health. Objectives: Upon completion of the course the student should have: developed a positive attitude of cardiovascular health and overall fitness; gained an understanding and appreciation for fitness; been exposed to different forms of fitness training; developed a personal program for fitness outside of class; learned techniques for healthy eating habits; learned techniques of mental control and stress management.
Class time: 2% lecture, 98% participation physical.
Work load: 1-2 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers
Grade: 10% written reports/papers, 10% special projects, 30% class participation, 50% attendance.
Exam format: Short answer.

This information is accurate as of: 11/3/2004
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.

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, 002); 1 cr; OPT No Aud; meets DELM req of classroom
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); 1 cr; OPT No Aud; meets DELM req of classroom
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 1038 Beginning Tennis
(Sec 001-006); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: This class is designed for players with little or no experience or for players with experience who want to review the basics. Topics to be covered include: tennis terminology, stroke, fundamentals, game rules, and basic positioning for singles and doubles play, footwork, and tennis etiquette. Students must have official tennis shoes with light-colored soles.
This information is accurate as of: 11/3/2004

Class time: 15% Discussion, 85% drill and play
Work load: 10 pages of reading per week, 2 exams
Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation
Exam format: multiple choice, true/false, short answer

PE 1042 Orienteering
(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: To familiarize the student with basic land navigation skills as they pertain to orienteering. This course is open to all students. Orienteering is a physical course, due to the movement through wooded terrain. Students will be required to go to two orienteering meets on the weekends.
Class time: 20% lecture, 80% practical exercise.
Work load: 2 pages of reading per week, 1 exams, 2 orienteering meets on weekends.
Grade: 50% final exam, 50% class participation
Exam format: Multiple choice.

PE 1043 Beginning Horse Riding
(Sec 001-012); 1 cr; OPT No Aud; meets DELM req of classroom
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; meets DELM req of classroom
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 1048 Bowling
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: 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.
Class time: 2% lecture, 20% Discussion
Work load: 2 exams
Grade: 10% mid-semester exam(s), 10% final exam, 80% class participation
Exam format: multiple choice, fill in the blank

PE 1053 Ice Skating
(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: 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.
Class time: 25% lecture, 75% Laboratory
Work load: 2 exams, One written exam, one skills exam.
Grade: 35% final exam, 30% class participation, 35% lab work
Exam format: short answer
PE 1055 Golf  
(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom  
Instructor: STAFF  
Description: Proper grip, stance, ball address, swing, club selection, psychological management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.

PE 1065 Nordic (Cross-Country) Skiing  
(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to the fundamental techniques of classical and freestyle cross-country skiing. Students will be taught through lecture and direct experience on cross-country skiing trails. Ski rental available through St. Paul Students Outdoor Store.

PE 1057 Beginning Skiing  
(Sec 001, 002); 1 cr; OPT No Aud; prereq $100 facility fee; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to alpine skiing. Students are taught to stop, turn, and use lifts, as well as safety, etiquette, and purchase of equipment. Class held at Hyland Hills ski area in Bloomington.

PE 1059 Track and Field  
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom  
Instructor: STAFF  
Description: 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.  
Class time: 10% lecture, 90% physical activity.  
Work load: 15 pages of reading per week, 1 pages of writing per semester, 1 exams, 1 papers, presentations by students.  
Grade: 20% final exam, 20% written reports/papers, 20% in-class presentations, 30% class participation, 10% class attendance.  
Exam format: Multiple choice, T/F, matching.

PE 1065 Beginning Tumbling and Gymnastics  
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom  
Instructor: STAFF  
Description: 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.  
Class time: 15% lecture, 85%  
Work load: 2-10 pages of reading per week, 1 exams, 2 performance evaluations, 1 project  
Grade: 20% mid-semester exam(s), 20% final exam, 20% special projects, 40% class participation  
Exam format: true/false, multiple choice, short answer

PE 1067 Basketball  
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom  
Instructor: STAFF  
Description: Participation-based course emphasizing basketball fundamentals such as passing, dribbling, shooting, as well as basic fast-break, offensive and defensive principles. Undergraduate and graduate students are encouraged to join the class. Students will scrimmage at times and will be tested on the rules and basketball fundamentals they learn during the course.  
Class time: 20% lecture, 5% Discussion, 75%  
Work load: 5-15 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 1 papers  
Grade: 20% midterm exam(s), 30% final exam, 20% written reports/papers, 30% class participation  
Exam format: multiple choice, true/false, short answer  
This information is accurate as of: 11/3/2004

PE 1072 Soccer  
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom  
Instructor: STAFF  
Description: This is a beginning level class. The class is designed to introduce the student to the basic fundamentals of soccer. The following topics will be covered; sportsmanship both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, understanding values derived from active participation, and practical instruction in strategy.  
Class time: 15% lecture, 85% Physical activity and demonstrations  
Work load: 15 pages of reading per week, 1 exams, 1 papers  
Grade: 20% final exam, 20% written reports/papers, 60% class participation  
Exam format: Multiple choice, true/false, matching

PE 1074 Beginning Volleyball  
(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom  
Instructor: STAFF  
Description: This is an introductory course aimed at the beginning student in volleyball. Students will learn the fundamentals of the sport, including setting, serving, passing, and blocking. The course will also include an understanding of the rules and strategies involved in volleyball. Particular emphasis is placed in practical application of knowledge and game situations.  
Class time: 10% lecture, 90% practical practice and application  
Work load: 0-30 pages of reading per week, 2 exams, practical testing  
Grade: 20% mid-semester exam(s), 35% final exam, 45% class participation

PE 1075 Ice Hockey  
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: This class is designed for the experienced skater who wants to become knowledge about hockey. Offensive and defensive strategies and techniques will be taught. Scrimmage play will also be a large portion of the class. Goalies are encouraged to take the class. Students need their own equipment. Skate rental available on site.  
Class time: 25% lecture, 75% Laboratory  
Work load: 2 exams, 1 papers  
Grade: 20% mid-semester exam(s), 20% final exam, 60% class participation  
Exam format: Multiple choice, T/F, short answer.

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; meets DELM req of classroom  
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 1135 Intermediate Karate  
(Sec 001); 1 cr; OPT No Aud; prereq 1035 or equiv or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Karate continues to challenge students to become proficient in the basic techniques and skills of karate. It is an excellent opportunity to learn the discipline and perseverance that are integral to life.  
Grade: 15% lecture, 85% Written and Practical exams  
Work load: 45 pages of written and practical exams per week, 1 exams, 1 papers  
Grade: 20% midterm exam(s), 20% final exam, 40% class participation  
Exam format: Written exams- multiple choice; practical exams- in-pool demonstration of skills

This information is accurate as of: 11/3/2004
**PE 1138 Intermediate Tennis**
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1038 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Shotokan Karate (traditional) is based on non-contact and emphasizes self-defense principles. The class will focus on improving all basic techniques which were taught in Section I. Beginners Course. More detailed information will be discussed on utilization of inner forces which create movement, and focus on principles in the development of speed and force. The course will also include the introduction of Kata (form) specifically, Heian Sho-Dan and Kumite (ippon Kumite) which is a form of beginning sparring.
Class time: 15% Discussion, 85% 80% training and 5% exams.
Work load: no work outside of class (Purchase of Gi (uniform) mandatory).
Grade: 20% mid-semster exam(s), 70% final exam, 10% attendance.
Exam format: Misdsemester: 20 short multiple choice questionnaire. Final: physical test on basic movements worked on during semester.

**PE 1157 Intermediate Skiing**
(Sec 001, 003, 005); 1 cr; OPT No Aud; prereq 1107 or equiv or instr consent; meets DELM req of classroom
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: 50% lecture, 50% Laboratory
Work load: 30 pages of reading per week, 5 exams
Grade: 33% final exam, 33% quizzes, 33% class participation
Exam format: multiple choice

**PE 1154 Figure Skating**
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent; meets DELM req of classroom
Instructor: Shetka, Amy L
Description: This class is for intermediate to advanced figure skaters or those who have successfully completed PE 1053. Previous knowledge of skating fundamentals such as forward and backward crossovers, turns and stopping is required. Advanced skating skills will be taught with an emphasis on Jumps, Spins, Moves in the Field footwork sequences, beginning Ice Dance and choreography. Figure Skate rental available on site.
Class time: 25% lecture, 75% Laboratory
Work load: 2 exams, One written exam, one skills exam
Grade: 35% in-class presentations, 30% class participation
Exam format: Short answer

**PE 1157 Intermediate Skiing**
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1057 or equiv or instr consent; assessment is made to determine skill level; $100 facility fee; meets DELM req of classroom
Instructor: STAFF
Description: Developing advanced skills in alpine skiing. Skiing safely on more difficult terrain. Class held at Hyland Hills ski area in Bloomington.

**PE 1156 Intermediate Tumbling and Gymnastics**
(Sec 001); 1 cr; OPT No Aud; prereq 1065 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed for individuals with moderate experience in tumbling. Students will expand upon the fundamentals of tumbling including rolls, handstands, cartwheels, extensions, hand springs, sommies, twisting, and combinations, accompanied by the appropriate spotting techniques. Students will experience teaching a skill to a small group of classmates, and create a floor exercise routine by the standard of USA gymnastics rules and guidelines.
Class time: 15% lecture, 85% participation.
Work load: 2-10 pages of reading per week, 2 exams, 1 project, 1 routine.
Grade: 20% mid-semster exam(s), 40% special projects, 40% class participation
Exam format: Participation/skills test.

**PE 1205 Scuba and Skin Diving**
(Sec 001, 003, 005); 1 cr; OPT No Aud; prereq 1107 or equiv or instr consent; meets DELM req of classroom
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: 50% lecture, 50% Laboratory
Work load: 30 pages of reading per week, 5 exams
Grade: 33% final exam, 33% quizzes, 33% class participation
Exam format: multiple choice

This information is accurate as of: 11/3/2004
older with a moderate to high swimming ability. The class covers current American Red Cross courses. Upon successful completion, certificates will be obtained in the following categories: American Red Cross Lifeguarding Today and first aid, CPR for the Professional Rescuer, and Waterfront Lifeguarding. Pre-course screening: 500-yard continuous swim using breaststroke, crawlstroke, and sidestroke, treading water for two minutes without use of hands, and retrieving a brick from a 7-foot depth in the water. There is a course fee of $30.00.

**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

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**Physical Medicine and Rehabilitation**

500 Boynton Health Service (Box 297 Mayo): 612/626-4050

PMed 1002 Orientation to Physical Therapy
(Sec 002); 1 cr; S-N only; meets DELM req of classroom

**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.

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**Physics**

148 Tate Laboratory of Physics: 612/624-7375

Phys 1001W Energy and the Environment
(Sec 100); 4 cr; prerequisite 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; meets DELM req of classroom

**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

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Phys 1101W Introductory College Physics I
(Sec 100); 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; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Phys 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 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, 10% 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

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Phys 1201W Introductory Physics for Biology and Pre-medicine I
(Sec 100); Credit will not be granted if credit has been received for: PHYS 1301, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1401, PHYS 1401V, PHYS 1401V; 5 cr; prerequisite [High school or college] calculus, trigonometry, algebra; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Broadhurst, John Henry

**Description:** This two semester course is designed primarily for pre-med and biological sciences students. A course in calculus taken previously or simultaneously is strongly recommended, but the essential calculus will be developed as the course proceeds. We will begin with a discussion of the scientific method, measurements, and the language of physics. Then comes the study of the interactions of mechanical systems with applications extending to objects with complex shapes (rotations), flexible objects (vibrations), and fluids. The importance of energy transfer between objects in a system and between systems will be considered within the framework of thermodynamics. In addition, the effects of both the gravitational and electric force will be studied in some detail.

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

**Work load:** 15-20 pages of reading per week, 5 exams, 12 problem sets

**Grade:** 35% final exam, 10% written reports/papers, 35% quizzes, 5% lab work, 15% problem solving

**Exam format:** multiple choice and problems

**Course URL:** http://www.physics.umn.edu

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Phys 1202W Introductory Physics for Biology and Pre-medicine II
(Sec 100, 200); 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; meets DELM req of classroom

**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 100); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1202W, 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; meets DELM req of classroom

**Instructor:** Ellis, Paul J

**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: 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% class participation, 5% HW or ICQ'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 100, 200, 300, 400, 500); Credit will not be granted if credit has been received for: PHYS 1202, PHYS 1202W, PHYS 1202W, PHYS 1202W, PHYS 1202W, PHYS 1402, PHYS 1402V, 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; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is the 2nd of a 3 semester intro course in physics for students in science and engineering. 1302W discusses the application of physics to electrical and magnetic systems. The course is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. Some emphasis will be given to the application of physics principles to real-life situations, and a fraction of the problems will be designed to simulate such situations. This course assumes a good working knowledge of the concepts and skills in 1301W. Because of the nature of this material, this course will be more abstract and mathematical than 1301W. A lab is included to allow you to apply both the concepts and problem solving skills to the real world. It will also emphasize technical communications skills. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. In the lab and disc sections, there will be a strong emphasis on group problem solving as a powerful learning tool and as a preparation for work in your profession.

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

**Work load:** 15 pages of reading per week, 30 pages of writing per semester, 5 exams, 7 lab reports

**Exam format:** A combination of quantitative problem solving and short qualitative statements or multiple choice

**Course URL:** http://www.physics.umn.edu
Einstein to place his ideas in a broader context. Finally, we will act out some scenes of Einstein's life during the First World War as he was working toward the general theory of relativity on the basis of the treatment for a movie about Einstein co-authored by the instructor.

Class time: 50% lecture, 50% Discussion
Workload: 20 pages of reading per week, 5 pages of writing per semester, 1 papers, 5 short homework assignments
Grade: 30% written reports/papers, 60% class participation, 10% homework

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 2403H, PHYS 2403H, PHYS 2403V, PHYS 2503, PHYS 2503, PHYS 2503; 4 cr; prereq 1302, [Math 1272 or Math 1372 or Math 1572H]; meets DELM req of classroom
Instructor: STAFF
Description: This is the continuation of a three semester introductory course in physics for students in sciences and engineering. 1301W/1302W/2303 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. 2303 will emphasize the applications of physics which have been important in the 20th century. This includes both mechanical and electromagnetic waves, introduction to thermodynamics, 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 1302W. Because of the nature of this material, this course will be more abstract and mathematical than 1302W.

Class time: 90% lecture, 10% Discussion
Workload: 20 pages of reading per week, 5 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 2601 Quantum Physics
(Sec 001); 4 cr; [prereq [2403H or 2503], [concurrent enrollment Math 2243 or Math 2373 or Math 2574H]; meets DELM req of classroom
Instructor: Cushman, Priscilla Brooks
Description: This is a one semester course giving an overview the concepts that have dominated physics and technology during the last half of the twentieth century. It is designed for scientist and engineering students who have successfully completed Physics 2503, 2403H or the equivalent. The course begins with an exploration of phenomena that can only be explained using quantum ideas including statistical concepts. These ideas give rise to the Schrodinger Equation. The solutions to the Schrodinger Equation under different constraints are explored and compared to observations. Applications of quantum mechanics are used to explain the structure of atoms, molecules, and nuclei; the properties of conductors, semiconductors, and superconductors; the evolution of the universe; and the most fundamental constituents of nature. A laboratory, 2605, (required for physics majors) which explores the same ideas in concrete situations should be taken concurrently.

Class time: 85% lecture, 15% Discussion
Workload: 25 pages of reading per week, 3 exams, 14 homework assignments
Grade: 30% mid-semester exam(s), 50% final exam, 20% problem solving
Exam format: Quantitative and qualitative problems
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; meets DELM req of classroom
Instructor: Cattell, Cynthia Anne
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
Workload: 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 4002 Electricity and Magnetism
(Sec 001); 4 cr; [prereq [2303 or 2601 or Chem 3501 or Chem 3502], two sems soph math; meets DELM req of classroom
Instructor: Campbell, Charles E
Description: This course covers the classical theory of Electric and Magnetic fields, using vector calculus. The treatment is based on Maxwell's equations.

Class time: 80% lecture, 20% Discussion
Workload: 30 pages of reading per week, 3 exams, 12 problem sets
Grade: 45% mid-semester exam(s), 30% final exam, 25% problem solving
Exam format: quantitative problems
Course URL: http://www.physics.umn.edu

This information is accurate as of: 11/3/2004
Phys 4211 Introduction to Solid-State Physics  
(Sec 001); 3 cr; prereq 4101, 4201; meets DLEM req of classroom  
Instructor: STAFF  
Description: A modern presentation of the properties of solids. Topics  
include vibrational and electronic properties of crystals; diffraction of  
waves in solids and electron band structure. Other possible topics  
include optical properties, magnetic phenomena, and superconductivity;  
non-crystalline solids, such as glasses and polymers.  
Class time: 100% lecture  
Work load: 30 pages of reading per week, 1 exams, 1 problem set per  
week  
Grade: 50% final exam, 50% problem solving  
Exam format: Problem Solving

Phys 4511 Introduction to Nuclear and Particle Physics  
(Sec 001); 3 cr; prereq 4101; meets DLEM req of classroom  
Instructor: Cronin-Hennessy, Daniel P  
Description: Physics 4511 is an introduction to nuclear and particle  
physics for advanced undergraduate and beginning graduate students.  
We explore the common roots and common tools of the nuclear  
(medium energy) and particle (high energy) fields, with a main  
objective of developing a clearer understanding of the Standard Model of  
quarks, leptons and the fundamental interactions of the universe.  
Mathematical rigor is not an essential feature, but the ability to do  
doing interesting calculations of particle and nuclear phenomena is an  
important goal. Specific topics include the techniques of particle and  
nuclear experiments, properties and simple models of nuclei,  
fundamental interactions and their mediators, quarks and leptons,  
symmetries and tests of conservation laws, indications of "new"  
physics, and future projects.  
Class time: 100% lecture  
Work load: 20 pages of reading per week, 2 exams  
Grade: 20% mid-semester exam(s), 20% final exam, 60% problem solving  
Exam format: Problem Solving  
Course URL: http://www.physics.umn.edu/classes/s4511

Phys 4011 Introduction to Biopolymer Physics  
(Sec 001); Credit will not be granted if credit has been received for:  
PHYS 5081, PHYS 5081; 3 cr; prereq [2303, 2403H, 2503] or  
Chem 3501 or instr consent; meets DLEM req of classroom  
Instructor: Grosberg, Alexander Y  
Description: This course is an introduction to biological physics and  
soft condensed matter physics. The course will emphasize physical  
ideas involved in experimental and theoretical understanding of  
biological and synthetic macromolecules and materials. This course is  
for seniors and graduate students in physics, other natural sciences, or  
engineering. Major topics include: 1. Polymers and biopolymers. 2.  
Polymers and soft materials. 3. Phases and phase transitions. 4.  
Single molecule manipulation techniques. 5. Proteins. 6. DNA.  
Class time: 90% lecture, 10% Discussion  
Work load: 20 pages of reading per week, 2 exams  
Grade: 20% mid-semester exam(s), 30% final exam, 50% problem solving  
Exam format: Problem Solving  
Course URL: http://www.wwww.physics.umn.edu

Phys 5002 Quantum Mechanics II  
(Sec 001); 4 cr; prereq 5001 or equiv; meets DLEM req of classroom  
Instructor: Peterson, Earl A  
Description: Part II of a year-long course sequence in quantum  
mechanics for first-year graduate students in physics and other fields.  
Completion of Phys 5001 will be assumed. This course will include  
such topics as electron spin, the addition of angular momentum,  
rotations and tensor operators, systems of identical particles and  
second quantization, multi-electron atoms, and the Klein-Gordon and  
Dirac equations.  
Class time: 75% lecture, 25% Discussion  
Work load: 15 pages of reading per week, 2 exams  
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving  
This information is accurate as of: 11/3/2004

Phys 5012 Classical Physics II  
(Sec 001); 4 cr; prereq 5011 or instr consent; meets DLEM req of classroom  
Instructor: Lysak, Robert L !!Geo Taylor/IT Alumni Soc Award!!  
Description: This course is the second course in a two-semester  
sequence in classical mechanics and electricity and magnetism. The  
course is intended primarily for first-year graduate students in physics,  
but some advanced undergraduate physics majors as well as graduate  
students in mathematics or electrical engineering. This course  
assumes a thorough preparation in upper-division undergraduate  
classical mechanics and electricity and magnetism, such as provided  
by Phys 4001 and Phys 4002. Phys 5012 will be devoted to classical  
electrodynamics. The text will be Classical Electrodynamics by  
Jackson (John Wiley & Sons) and supplementary readings. Topics will  
include boundary-value problems, multiple expansions, Maxwell's  
equations in free space and in materials, propagation of  
electromagnetic waves, emission and scattering of electromagnetic  
radiation, wave guides and cavities, and the dynamics of charged  
particles in electromagnetic fields.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 4 exams, 14 problem sets  
Grade: 25% mid-semester exam(s), 25% final exam, 50% problem solving  
Exam format: Problem Solving  
Course URL: http://www.physics.umn.edu/classes/s5012

Phys 5701 Solid-State Physics for Engineers and Scientists  
(Sec 001); 4 cr; prereq Grad or advanced undergrad in physics or  
engineering or the sciences; meets DLEM req of classroom  
Instructor: Huang, Cheng-Cher  
Description: The purpose of this course is to familiarize the student  
with the methods, techniques, and main phenomenology of solid state  
physics. It is intended for a very varied audience: electrical and  
mechanical engineers, materials scientists, chemists, etc.  
Prerequisites are flexible, but they include either senior or graduate  
student status in an engineering or scientific area. In 5701 we plan to  
cover the first nine chapters of Kittel, and special topics as time allows.  
Examples of topics that will be covered in 5701 are: Drude model,  
lattices, diffraction, phonons, vibrations in solids, electronic states,  
energy bands, metals, semiconductors, and insulators.  
Class time: 80% lecture, 15% Discussion  
Work load: 20 pages of reading per week, 3 exams  
Grade: 30% final exam, 40% quizzes, 30% problem solving  
Exam format: Problem solving

Plant Biology  
220 Biological Sciences Center: 612/625-1234

PBio 1212 Plants and Society  
(Sec 001); 3 cr; prereq Non-biology major; meets CLE req of  
Writing Intensive; meets CLE req of Environment Theme; meets  
DELM req of classroom  
Instructor: Charvat, Iris D  
Description: This class will explore the ways that plants have been  
used by human societies throughout history. It is designed for  
undergraduate non-majors and will include basic information about  
plant structure, function, and reproduction. Possible topics for  
discussion in this course include: the origins of agriculture and early  
cultivated plant species, ecosystem destruction and restoration, and  
diversity, as well as in depth examinations of plant groups such as  
medicinal plants, dye and fiber plants, herbs and spices, poisonous  
and allergy plants, fungi, beverage plants, and psychoactive plants.  
For half of the scheduled lecture periods consist of trips to the  
greenhouses on the St. Paul campus to observe plant adaptations to  
diverse habitats and learn to identify some common cultivated species
and their uses. (Students need to allow enough time between their classes to take the bus to the St. Paul campus for the class sessions.) Written assignments might include: summaries of selected journal articles, plant information papers, and greenhouse worksheets.

Class time: 70% lecture, 15% Discussion, 15% Laboratory
Work load: 20-25 pages of reading per week, 3 exams, 2-3 short reports & greenhouse assignments
Grade: 40% mid-semester exam(s), 20% final exam, 15% written reports/papers, 25% lab work
Exam format: short answer, multiple choice, true/false, etc.

PBio 4404 Developmental Plant Anatomy
(Sec 001); 3 cr; prereq Biol 2022 or Biol 3007; meets DELM req of classroom
Instructor: Biesboer, David D
Description: This course is a general course in the anatomy of plants and is suitable for both advanced undergraduates and graduate students. The course begins with a study of cell walls, plant embryos and apical meristems, proceeds to study different cell types, and ends with an examination of the complex organs of plants including roots, stems, leaves, flowers, seeds, and wood. Most laboratories revolve around the microscopic examination of prepared plant materials. A special project is required in which students learn plant microtechnique, that is, the fixing, cutting, staining, and mounting of thin plant sections for microscopic viewing. The final project is a combination of a short written report and several digital photographs of the materials prepared for the project.
Class time: 50% lecture, 50% Laboratory
Work load: 50 pages of reading per week, 2 exams, 1 student project.
Grade: 30% mid-semester exam(s), 30% final exam, 30% special projects, 10% in-class presentations
Exam format: Short answer and essay.

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; meets DELM req of classroom
Instructor: STAFF

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; meets DELM req of classroom
Instructor: STAFF

PBio 4993 Directed Studies
(Sec 001-025); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Contract between student and advisor required, plus department approval. Credits arranged.

PIPa 3003 Diseases of Forest and Shade Trees
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Blanchette, Robert A
Description: This course provides an overview of tree diseases in urban and forested areas. It covers diseases that have had significant impact on society, such as Dutch elm disease, oak wilt, chestnut blight, white pine blister rust, etc., as well as cankers, leaf diseases, root rot and other tree problems. A laboratory session each week enables students to get hands-on experience identifying disease agents, examining symptoms and learning appropriate control procedures. Emphasis will also be placed on ecological processes, biological and cultural control and host-parasite interactions. This course should be of value to anyone interested in biological sciences, natural resources and ecology. It is an essential class for individuals that will have a career in natural resources, but should also be useful to those interested in maintaining healthy trees at home, in urban areas or woodlands.
Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 3 exams, 1 lab project
Grade: 50% mid-semester exam(s), 10% special projects, 30% lab work, 10% problem solving
Exam format: Short answer, Short essay
Course URL: http://www.pipa.agri.umn.edu/~robert/pipa5212/

PIPa 3090 Research in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
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; meets DELM req of classroom
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 5103 Plant-Microbe Interactions
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Zeyen PhD, Richard J
Description: Plants and microbes evolved together, and the broad range of their interactions is just beginning to be understood. In fact, many plants and microbes cannot survive without each other. Their interactions range from mutually beneficial to harmful. In this course students learn the basic biology of several important interactions and explore their physiological and molecular bases. Topics include reciprocal recognition, signal transduction, beneficial reactions, defense and defense suppression strategies, and diseases. Selected examples important to ecological stability, economics, plant-microbe theory and genetic engineering are emphasized. Students engage in active learning. Graduate students majoring in Plant Pathology should take this course as PIPA 8103. Purchase of a course packet and one text are mandatory. Professor Zeyen utilizes the expertise of other faculty and resources for an in-depth and exposure to specific aspects of plant-microbe interactions.
Class time: 30% lecture, 50% discussion-demonstration; 20% student presentations
Work load: 35 pages of reading per week, 40 pages of writing per semester, 30 take-home thought questions
Grade: 5% in-class presentations, 5% class participation, 30% plant-microbe profile assignment - written and class presentation; 60% written answers to thought questions
Exam format: no exams

PIPa 5999 Special Workshop in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.
Class time:
Pol 1001 American Democracy in a Changing World
(Sec 001); 4 cr; meets CLE req of classroom
Instructor: Carden, Daniel J
Description: This course is designed to introduce students to the institutions of American government and the political ideals that inform those institutions. In the first part of the course we will explore a fundamental tension between two central commitments in American political life: majority rule and individual rights. In part two of the course, we will examine the formal institutions of American government. Part three introduces other players in the American political scene: political parties, interest groups, and the media. Individually, each affects political institutions and officeholders in their own way. Considered together, however, they all play a role in public opinion formation and expression, which ultimately is recorded at the ballot box.
Class time: 70% lecture, 30% Discussion
Work load: 50-75 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 5 papers
Grade: 30% final exam, 25% written reports/papers, 5% class participation, 40% Two midterms, each worth 20 percent
Exam format: Multiple choice, short essay

Polish
215 Nolte Center: 612/624-3331
Plish 1102 Beginning Polish
(Sec 001); 5 cr; prereq 1101 or equiv; meets DELM req of classroom
Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: This course is second in a sequence of courses (Plish 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 audio 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 &quot;First Year Polish&quot; and Leonard Polakiewicz's &quot;Supplemental Materials for First Year Polish&quot;. 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: 40% lecture, 60% Recitation and interactive activities
Work load: 10 pages of reading per week, 7 exams, 2 to 3 hours/week listening to tapes
Grade: 25% final exam, 33% quizzes, 30% class participation, 10% Final oral exam
Exam format: Oral presentation, fill-ins, translations

Political Science
1414 Social Sciences Towers: 612/624-4144
Pol 1001 American Democracy in a Changing World
(Sec 004); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Strolovitch, Dara
Description: This course is intended to introduce you to the institutions, policies, and processes that comprise the American political system. There are three basic questions to be addressed: (1) what is the relationship between the government and the people; and does it live up to the ideals of democracy? (2) what are the fundamental characteristics of American political institutions and the people who run them? (3) why should we care about any of this? We will address these questions through a focus primarily on national politics and Washington, D.C., with due attention to historical events (things that have shaped the system) and contemporary political issues (things being debated today). By the end of the class, you 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
Pol 1015 Mass Politics in a Media Age
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Parkin, Michael David
Description: Over the past 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 - as democratic citizens - fulfill our obligation to be "good citizens?" Do we make rational voting decisions? Are we politically engaged? In a related vein, do politicians, the media, and our political institutions promote or obstruct our efforts to be good citizens? In this course, we will address these questions, with the goal of developing a thorough understanding of what responsible citizenship entails in today's society, and what can be done to enhance citizenship.
Class time: 70% lecture, 30% Discussion
Work load: 50 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers
Exam format: multiple choice, short answers

Pol 1025 Global Politics
(Sec 001, 002); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Krebs, Ronald R
Description: This course aims to provide students with an introduction to the central questions of international relations. Students will be introduced to theoretical traditions, but the course will focus primarily on explaining and understanding current and historical problems and cases in world politics. It will explore, among other issues, the causes of war and peace, the limited use of force, humanitarian intervention, nuclear proliferation, nationalist conflict, international ethics, the politics of international trade and finance, foreign aid, globalization, the prospects for environmental cooperation and human rights norms, terrorism, and the future of world politics. By the end of the course, students should be familiar with all these issues and others, should have developed their own views on these controversial questions, and should be able to apply basic analytical frameworks and tools to answer them.
Class time: 90% lecture, 10% Discussion
Work load: 80-100 pages of reading per week, 3 exams
Grade: 50% mid-semester exam(s), 45% final exam, 5% class participation
Exam format: Identifications; short paragraphs; essays

Pol 1026 We and They: U.S. Foreign Policy
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
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: 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 1054 Repression and Democracy Around the World
(Sec 002); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Mihailescu, Mihaela
Description: How can we understand our world's political diversity? How do various political systems manage internal dissent and conflict? To answer these questions, we explore modern authoritarian and democratic political systems, as well as democratizing countries undergoing the difficult passage from repressive to democratic regimes. Among others, we look at relations between democracy and capitalism, at the role of civil society, at the concept of illiberal democracy, at human rights abuses and the ways to deal with them, at ethnic conflict and nationalism. We end with an analysis of the impact of globalization on the state and the place of the European Union in a changing Europe. The geographic focus of the class is on Western and Eastern Europe, but we will draw as well on examples from Latin America, Russia, East Asia, Africa and the Middle East. Other Work: a) 10 page country report on the historical background and the current political, economic, and social situation of a country of your choice. b) At the end of each discussion section, you will write down in class a paragraph regarding what you consider the most important issue/concept/idea we've learned that day. You have to hand in 10 paragraphs
Class time: 65% lecture, 10% Closed Circuit TV, 25% Discussion
Work load: 100 pages of reading per week, 3 exams
Grade: 25% final exam, 15% written reports/papers, 10% class participation, 50% two mid-exams at 25% each
Exam format: concept definition and short essay
Course URL:
http://www.polisci.umn.edu/courses/spring2004/1054/001

Pol 1201 Political Ideas and Ideologies
(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Scheuerman, William
Description: This course provides you with an introduction to political philosophy by focusing on a number of the most fundamental questions about political life. Should we obey government? Which form of government is best, and why? What is justice? How are politics and morality related? What is equality? What is freedom, and how might it best be realized? After completing this course, you will have gained 1) a preliminary overview of the history of western political ideas and 2) improved skills in thinking conceptually about politics.
Class time: 70% lecture, 30% Discussion
Work load: 70-120 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, Attendance compulsory
Grade: 10% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation, 10% Second Exam
Exam format: Short essays

Pol 1903 Freshman Seminar
(Sec 001); 3 cr; A-F only; prereq Fr or max 24 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Strolovich, Dara
Description: The US is marked by a tension between the principles of equal opportunity and equal representation on the one hand, and the reality of social, political, and economic inequalities among groups on the other. It is also marked by a tension between an ethos of individualism, and the prominent political and social roles played by groups organized along lines such as religion, race, ethnicity, profession, gender, class, sexuality, age, and national origin. What is the relationship between group inequalities and how much political "voice" groups have? What is the relationship between this voice and groups’ ability to achieve their public policy goals? What should these relationships look like? We begin by considering each of the concepts in the title, reading historical and contemporary, as well as empirical and theoretical, accounts of inequalities, representation, and groups. We then examine a range of ways in which Americans make their voices heard in politics, including voting, social movements, and
Pol 3070 Faculty-Supervised Individual Field Work

Instr consent, dept consent; meets DELM req of classroom
(Sec 001); 1-13 cr; max crs 13, 1 repeat allowed; A-F only; prereq

Exam format: reports/papers, 15% class participation

Exam format: Short answers and essay

(3 cr; meets CLE req of Social Science Core; meets DELM req of classroom)
Instr: 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% midquarter 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-quarter 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

Pol 3070 Faculty-Supervised Individual Field Work

(Sec 001); 1-13 cr; max crs 13, 1 repeat allowed; A-F only; prereq inst consent, dept consent; meets DELM req of classroom
Instr: Soper, Paul W !Outstanding Service Award!!
Description: Students working in political or governmental internships may receive credit for academic work completed in association with their internship work. Students may receive 1 credit for every 3 hours (per week) of internship work. Academic work increases with increased hours worked. Assignments will include: 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

Pol 3080 Faculty-Supervised Individual Internships

(Sec 001); 4-13 cr; max crs 15, 3 repeats allowed; A-F only; prereq inst consent, dept consent; meets DELM req of classroom
Instr: Soper, Paul W !Outstanding Service Award!!
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

Pol 3085 Quantitative Analysis in Political Science

(4 cr; A-F only; prereq 9 cr social sciences or instr consent; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom)
Instr: Druckman, Jamie
Description: This course serves as an introduction to empirical research techniques, or how one tests a political hypothesis using data. The class will be divided into four parts: research design, measurement and sampling, descriptive statistics, and inferential statistics. We also will discuss how to use statistical software to analyze data. Students will be asked to carry out a research project that includes the collection and analysis of their own data. Additionally, there will be two tests and two presentations. No mathematical or statistical background is necessary. The course is designed for undergraduate majors and non-majors. Required books include: StataQuest 4 by J. Theodore Anagonos and Richard E. Deleon, Statistics: Concepts and Controversies 4th Edition by David Moore, and The Craft of Political Research 4th Edition by W. Phillips Shively.

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

Work load: 100 pages of reading per week, 18 pages of writing per semester, 1 exams, 2 presentations

Grade: 15% mid-semester exam(s), 15% final exam, 10% written reports/papers, 40% special projects, 15% in-class presentations, 5% class participation

Exam format: short answer

Pol 3085 Quantitative Analysis in Political Science

(2 cr; A-F only; prereq 9 cr social sciences or instr consent; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom)
Instr: Luks, Samantha C
Description: This course is an introduction to quantitative methods in political science and social science research. We will cover basic topics in research design and statistics and consider many examples of such research. 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. The course is designed for undergraduate majors and non-majors.

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

Pol 3210 Practicum

(1-3 cr; max crs 6, 6 repeats allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom)
Instr: 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

This information is accurate as of: 11/3/2004
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.
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 3235W Democracy and Citizenship
(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq 1201
recommended; meets CLE req of Citizenship/Publ Ethics Theme;
meets CLE req of Writing Intensive; meets DELM req of
classroom
Instructor: Lomonaco, Jeffrey D
Description: Throughout much of the world today, democracy is the
only defensible political system, which is quite a departure from how
things were even in the recent past. But what do we mean by
democracy? The word itself means rule of the people, but how is such
rule to be realized, especially in a system of representative and not
direct democracy? And what is the value of democracy? Is democracy
simply a system for controlling elected representatives, or is it
something more? Is it in fact only a political system, or is democracy
rather an entire culture and way of life? And how are we to think about
some of the characteristic problems in a democracy, like the role of
majority rule, and the consequent tensions between majorities and
minorities whose rights must be protected. What is the role of voting
and other forms of citizenship participation in a democracy? This
writing-intensive course examines competing theories of democracy in
order to address these and other questions, principally though not
exclusively in the context of the United States. Though we will look
back to some of the classic formulations of the value and disquiet of
democracy from the eighteenth century - the Federalist papers and
Rousseau - the vast majority of readings will be drawn from twentieth-
century sources. The last part of the course will be a sustained
examination of the question posed by the recent book by the great
democratic theorist Robert Dahl: How Democratic is the American
Constitution?
Class time: 65% lecture, 35% Discussion
Work load: 25-100 pages of reading per week, 22-30 pages of writing
per semester, 1 exams, 6 papers
Grade: 20% final exam, 75% written reports/papers, 5% class
participation
Exam format: Short answer and essay

Pol 3701 American Indian Tribal Governments and Politics
(Sec 001); Credit will not be granted if credit has been received
for: AMIN 3501, AMIN 3501 3 cr; A-F only; meets CLE req of
Citizenship/Publ Ethics Theme; meets CLE req of Social Science
Core; meets DELM req of classroom
Instructor: Wilkins, David E
Description: This course examines the origins, status, structures, and
powers of American Indian governments and the distinctive politics
associated with these First Nations who constitute the third set of
sovereign governments in the U.S. whose existence long predate the
federal and state governments. This course fulfills CLE requirements
of Social Science core and Citizenship and Public Ethics themes.
Class time: 25% lecture, 75% Discussion
Work load: 75-150 pages of reading per week, 15-25 pages of writing
per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written
reports/papers, 20% weekly questions based on readings
Exam format: long essays

Pol 3766 Political Psychology of Mass Behavior
(Sec 001); 3 cr; prereq 1001 or equiv or instr consent; meets CLE
req of Citizenship/Publ Ethics Theme; meets DELM req of
classroom
Instructor: Rahn, Wendy Marie
Description: The field of political psychology seeks to understand how
the context of politics and the characteristics of individuals and groups
combine to produce political behavior, including, for example, turning
to vote, running for political office, and policy decisions. In this
course, we will examine a variety of approaches to, and techniques for,
studying these and other types of political behavior, including surveys,
content analysis of communications media, and in-depth interviews.
We will look at both the behavior of ordinary citizens and the behavior
of political elites, examining the extent to which political attitudes and
behavior are shaped by motives, beliefs, values, emotional reactions,
and features of the political situation. A variety of assessment
procedures will be used to evaluate the student's performance in class,
and there will be some choice about the particular mix of things a
student can undertake in order to successfully complete this class.
The course is designed for political science majors with an interest in
learning about the political behavior of individuals and for nonmajors
with an interest in the application of psychological ideas to the study of
political context.
Class time: 70% lecture, 30% Discussion
Work load: A mix determined by the students
Exam format: Multiple choice and essay

Pol 3767 Political Psychology of Elite Behavior
(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ
Ethics Theme; meets DELM req of classroom
Instructor: Sullivan, John L IMorse Alumni Award!!
Description: In this course, we will examine the intersections of
politics, personality and social psychology. We will explore the
usefulness of psychological theories for investigating the role of the
individual, of group processes, and of the political context in decision-
making by political leaders. We will examine how the personalities
of political leaders affect the type and quality of their decision-making,
how group processes interfere with or enhance good decision-making,
how decision-makers employ historical analogies and broader
metaphors when they decide the fate of nations. We will examine
these general forces by conducting case studies of Presidential
decision making, including the Bay of Pigs, Watergate, Iran-Contra, the
Gulf War, etc.
Class time: 50% lecture, 20% Closed Circuit TV, 30% Discussion
Work load: 100+ pages of reading per week, 15-20 pages of writing
per semester, 2 exams, 3 papers
Grade: 30% mid-semester exam(s), 30% final exam, 30% written
reports/papers, 10% class participation
Exam format: Short answer and medium length essay

Pol 4253 Modernity and Its Discontents: Late Modern Political
Thought
This course addresses the problem of modernity and its discontents by way of two overlapping themes that resonate within the works of Hegel, Marx, Tocqueville, Mill, Nietzsche, Weber, and Freud. The first theme concerns the project of emancipation and the development of theories that seek to understand political society and the state in terms of historical progress (Hegel); capitalism and class struggle (Marx); mass democracy, liberty, and social conformism (Tocqueville, Mill). The second theme introduces the disenchantment of the world in the face of the increasing fragmentation, routinization, rationalization, and herd morality of everyday life (Nietzsche, Weber, Freud). These themes, introduced and sustained within modernity, remain compelling aspects of contemporary existence. Our critical and interrogative study of these theorists and texts will address how and why this is so. Undergraduate, and graduate (not polsci), majors and non-majors.

Class time: 75% lecture, 25% Discussion
Work load: 75-125 pages of reading per week, 15-21 pages of writing per semester, 3 papers, five (1p.) "briefs," final "factoid" quiz that can help, not hurt, grade
Exam format: factoid quiz: short answer

Pol 4275 Contemporary Political Thought
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 1201 recommended; meets CLE req of Citizenship/Publi Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Scheurman, William
Description: This course offers a survey of political and social thought since the mid-twentieth century. We examine a series of provocative attempts by recent thinkers to make sense of the most striking political and social events of the last half-century: the rise and decline of right-wing (fascist and Nazi) dictatorships, Holocaust, emergence of the welfare state, decolonization and national liberation struggles, the nuclear arms race and seemingly endless series of wars (along with some successful non-violent political struggles), and ascent and demise of communism. The course tries to tackle a series of fundamental questions: is freedom still possible in contemporary society, or are we doomed to succumb to dictatorship? What opportunities does contemporary society offer for individual creativity and spontaneity? What is the proper role, if any, of violence in political and social struggle? How should we make sense of the terrible political crimes splattered across the pages of recent history? What can we do to prevent similar crimes from happening in the future?  
Class time: 75% lecture, 25% Discussion
Work load: 100-150 pages of reading per week, 14 pages of writing per semester, 3 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation
Exam format: Short essay

Pol 4308 Congressional Politics and Institutions
(Sec 001); Credit will not be granted if credit has been received for: POL 5308, POL 5308; 3-4 cr; max crs 4, 1 repeat allowed; prereq 1001 or 1002, non-pol sci grad major or instr consent; meets DELM req of classroom
Instructor: Pearson, Kathryn Lynn
Description: This course is a comprehensive survey of the contemporary U.S. Congress. We will begin by analyzing congressional elections and how members of Congress represent their home states and districts. The course will focus on the origins, development, organizational features, and procedures of the modern Congress. We will pay particular attention to parties and party leaders in Congress, the committee system, the legislative process, and differences between the House and the Senate.

Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation
Exam format: short answer and essay

Pol 4309 Justice in America
(Sec 001); 3 cr; prereq 1001 or 1002, non-pol sci grad major or instr consent; meets DELM req of classroom
Instructor: Johnson, Timothy
Description: The primary purpose of this course is to introduce you to the function and organization of the judicial system in the United States, with an emphasis on the decision-making of judges at both the state and federal level, most notably the justices of the Supreme Court. Judges play an integral role in the political process. While some believe that the courts have become too involved in the policy process, few would dispute that courts are far more involved in the policy process than ever before. In recent years, the Supreme Court has rendered decisions on issues such as legislative reapportionment, the limitations states can place on access to abortion, the application of the death penalty, the ability of Congress to regulate content on the Internet, and even becoming involved in the 2000 presidential election. In addition, lower state and federal courts are intimately involved in the policy process as well, making the study of these institutions vital to our understanding of the American political process. In this course, we will focus on the courts as both legal and political institutions, with an emphasis on the political nature of judicial decision making, and the relationship between the courts and the other branches of government. While much of the course will be dedicated to the study of the Supreme Court, we will also address the role and function of trial and appellate courts, both on the state and federal levels.

Class time: 50% lecture, 50% Discussion
Work load: 40-50 pages of reading per week, 8-10 pages of writing per semester, 1 exams, 1 papers
Grade: 40% mid-semester exam(s), 40% written reports/papers, 20% class participation
Exam format: Essay
Course URL: http://www.polisci.umn.edu/faculty/tjohnson/

Pol 4485 Human Rights and Democracy in the World
(Sec 001); Credit will not be granted if credit has been received for: POL 5485, POL 5485, POL 5485; 3 cr; prereq At least one 1xxx or 3xxx course in pol sci, non-pol sci major or instr consent; meets DELM req of classroom
Instructor: Sikkink, Kathryn A
Description: This class will examine the question of international human rights in theory and in practice. We will begin by studying the history of the idea of human rights and the basic human rights treaties and declarations. Next we will explore theoretical explanations for repression and human rights violations, contrasting explanations that focus on economic, political, psychological, and ideological factors. We will devote particular attention to causes of genocide, and look at what other countries might do to prevent future genocide. Each student will be asked to choose and focus on one or two countries that provides cases of repression and human rights violations. In the third part of the class, we will explore how human rights violations could be prevented and what individuals can do to improve human rights situations. In this part of the course, we will examine issues of transitional justice and accountability for past human rights abuses. Do Truth Commissions and trials of leaders for human rights violations help avoid future repression?

Class time: 45% lecture, 35% Discussion, 20%
Work load: 100-130 pages of reading per week, 12 pages of writing per semester, 2 exams, 4 papers
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation
Exam format: essay, short answer, and multiple choice

Pol 4737 American Political Parties
(Sec 001); Credit will not be granted if credit has been received
Pol 4767 Public Opinion and Voting Behavior
(Sec 001); Credit will not be granted if credit has been received for: POL 5767, POL 5767, POL 5767; 3 cr; max crs 4, 1 repeat allowed; prereq 1001 or equiv or instr consent; meets DELM req of classroom
Instructor: Pearson, Kathryn Lynn
Description: This seminar will analyze political parties in the United States. We will explore the theoretical and historical origins of parties in the U.S.; the dilemma of third parties; the role of parties in campaigns and elections; the role of parties in the electorate; the role of parties in the government; and the impact of recent campaign finance reform on parties. We will meet once a week for three hours, divided between lecture and participation. Students will be required to make presentations and lead class discussions.
Class time: 50% lecture, 50% Discussion
Work load: 150 pages of reading per week, 1 exams, 2 papers
Grade: 20% final exam, 40% written reports/papers, 20% in-class presentations, 20% class participation
Exam format: essay and short answer

Port 1102 Beginning Portuguese
(Sec 001); 5 cr; prereq 1101 or instr consent; meets DELM req of classroom
Instructor: STAFF
Class time: 15% lecture, 15% Closed Circuit TV, 60% Discussion, 10% in-class exercise
Work load: 10 pages of reading per week, 3 exams, 8 quizzes
Grade: 15% mid-semester exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% class participation, 10% compositions

Port 1104 Intermediate Portuguese
(Sec 001); 5 cr; prereq 1103 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Continuation of 1103. This intermediate level Portuguese language course focuses on the acquisition of basic skills (Speaking, Comprehension, Reading, and Writing). Cultural aspects: Brazil,
Port 3001 Portuguese for Spanish Speakers
(Sec 001, 002); 4 cr; prereq [[Span 3015, LPE] or Port LPE or instr consent]], speak other Romance language; meets DELM req of classroom
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% quizzes, 15% in-class presentations, 20% class participation

Port 3003 Portuguese Conversation and Composition
(Sec 001); 4 cr; prereq 1104, 3001, Port LPE; meets DELM req of classroom
Instructor: STAFF
Description: This course will focus on grammar review through practical activities in order to encourage conversation. There will also be readings, films/videos, and discussions that will center on Brazilian and/or Portuguese, and/or Lusophone African cultures. The main objective is for students to improve all four language skills (comprehension, reading, speaking, and writing).
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% quizzes, 15% in-class presentations, 20% class participation

Port 3920 Topics in Lusophone Cultures
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq [1101, 1102, 1103, 1104] or [3001, 3003] or equiv; meets DELM req of classroom
Instructor: Arenas, Fernando
Description: "Popular Music in the Portuguese-Speaking World" - This course is an introduction to the popular music of Brazil, Portugal, Cape Verde, and Angola. We will study the emergence of contemporary popular music in a variety of forms while paying close attention to the specific historical, socio-cultural, and political forces that have shaped its formation in these specific countries. Furthermore, we will explore the impact of globalization on national popular music forms throughout the Portuguese-speaking world and their respective contributions to transnational genres such as jazz, "Latin music," and "world music." Our analytical focus will be centered on poetry and song lyrics, musical form (melody, rhythm, instruments, sources of influence), as well as social context and the political economy of popular music dissemination (nationally and internationally). The following will be some of the main musical forms studied throughout this course: Brazilian (samba, bossa nova, and MPB); Portuguese (fado); Cape Verde (morna, koladera); and Angola (semba). Class sessions will be organized around lectures, discussion, music listening, and film viewing. The course will be taught entirely in Portuguese.
Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion
Work load: 100+/- pages of reading per week, 20 pages of writing per semester, 6 papers
Grade: 60% written reports/papers, 40% class participation

Port 5970 Directed Readings
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent; meets DELM req of classroom
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

Psy 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 (4 credits), a prerequisite for all advanced Psychology courses, introduces the scientific study of human behavior and mind. Students meet three times a week for multi-media megaclass lectures given 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. In addition, Psy 1001 has a writing component to encourage students in the skills of academic discourse. Eight times during the term each section of students participate in an on-line discussion of a controversy in Psychology and write a brief paper summarizing their conversation. The skills practice include developing a hypothesis, providing supporting evidence, critically evaluating the evidence provided by others, listening and responding respectfully to the conclusions and evidence of others.
Class time: 70% lecture, 30% Discussion
Work load: 40 pages of reading per week, 15 pages of writing per semester, 4 exams, 8 papers, We require participation in an on-line conversation.
Grade: 40% mid-semester exam(s), 28% final exam, 20% written reports/papers, 12% class participation
Exam format: multiple choice exams
Course URL: http://www.psych.umn.edu/psycourses/psy1001/default.htm

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
Instructor: Brothen, Thomas !!Morse Alumni Award!!
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 1001 Introduction to Psychology (Sec 031); 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: Maurer, Steven Thomas
Description: Psy 1001 is a 4 credit introduction to the scientific study of human behavior and the mind, and a prerequisite for all advanced Psychology courses. Students will meet two nights a week, with classes including lectures, class discussions, small group activities, and films. 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. At the end of this course all of you should a) know the basic terms, concepts, principles, methods, and perspectives of psychology, b) be able to apply this knowledge to your own life and the world around you, and c) be able to think critically about psychology and pop psychology.
Class time: 60% lecture, 20% Discussion, 20%
Work load: ~90 pages of reading per week, ~15 pages of writing per semester, 4 exams, 2 papers
Grade: 14% written reports/papers, 69% quizzes, 7% In-class writing assignments
Exam format: multiple choice, short and long answer
Course URL: http://personal4.stthomasa.edu/stmaurer/Personal/Psy1001/Main.html

Psy 1001 Introduction to Psychology (Sec 029); 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: Purvanova, Radostina Krassimirova
Description: This course is designed to introduce students to the broad discipline of psychology by focusing on a different psychological specialty each week. Specifically, the course will cover research methods available to psychologists, motivation and emotion, theories of learning, memory processes, social psychology, personality, developmental psychology, and intelligence. Other topics may also be discussed. The course is recommended for freshmen and sophomores, but more advanced students are also welcome.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers, 8 to 10 in-class graded group activities
Exam format: Multiple choice

Psy 1001 Introduction to Psychology (Sec 033); 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: Shryack, Jessica R
Description: Psychology is a social science discipline where researchers strive to understand the human experience from a variety of perspectives (e.g. social, cognitive, biological) using multiple methods including survey methods, case studies and experiments. By the end of the this course, students should: 1) be familiar with the major findings from different research areas in psychology, 2) understand and be able to critically evaluate the scientific merit of psychological research, 3) and understand the role of psychological research in everyday life.
Class time: 80% lecture, 20% Discussion
Work load: 30-40 pages of reading per week, 20 pages of writing per semester, 4 exams
Psy 3051 Introduction to Cognitive Psychology
(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom
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.
Exam format: Multiple choice

Psy 3061 Introduction to Biological Psychology
(Sec 001); Credit will not be granted if credit has been received for: PSY 5061, PSY 5061, PSY 5061; 3 cr; prereq 1001 or Biol 1009; meets DELM req of classroom
Instructor: Gewirz, Jonathan C
Description: Class Description: 1) Provide an overview of neuroanatomy, neurophysiology, and basic principles of biopsychological investigations. 2) Review current knowledge of the biological bases of a wide range of phenomena (including sensation/perception, movement, learning/memory, language, stress, and sleep), and psychiatric disorders (including depression and drug abuse). Objectives: Students should become comfortable with the basic details of brain function, gain a general understanding of the biology of behavior and neurological/psychiatric disorders, and develop skills to understand techniques and evaluate results of neurobiological and behavioral experiments. Required Text: Pinel, J.P.J. (2003). Biopsychology, 5th Edition, ISBN: 0-205-34984-6, Boston, MA: Allyn & Bacon. Optional Text: Mana, M.J. (2003). Study guide for Pinel: Biopsychology, 5th Edition, ISBN: 0-205-37010-1, Boston, MA: Allyn & Bacon. Lecture Style: Lectures will review some of the topics covered in the readings, but will also include related information not covered in the texts. Class discussions, and videos will supplement some of the lectures. Assigned readings should be completed before class.
Class time: 85% lecture, 15% Discussion
Work load: 30-70 pages of reading per week, 3 exams, 2 small slide presentations, 2 in-class small groups.
Grade: 25% written reports/papers, 75% quizzes
Exam format: multiple choice
Course URL: http://www.psych.umn.edu/courses/index.htm

Psy 3201 Introduction to Social Psychology
(Sec 012); 4 cr; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Baldwin, Austin Schwendiman
Description: Social psychology addresses the question of how individuals’ thoughts, feelings, and behaviors are influenced by other people. This includes how we understand and make sense of other people and how we influence and are influenced by other people. Psychology 3201 is designed to be an extensive, but not an exhaustive, overview of the various theories and methods employed by social psychologists in their attempts to understand social influences on human behavior. Specific topics covered include: aggression and prosocial behavior; prejudice, stereotypes, and discrimination; interpersonal relationships; persuasion and attitude change; person perception; and ways in which social psychology has been used to help us understand and solve “real world” problems.
Class time: 75% lecture, 25% Discussion

Psy 3301 Introduction to Cultural Psychology
(Sec 001); 3 cr; A-F only; prereq [1001, 3005W] or instr consent; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Yoo, Hyung-Chol
Description: This class is open to undergraduates who has completed Psychology 1001. In this course, we will consider current theories and research on culture, race, and ethnicity. You will gain a better understanding of the ways in which sociocultural contexts influence psychological processes, learn about empirical methods in cultural psychology, and achieve a better appreciation of cultural groups within and outside of the United States. You will also learn how to consider issues of culture in interpretation of personal experiences and in application of cultural diversity issues to various settings.
Class time: 70% lecture, 20% Discussion, 10% videos
Work load: 5-6 pages of writing per semester, 3 exams, 1 papers
Grade: 75% 3 Exams; 25% One ethnographic interview paper
Exam format: multiple choice
Course URL: http://www.psych.umn.edu/courses/yobb/Psy3301

Psy 3604 Introduction to Abnormal Psychology
(Sec 003); Credit will not be granted if credit has been received for: PSY 5604, PSY 5604H, PSY 5604H; 3 cr; prereq 1001; meets DELM req of classroom
Instructor: Hanson, Karen L
Description: This three-credit course is designed to provide you with an introduction to the scientific study of psychological disorders, or psychopathology. Over the course of the semester, you will receive a descriptive overview of the various forms of psychopathology included in the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). We will consider major categories of clinical disorders, including mood, anxiety, substance use, psychotic, and eating disorders. Personality and developmental disorders will also be covered. You will be introduced to different theoretical explanations for some of these disorders and (to a more limited extent) select assessment and intervention techniques. Additionally, we will cover historical perspectives on psychopathology. Material will be presented in a variety of formats, including lecture, videos, large- and small-group discussions, and in-class activities.
Class time: 90% lecture, 5% Closed Circuit TV, 5% Discussion
Work load: 30-40 pages of reading per week, 3 exams

Psy 3617 Introduction to Clinical Psychology
(Sec 001); 3 cr; prereq 3604 or 5604H; meets DELM req of classroom
Instructor: Grove, William Merrill
Description: Target audience: mostly majors, who must have taken Psy 3604 (Abnormal Psychology) or equivalent. This course is meant to familiarize students with the field of clinical psychology, primarily as it exists in the U.S. The course first briefly discusses the history of clinical psychology, then outlines training programs (including how to get into graduate school, and what programs are like once one gets in). The rest of the course covers clinical assessment, psychological interventions, and psychopathology and treatment research. This course may help students considering a career in clinical psychology, decide whether this field appeals to them. Main text: Trull's Introduction to Clinical Psychology. Students also read about a dozen empirical research articles in a reading packet. The course is lecture and discussion format. Exams include a mid-term and a final, non-cumulative in coverage and having equal weight. Students usually consider the exams in this course fairly difficult.
Class time: 80% lecture, 20% Discussion
Work load: 50 pages of reading per week, 3 exams
Grade: 66% mid-semester exam(s), 33% final exam, 0% Actually 33% on final; and 33% each of 2 mid-semester exams
Exam format: multiple choice
Course URL: http://www.psych.umn.edu/psychcourses/GroveW

Psy 3666 Human Sexuality
(Sec 001, 002); 3 cr; prereq 1001; meets DELM req of classroom
Instructor: STAFF
Description: Overview of theories, research, and contemporary issues in human sexual behavior from an interdisciplinary perspective. Topics include sexual anatomy and physiology, hormones and sexual differentiation, cross-cultural perspectives on sexual development, social and health issues, and sexual dysfunction and therapy.
Psy 3711 Introduction to Industrial and Organizational Psychology (Sec 001); 3 cr; prereq [1000, 3005 or 4801 or equiv, 1001 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Application of psychological theory and research to recruitment, personnel selection, training and development, job design, work motivation, leadership, performance assessment, and job satisfaction measurement.

Psy 3902W Major Project in Psychology (Sec 001-007); 4 cr; A-F only; prereq 3005W, [Psy major, sr]; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Major project provides an opportunity for senior psychology majors to show that they: 1. Have enough knowledge of psychology to form an interesting hypothesis. 2. Have the ability to design a valid study to test this hypothesis. 3. Have the writing and speaking skills to make a clear presentation of their proposed studies. Students will propose studies that would, if performed, add to the knowledge about an area of psychology. They will review existing literature, form and defend a hypothesis, design a study to test the hypothesis, discuss possible results from such a study, and discuss the significance of those results. This proposal will be presented in a 10-minute oral presentation and in a 20-page paper. Major project resembles an independent study more than it resembles a traditional class. The focus is not on absorbing material from lectures and assigned readings, but on understanding the processes involved in writing a research proposal. Students need to work independently to succeed in this class. Students should think about proposal topics before the semester begins and should be prepared to spend a significant amount of time developing the proposals during the beginning of the semester.

Class time: 207

Work load: 40 pages of reading per week, 40+ pages of writing per semester, 1 papers

Grade: 40% written reports/papers, 20% in-class presentations, 10% participation, 30% Rough draft of final paper, miscellaneous assignments

Exam format: None

Psy 3960 Undergraduate Seminar (Sec 003); 2 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom

Instructor: Davenport, Nicholas D

Description: Attention-deficit/hyperactivity disorder (ADHD) has received extensive media coverage over the past ten years. It is the most commonly diagnosed psychological disorder of childhood and is being diagnosed more and more in adults. So what causes this disorder? Why have the rates of diagnosis increased in the past few decades? Is it over-diagnosed or under-diagnosed? What are the short and long term effects of treating children? These are just a handful of the questions that we will seek to address in this seminar by reading scientific and social literature and having open discussions. Grades will be based on class participation, two short papers, and one presentation.

Class time: 207

Work load: 15 pages of reading per week, 5 pages of writing per semester, 2 papers

Grade: 30% written reports/papers, 20% in-class presentations, 50% class participation

Psy 3960 Undergraduate Seminar (Sec 004); 3 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom

Instructor: Su, Jenny Chen-Yi

Description: This course is primarily designed to introduce you to the following models of individual counseling: Psychoanalytic, Existential, Person-Centered, Gestalt, Behavioral, Cognitive-Behavioral, Interpersonal, and Multicultural. We will also consider contextual factors that can impact the counseling process (e.g., gender, social status, culture, ethnicity/race, sexual orientation) and explore the mechanisms through which people change. Along the way, the course will orient you to the basic helping skills that are important to students who may be interested in pursuing further graduate work in this area. Finally, we will consider contemporary issues that influence the counseling profession, including ethics, managed care, and the efficacy of psychotherapy.

Class time: 50% lecture, 50% Discussion

Work load: 2 exams, 3 papers

Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 20% class participation

Exam format: multiple choice

Psy 3860 Undergraduate Seminar (Sec 001); 3 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom

Instructor: Yanowitz, Jennifer Lynne

Description: This 3-credit class will exclusively examine romantic relationships. While the primary focus will be on adult romantic relationships, a developmental perspective will also be taken examining adolescent romantic relationships and the progression of relationships throughout the life. Topics will include mate selection and attraction, courtship, general theories of love, sex, marriage, and relationship dissolution using both empirical articles and textbook readings.

Exam format: Multiple choice

Psy 3993 Directed Study (Sec 001); 1-6 cr; max crs 24, 8 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

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 independent 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; meets DELM req of classroom

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 laboratory activities do not count 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.

Grade: 100% Determined by faculty advisor

Exam format: Typically, there are no exams

Psy 3996 Undergraduate Field Study/Internship in Psychology (Sec 002); 4 cr; max crs 12, 4 repeats allowed; prereq 1001, instr consent, dept consent, college consent; meets DELM req of...
This information is accurate as of: 11/3/2004
Psy 4994V Honors Research Practicum
(Sec 001); 4 cr; prereq 3005W, honors psych; meets CLE req of Writing Intensive; meets DELM req of classroom; 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 4996H Honors Internship/Externship
(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Honors, instr consent, dept consent, college consent; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: The Honors Internship/Externship provides Psychology Honors Students with an opportunity to gain practical experience in a "real life" setting relevant to an academic interest in psychology. The objective is for the student to learn practical skills and discover work in a particular career area. Opportunities may be coordinated through the Career and Community Learning Center. A written report describing the experience and its consequences is required. Written evaluation from the internship supervisor will be considered as part of the evaluation. Registration requires a contract between a faculty member and the student, and approval from the department. Registration instructions are available in 105 Elliott Hall.
Class time: 100% varies by advisor
Work load: 3 hours of academic work each week per credit
Grade: 100% varies by advisor
Exam format: Typically, there are no exams

Psy 5018H Mathematical Models of Human Behavior
(Sec 001); 3 cr; prereq Math 1271 or instr consent; meets DELM req of classroom
Instructor: Schrater, Paul Robert
Description: Mathematical models of complex human behavior, including individual and group decision making, information processing, learning, perception, and overt action. Specific computational techniques drawn from decision theory, information theory, probability theory, machine learning, and elements of data analysis.

Psy 5138 Psychology of Aging
(Sec 001); 3 cr; prereq 3005W or equiv; meets DELM req of classroom
Instructor: Gershenson, Celia Wolk
Description: The major focus of this course is to identify and describe those factors that contribute to the normal aging process. We will concentrate on the behavioral changes that occur during late adulthood. We also will discuss factors that change minimally with age. Among the topics to be covered are: demographics, research methodology, attention, learning, memory, mental abilities, personality, psychopathology, cognitive impairment, social factors, and biological aspects of aging as related to psychological processes. We will also touch upon the application of research findings as well as ethical and policy issues. The emphasis will be on empirical findings and related conceptual and theoretical approaches. In brief, we will attempt to differentiate between myths and facts through the scientific study of adult development. We will attempt to identify the factors that contribute to successful or optimal aging. The overall conceptual approach is a life span developmental one.
Class time: 60% lecture, 35% Discussion, 5% in class demonstration and exercises
Work load: 25-50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, 3 exercises evaluating media coverage of aging issues
Grade: 40% final exam, 20% written reports/papers, 40% quizzes
Exam format: Multiple choice, short answers, short essays.
Course URL:
http://www.psych.umn.edu/courses/spring05/gershenson/psy5138

Psy 5202 Attitudes and Social Behavior
(Sec 001); 3 cr; prereq 3201 or instr consent; meets DELM req of classroom
Instructor: Borgida, Eugene !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: No one area of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. This course therefore has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and allied fields within psychology and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory and measurement, the cognitive structure and functions of attitudes, and the complex relationship between attitudes and behavior. The second part of the course will cover various social psychological theories of persuasion and their diverse applications. Class time will involve lectures by the instructor and guest lecturers, discussion of the text readings, and an occasional video or in-class demonstration.
Class time: 75% lecture, 25% Discussion
Work load: 50 pages of reading per week, 25-30 pages of writing per semester, 2 exams, 2 papers
Grade: 100% Total number of points based on all exams and papers, graded on a curve.
Exam format: Multiple choice, short ID questions, essay on exam #2
Course URL:
http://www.psych.umn.edu/courses/spring05/borgida/psy5202

Psy 5205 Applied Social Psychology
(Sec 001); 3 cr; prereq 3005 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Applications of social psychology research/theory to domains such as physical/mental health, education, the media, desegregation, the legal system, energy conservation, public policy.

Psy 5501 Vocational and Occupational Health Psychology
(Sec 001); 3 cr; prereq 3005 or instr consent; meets DELM req of classroom
Instructor: Sullivan, Brandon Anthony
Description: Occupational health psychology is a new, exciting, multi-disciplinary field dedicated to psychology in the workplace, with a focus on how work and the work environment influence individual health and well-being. Key topics include: a) how organizational factors, such as leadership, social support, and control over work, are related to workplace stress and burnout, b) how individual differences in personality, emotionality, and behavior influence career decision-making, work stress, and coping styles and c) how to design a workplace to maximize the health and well-being of individual employees. We will also cover topics such as discrimination in the workplace, work-life balance, dealing with organizational change and uncertainty, workplace violence, and how people make career decisions.

This information is accurate as of: 11/3/2004

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decisions. Finally, we will review some ways of assessing work-related stress using psychological tests. Undergraduate and graduate students interested in psychology, human resources, management, public health, and related fields are likely to find this course useful and relevant.

Class time: 75% lecture, 25% Discussion

Psy 5604H Abnormal Psychology
(Sec 001); Credit will not be granted if credit has been received for: PSY 3604, PSY 3604; 3 cr; prereq honors or grad student or instr consent ; meets DELM req of classroom; meets HON req of Honors
Instructor: Leon, Gloria R
Description: The course provides a comprehensive examination of different types of psychopathological disorders. While the focus is on adult and adolescent disorders, several class sessions specifically address childhood disorders and developmental trajectories from childhood to adulthood. The general orientation of the course is a consideration of the biopsychosocial causes, diagnostic criteria, and clinical presentation of the various types of psychopathology covered. The major emphasis is on the current clinical research findings; different treatment methods are discussed, although not in a "how to do it" context. The class structure consists of lectures with encouragement of class questions and discussion, and where available, videotape excerpts of interviews of patients meeting criteria for specific disorders. Each of the five week, ten week, and final examinations are split half and half between multiple choice questions covering the text material, and essay questions more focused on the lecture material. A basic abnormal psychology text book as well as a case book of readings are the required texts. Adult special and graduate students are also required to write a term paper for the course. Undergraduate students do not have this requirement.

Class time: 85% lecture, 10% Discussion, 5% Videotapes
Work load: 100 pages of reading per week, 3 exams
Grade: 50% final exam, 25% 5 week exam; 25% 10 week exam
Exam format: Multiple choice and essay

Public Affairs
225 HHHCtr: 612/624-3800

PA 1961W Personal Leadership in the University
(Sec 002); Credit will not be granted if credit has been received for: EDPA 1301, EDPA 1301W; 3 cr; A-F only; prereq Fr or soph; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Long, Durwin Alan
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 4961W Self-Developed Leadership in the World
(Sec 001); Credit will not be granted if credit has been received for: EDPA 4303, EDPA 4303W, EDPA 4303W; 3 cr; max crs 4, 1 repeat allowed; A-F only; prereq [3961 or EdPA 3302], 3971 or EdPA 3402]; undergrad leadership minor; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Atwood, Susan J
Description: This seminar, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to individually focus student learning that has been developed in earlier leadership seminars. Leadership theory, organization building, social change and interdisciplinary approaches to complex global issues will be the main components in this seminar. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, and lead thoughtful group study. In this seminar, students will submit scholarly products to demonstrate a mature understanding of personal leadership in a changing global context.

Class time: 10% lecture, 90% Discussion
Work load: 20-100 pages of reading per week, 40 pages of writing per semester, 2 exams
Grade: 50% written reports/papers, 25% class participation, 25% problem solving
Exam format: No exam - two final papers of ten pages each

PA 5112 Public Budgeting
(Sec 001); 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Penny, Timothy J
Description: Course will focus on budget principles and processes at the state and federal levels. Topics will include budget development at the departmental level, the roles of the chief executive, the legislature and other key players.

Class time: 40% lecture, 30% Discussion, 30% Guests, videos, etc.
Work load: 20-30 pages of reading per week, 10-12 pages of writing per semester, 1 exams, 1 papers
Grade: 45% mid-semester exam(s), 45% written reports/papers, 10% class participation
Exam format: Essay

PA 5122 Law and Public Affairs
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Overview of evolution of American legal system. Role of courts, legislatures, and political actors in changing law. How law is used to change public policy.

PA 5211 Land Use Planning
(Sec 001); 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Physical and spatial basis for community and regional development; public sector's role in guiding private development processes; issues in design of settlements; and applied case studies examining public regulatory frameworks.

PA 5221 Private Sector Development
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Hanson, Warren William
Description: This course is designed to provide the student with a working knowledge of the real estate development process, traditional and non-traditional financing strategies, investment and credit analysis techniques, feasibility analysis tools, and relevant public policy issues. Upon completion of the course, students will be familiar with the roles and responsibilities of developers, investors, lenders, and public officials.

Class time: 40% lecture, 30% Discussion, 30% guest lecturers/experts and discussion
Work load: 75 pages of reading per week, 75 pages of writing per semester, 5 papers
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: No exams.

PA 5301 Population Methods and Issues for the United States and Third World
(Sec 001); 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Levison, Deborah
Description: This course surveys population trends and issues and teaches basic demographic methods. Topics include fertility, mortality, and the demographic transition; population growth and the environment; infant mortality; sexuality and the control of fertility; US trends in family structure; and aging. The course is aimed at Master's
and Ph.D. students but serious upper-level undergraduates are welcome. The course will be "web enhanced" but the home page will be available only to registered students.

Class time: 40% lecture, 60% discussion

Work load: 80 pages of reading per week, 7 pages of writing per semester, 3 exams, 1 papers, 5 problem sets; weekly "reactions" to required readings, 1 page/week

Grade: 35% written reports/papers, 5% special projects, 20% quizzes, 10% in-class presentations, 5% class participation, 10% problem solving, 15% weekly 1 page reactions to readings

Exam format: problem solving

PA 5401 Poverty, Inequality, and Public Policy
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Hannonaty, Maria J
Description: Nature/extent of poverty/inequality in the United States, causes/consequences, impact of government programs/policies. Extent/causes of poverty/inequality in other developed/developing countries.

PA 5412 Aging and Disability Policy
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Bochniarz, Zbigniew
Description: Description and analysis of policy debates concerning populations that are aging or disabled. Students will learn and practice analysis in context of important health care, social, and economic policy debates. Readings are intended to bring students up to date on current theory and evidence.

PA 5502 Economic Development II
(Sec 001); 2 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Schuh, G Edward

PA 5531 Strategies for Sustainable Development: Theory and Practice
(Sec 001); 2 cr; prereq [Microecon course, grad student] or instr consent; meets DELM req of classroom
Instructor: Bochniarz, Zbigniew
Description: Economic, environmental, and social aspects of sustainable development. Strategies, methods of implementation, and applications of sustainable development in different economic systems of industrialized/developing countries. Special attention to countries in transition.

PA 5711 Science, Technology, and International Affairs
(Sec 001); 3 cr; prereq Grad Student or instr consent; meets DELM req of classroom
Instructor: Keller, Kenneth H
Description: This course examines the ways in which science and technology (S&T) affect the global economic, political, and social environment as well as the practical public policy choices available in pursuing national goals. Specific fields at the forefront of S&T are considered (for example, the biomedical sciences and information technology), but the major emphasis is on the processes or dynamics of scientific research and technological development generally. The goal of the course is two-fold: on one hand, to understand how S&T affect our society and, on the other hand, to understand how public policy choices can influence those effects.

Class time: 50% lecture, 50% discussion

Work load: 50-100 pages of reading per week, 1 exams, 1 papers, 3 short (600-800 word) discussion papers; one research paper (2500-3000 words).

This information is accurate as of: 11/3/2004

Grade: 25% final exam, 30% written reports/papers, 15% class participation, 0% 30% discussion papers.

Exam format: The in-class final exam is closed book and consists of five or six questions requiring short essay answers (one to one-and-a-half blue book pages).

PA 5941 Leadership for the Common Good
(Sec 001); 4 cr; prereq Grad student in public affairs or instr consent; meets DELM req of classroom
Instructor: Fennelly, Katherine
Description: Personal, team, organizational, visionary, political, and ethical aspects of leadership. Emphasizes building/experiencing a learning community. The course is designed for graduate students.

Class time: 35% lecture, 65% discussion

Work load: 50 pages of reading per week, 45 pages of writing per semester, 2 papers, Two annotations ans journal questions and exercise every week

Grade: 60% written reports/papers, 10% in-class presentations, 30% Journal questions and exercises

Course URL: http://www.webct.oit.umn.edu/public/PA5941/index.html

Public Health
A-302 Mayo (Box 197): 612/624-6669

PubH 1003 Alcohol and College Life
(Sec 001, 002); 1 cr; prereq fr or soph or PSEO; 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 and drug use affects college life. It reinforces personal prevention strategies as well as aims at maximizing student and campus safety. Pratical hints and tips about how to succeed socially and academically are presented in the context of research and personal experiences by other students. For more information about this course please visit our web-site at http://www.collegelife.umn.edu. Although you can complete the course at your own pace, there are due dates for the assignments and quizzes.

Class time: 100% Distance learning, web-based

Work load: 5 exams, 2 papers, 30 pages of reading and computer interaction per week

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; emphasis on role of education in health conservation, disease control, and drug use. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at the course URL listed below.

Class time: 100% lecture

Work load: 20 pages of reading per week, 4 pages of writing per semester, 3 exams, 1 papers, discussion board

Grade: 40% final exam, 10% written reports/papers, 25% on each of two mid-term exams

Exam format: Multiple choice, fill-in-the-blank, short answer

Course URL: http://www.epi.umn.edu/academic/pdf/f04_3001.pdf

PubH 3003 Fundamentals of Alcohol and Drug Abuse
(Sec 001); 2 cr; prereq credit will not be granted if credit received for: 3004, 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, 4 pages of writing per semester, 3 exams, 1 papers, discussion board

**Grade:** 40% final exam, 10% written reports/papers, 25% on each of two mid-semester exams

**Exam format:** multiple choice

**Course URL:** http://www.epi.umn.edu/academic/pdf/f04_3003.pdf

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**PubH 3040 Dying and Death in Contemporary Society: Implications for Intervention**

(Sec 001): Credit will not be granted if credit has been received for: PUBH 5040, PUBH 5040, PUBH 5040; 2 cr; prereq Jr or sr or instr consent; meets DELM req of classroom

**Instructor:** Rothenberger, James Henry!!Outstanding Service Award!!

**Description:** Basic background information on concepts, attitudes, ethics, and lifestyle management in relation to dying, death, grief, and bereavement. Emphasis will be placed on the intervention and educational aspects of the above topics for community health and helping professionals and educators. The full syllabus for the course, including lecture outlines, textbook and exam information can be found at the website listed below.

**Class time:** 95% lecture, 5% one visit to a funeral home

**Work load:** 100 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers, discussion board

**Grade:** 30% final exam, 30% written reports/papers, 20% on each of two mid-semester exams

**Exam format:** short answer/essay

**Course URL:** http://www.epi.umn.edu/academic/pdf/s04_3040.pdf

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**PubH 3093 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 3093 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 3639 Prevention: Theory, Practice, and Application in Public Health Services**

(Sec 001): 3 cr; prereq Jr or sr; meets DELM req of classroom

**Instructor:** Shanleding PhD, Stanton Barry

**Description:** Course is designed for students and professionals in health and related disciplines who wish to explore current issues and controversies centered on the idea of prevention/health promotion. Course content and topics focus on history, terminology, models, policy development, legislative issues, strategic planning, marketing leadership/management, data, evaluation, managed care focus and future implications. Teaching methods are interactive lectures and discussion, guest speakers from the community and group presentations. Learning materials include an article packet and health behavior and health education: Theory, Research and Practice by Glanz. Course is open to undergraduate, graduate, and health care professionals.

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

**Work load:** 2 papers, 2 papers: annotated bibliography - 10 to 15 pages, and group project

**Grade:** 70% written reports/papers, 30% special projects

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**PubH 3801 Health Economics and Policy**

(Sec 001): Credit will not be granted if credit has been received for: APEC 3801, 3 cr; prereq [Principles of microeconomics [ApEc 1101 or Econ 1101], knowledge of plane geometry] or instr consent; meets DELM req of classroom

**Instructor:** Jonk, Yvonne C

**Description:** This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health care, health care legislation, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 30 pages of reading per week, 3 exams, weekly quizzes

**Grade:** 45% mid-semester exam(s), 20% final exam, 15% quizzes, 5% class participation, 15% problem solving

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

**Course URL:** http://www.hsr.umn.edu/fac_pages/yjonk/yjonk.html

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**Recreation Resource Management**

115 Green Hall: 612/624-3400

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**RRM 3201 Introduction to Travel and Tourism**

(Sec 001): Credit will not be granted if credit has been received for: RRM 5201; 3 cr; A-F only; meets DELM req of classroom

**Instructor:** Messer, Cynthia Cosdon

**Description:** Travel and tourism is one of the largest industries in the world today. In this course, students are introduced to the nature, structure and complexity of the travel and tourism industry as they explore its evolution, the types and functions of the various sectors, the tourism distribution system, the role of stakeholders and tourist motivations.

**Class time:** 100% lecture

**Work load:** 20-40 pages of reading per week, 10 pages of writing per semester, 2 exams, Group project to develop 1) management plan and reduce recreation related impacts and conflicts and 2) demonstrate your understanding of course material by developing a recreation management plan that incorporates the concepts in objective 1.

**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 30% special projects, 5% in-class presentations, 10% class participation, 5% problem solving

**Exam format:** Essay

**Course URL:**

http://www.hermes.forestry.umn.edu/FR/degprog/webclass/fr4232/

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**RRM 5232 Managing Recreational Lands**

(Sec 001): Credit will not be granted if credit has been received for: RRM 5232, RRM 5232, RRM 5232, RRM 5232; 4 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Anderson PhD, Dorothy Helen

**Description:** This course is designed to provide students with an understanding of the principles and practices of Recreation Management of Wildlands. Specific objectives are to: 1) develop an understanding of a conceptual framework for recreation resource and visitor use management, management organization, land management planning, management objectives, monitoring strategies, strategies to reduce recreation related impacts and conflicts and 2) demonstrate your understanding of course material by developing a recreation management plan that incorporates the concepts in objective 1.

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

**Work load:** 20-40 pages of reading per week, 10 pages of writing per semester, 2 exams, Group project to develop 1) management plan and 2) resource monitoring method.

**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 30% special projects, 5% in-class presentations, 10% class participation, 5% problem solving

**Exam format:** Essay

**Course URL:**

http://www.epi.umn.edu/academic/pdf/s04_3040.pdf
Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies
Instructor: Feldman, Harvey M
Description: Supervised field experience for pre-professional students in selected agencies. This 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 augment and reinforce academic course work by applying academic knowledge to a practical setting. 2) To provide students with experience in program operation, administration and supervisory duties as well as direct service to clients. 3) To develop leisure service management and practice skills and abilities under the guidance of a professional mentor. 4) To assess the students abilities in a range of leisure service management and practice skills. 5) To observe, develop and practice ethical and professional behaviors in a leisure service organization setting. 6) To understand and apply organizational techniques to foster effective relationships with clients, staff, management and governing bodies. 7) To develop an understanding of critical issues in leisure services.
Class time: 100% Fieldwork
Grade: 100% field work at recreation agency

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 sr, instr consent; meets DELM req of classroom
Instructor: Tabourne, Carla E S
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 class 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 5221W Comprehensive Therapeutic Recreation Services Development and Management
(Sec 001): 4 cr; prereq 5211 or instr consent , rec major; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Tabourne, Carla E S
Description: Students learn how to apply knowledge of therapeutic recreation's best practices to develop a sample written plan of operation for TR Services. The comprehensive plan includes protocols and program delivery designs, patient and program management details including quality assurance monitoring and reporting in managed care, prospective payment systems, and for private practice. This is the culminating course in which to demonstrate command of the principles, practices, and techniques of professional health care providers. The course is for upper division students and graduate therapeutic recreation majors and continuing education professional in the field.
Rec 5241 Functional Intervention: Recreation Therapy in Geriatric Care
(Sec 001); 3 cr; A-F only; prerequisite 3541 or 5111 or instructor consent; meets DELM req of classroom
Instructor: Taboure, Carla E S
Description: Course Context: The role of leisure in the maintenance of mental, physical, and social emotional health and functioning. The course will address pertinent issues related to prevention of impairments and disability, rehabilitation, support of vital life involvements and the impact of the design and delivery of recreation services. Teaching Methods: Web discussions, lectures, in-class activity/discussion, speakers, practicum experiences. Authors and Texts: McGuire, Boyd & Tedrick (1996) leisure and aging; Elliot, J & Sorq-Elliot, J. (1991) Recreation programming and activities for older adults. Target Audience: TR Majors Human Service Related Majors and those interested there in those interested in the aging process and disabilities associated there with. Interested in recreation and aging.
Class time: 40% lecture, 5% Closed Circuit TV, 15% Discussion, 20% Laboratory, 20%
Work load: 150 pages of reading per week, 40 pages of writing per semester, 2 exams, 2 papers, Practicum experience
Grade: 10% mid-semester exam(s), 10% final exam, 40% written reports/papers, 20% special projects, 20% lab work
Exam format: Multiple choice, essay

Rec 5900 Special Topics: Contemporary Issues in Leisure Services: Collegiate Athletic Gov & Reg
(Sec 001); 2 cr; max crs 12, 1 repeat allowed; meets DELM req of classroom
Instructor: Kara, Frank
Description: This course is designed to provide in-depth education on the governance structure, policies, and procedures in intercollegiate athletics. The course will be helpful for students interested in a career in college athletics as a coach, administrator, athletic trainer, counselor, etc. We will review the current structure, policies, and procedures and the possible future changes being faced by many in the collegiate environment on a day-to-day basis. Upon completion of the course, the successful student should be able to identify problem areas in regards to the rules, work comfortably with the structure of intercollegiate athletics, and understand the inter-relationship of the rules and policies.
Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 10 exams
Grade: 25% mid-semester exam(s), 25% final exam, 50% quizzes
Exam format: Multiple choice

Rec 5992 Readings: Recreation
(Sec 001, 006, 012); 1-3 cr; max crs 9, 9 repeats allowed; meets DELM req of classroom
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.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
(Sec 002, 006, 012); 1-12 cr; max crs 30, 30 repeats allowed; prerequisite MEd or grad student or instructor consent; meets DELM req of classroom
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.
RelS 5111 Problems in Historiography and Representation of the Holocaust
(Sec 001); 3 cr; prerequisite credit will not be granted if credit received for:
JwSt 5111 or Hist 5285; JwSt 3521/RelS 3521 formerly 3541
instructor consent; meets DELM req of classroom
Instructor: Feinstein, Stephen
This information is accurate as of: 11/3/2004
Description: This is an advanced course designed to examine in depth some of the main issues debated by historians, theologians and literary critics about the nature of the Holocaust, historical controversies, and aspects of representation in both literature and art. The Holocaust itself is a controversial subject, not because of "debates" by deniers about whether the Holocaust happened, but the utilization of the word "Holocaust" by other groups who have been afflicted with trauma, slavery, human rights violations, and genocide, especially, but not necessarily, in the twentieth century. There is also a widespread debate about whether the Holocaust can be represented, and if so, how. Silence often is said to be a response. The cultural theorist Theodor Adorno once said that "after Auschwitz there can be no poetry". But later he repudiated this by saying "perennial suffering has as much right to expression as a tortured man has to scream; hence, it may have been wrong to say that after Auschwitz you could no longer write poems". But while poems, literature, drama, painting and sculpture may be produced, not to mention memorials, the question is what is the quality of the work?
Class time: 20% lecture, 80% Discussion
Work load: 150 pages of reading per week, 25 pages of writing per semester, 3 papers
Grade: 60% written reports/papers, 10% in-class presentations, 30% class participation

Rhetoric
64 Classroom Office Building: 612/624-3445

Rhet 1001 Introduction to Scientific and Technical Communication
(Sec 001); 2 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to Scientific and Technical Communication introduces the field of STC to current and potential STC students. Discussions, lectures, and guest speakers introduce the everyday work of STC professionals, including technical writing, project managing, and multimedia/Internet designing. The course will also address the many fields in which STC professionals work, such as medical technology, computer software, agriculture, and natural resources. It will also introduce the employment (marketing) portfolio, student and professional organizations, and trade and scholarly journals. Since these topics and applications cover a wide variety of experiences, the class will be light on lecture and heavy on guest speakers including professors, undergraduate and graduate students, and industry professionals who will share their expertise and experiences. The course is graded pass/fail (S-F)
Class time: 10% lecture, 45% Discussion, 45% Work load: 5 pages of reading per week, 5 pages of writing per semester, 1-2 papers
Course URL: http://www.agricola.umn.edu/rhet1001/

Rhet 1101 Writing to Inform, Convince, and Persuade
( Sec 002-005); 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 DELM req of classroom
Instructor: STAFF
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 what 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.
Class time: 20% lecture, 40% Discussion, 40% Laboratory
Rhet 1152W Writing on Issues of Science and Technology  
(Sec 001, 002); 4 cr; A-F only; prereq exemption from 1101 or equival; meets CLE req of Writing Intensive; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** This course is designed to explore issues of scientific writing. Students explore the ethical, social and political challenges that science and technology create. Students gain: 1) Familiarity with the strategies of rhetorical analysis; 2) A basic fluency in the conventions and philosophy of scientific discourse, and 3) Understanding the role of science in society. For non-science majors, the goal of the process is to gain competency in science as it pertains to political and social situations, which you will face as a citizen. For science majors, the goal is to increase your skill as a participant in these future debates. Specific topic areas include bio-science and environmental controversies; such as cloning, organ transplantation, pollution, and ozone depletion.

Rhet 1223 Oral Presentations in Professional Settings  
(Sec 006); Credit will not be granted if credit has been received for: GC 1461, GC 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only; meets DELM req of classroom  
**Instructor:** Graff, Richard J  
**Description:** Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.  
**Class time:** 40% lecture, 30% Discussion, 30% Laboratory  
**Work load:** 25 pages of reading per week, 10 pages of writing per semester  
**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation

Rhet 1302 Science, Religion, and the Search for Human Nature  
(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom  
**Instructor:** Phillippon, Daniel J  
**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, 12 pages of writing per semester, 2 exams, 3 quizzes, 10 short response papers.  
**Grade:** 15% mid-semester exam(s), 20% final exam, 40% written reports/papers, 15% quizzes, 10% class participation  
**Exam format:** Quizzes: various formats; Exam: essay  
**Course URL:** http://www.agricola.umn.edu/rhet1302/spring05/

Rhet 1311 The Family in American Experience  
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets DELM req of classroom  
**Instructor:** Nichols, Capper Edward  
**Description:** We will begin with an obvious yet complicated question: what do we mean when we say "family"? In particular, what role do we mean now in North America, at the start of the 21st century, and what have people meant for the last four hundred years? The meaning and configurations of family have changed over that time, and continue to change: family is a concept and social practice with a history. We will talk and read about that history as it has been depicted and worried over in literature?n the captivity narrative, the slave narrative, the novel and short story, in film, and finally in recent young adult fiction. As the literary record shows, change has been fueled by a complex web of social and political forces. Slavery, war, and economic depression have challenged the family, as have shifting notions of gender roles, marriage, parenting, and sexuality. The struggle to create, protect, and maintain family is a central drama of American experience. Though we will read works from the colonial period and from the 19th century, we will concentrate on the literary family of the last century. Class time will be devoted to discussions of the readings. You will be asked to keep a reading response journal, to write two take-home essay exams (mid-term and final), and to write a short paper on your own family history.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 60-70 pages of reading per week, Two take-home essay exams, family history paper, reading journal  
**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% in-class presentations, 30% Reading response journal

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; meets DELM req of classroom  
**Instructor:** Patrick, Amy M  
**Description:** Have you ever considered your relationship to a particular place? How much do you know about the history of the landscape on which your family's farm or home dwells? In this course we will examine the ways North America's various residents and visitors have perceived, represented, and altered the continent's landscape over time, and we will address how we come to understand our environmental history from several disciplinary and cultural perspectives, including literature, visual art, and film. We will read Aldo Leopold's A Sand County Almanac, for instance, and use the concept of "place" to ground our discussions of the roles of nature, technology, and ideology in shaping the environmental history of particular regions of the United States. When discussing North America's indigenous and immigrant inhabitants, we will also read Barry Lopez's Rediscovery of North America, and explore the conflicts that arise over ownership, use, and general attitudes toward the land. We will also apply what we read and observe to contemporary real-world and local examples with which we can each identify.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 75 pages of reading per week, 30 pages of writing per semester, Field trips outside of class will be optional  
**Exam format:** varies

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; meets DELM req of classroom  
**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/

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**Rhet 3108W Gender and the Rhetoric of Science and Technology (Sec 001):** 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Schuster, Mary Lay

**Description:** In this course, we explore how cultural gender roles are affected by science and technology and influence scientific and technological thinking, particularly through language and image. Our discussion focuses on the values and goals of past and present scientific and technological communities to discover how the voices and needs of women and men have been defined, included, neglected, silenced, or articulated. For example, Londa Schiebinger’s book explores how classification systems of animals and plants devised by eighteenth-century natural historians reflect and influence the sexual and racial tensions of the times. Schiebinger helps us explore such questions as: Why did eighteenth-century anatomists and anthropologists privilege male bodies when investigating race and European bodies when examining sex?? John Colapinto’s As Nature Made Him: The Boy Who Was Raised as a Girl provides a case study for the nature-nurture debate about the origins of sex identity. A journalist for Rolling Stone magazine, Colapinto tells the story of the famous so-called twins case, in which after a botched circumcision one twin boy was raised as a girl, and introduces us to the issues and problems with sex reassignment as standard treatment for newborns with injured or irregular genitals. The collection of essays in Cyborg Babies raises issues for both men and women about reproductive technologies.

**Class time:** 100% Discussion

**Work load:** 35 pages of reading per week, 32 pages of writing per semester, 3 papers

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

**Exam format:** reading quizzes--multiple choice

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**Rhet 3221W Theories of Human Communication (Sec 001):** 4 cr; prereq 1101 or 1152 or EngC 1011 or equiv; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Graff, Richard J !!COAFES Distinguished Tchg Awd!!

**Description:** Course provides a detailed survey of several fundamental theories and models of human communication. Major topical areas within this broad field include theories of language, interaction and influence. Students apply theories in analysis of communicative events in interpersonal, group and mass-mediated contexts.

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

**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 3 papers

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

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**Rhet 3257 Scientific and Technical Presentations (Sec 001-004):** 3 cr; prereq 1223 or instr consent; meets DELM req of classroom

**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; meets DELM req of classroom

**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

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**Rhet 3291 Independent Study (Sec 001):** 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent; meets DELM req of classroom

**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.

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**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; meets DELM req of classroom

**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

**Work load:** Two take-home exams, in-class readings, quizzes

**Grade:** 15% quizzes, 20% class participation, 0% Exam 1, 30%; Exam 2, 35%

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**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; meets DELM req of classroom

**Instructor:** Nichols, Capper Edward

**Description:** In this course we will study the cultural history of technology, examining the ways machines have impinged on and influenced people's lives in the U.S. over the last two centuries. Americans have repeatedly re-organized their habits and thinking
around new technologies, in an assimilative process most often described as "progress" yet deep ambivalence has been a common response to technological advance. A new tool may promise a greater reach but it also threatens familiar ways of thinking and living. Any big technological development thus challenges the values of a culture. Part of our work in this class will be to investigate the ethical dilemmas associated with technologies. In an effort to focus the large and unwieldy subject of technology, we will concentrate for much of the semester on a series of case studies: concrete (as a building material), electricity, the standardization of time, the automobile, the computer, and reproductive technologies. Our case studies will include history, theory, literature, and film. You will be asked to complete a research project on a particular technology (your choice), and to present your work to the class.

Class time: 50% lecture, 50% Discussion
Work load: 70 pages of reading per week, Research project, presentations, short paper, reading journal
Grade: 50% written reports/papers, 10% in-class presentations, 10% class participation, 30% Reading response journal

Rhet 3376 Terrorism
(Sec 001): 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of International Perspective Theme; meets DELM req of classroom
Instructor: Schneider, Gregory
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 legitmizing 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, Mikhad: Into the Mind of a Terrorist, an interview with a Hamas terrorist, made for Israeli television, One Day in September, about terrorism at the Munich Olympics, and End Game in Ireland, a documentary of the Irish peace process.
Class time: 40% lecture, 40% Discussion, 20% Films
Work load: 100 pages of reading per week, Weekly quizzes

Rhet 3382 War
(Sec 001): 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Schneider, Gregory
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, Afghan War, and the Iraqi 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 soldiers 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 readings, it will be enhanced by the films: Saving Private Ryan, Das Boot, Ken Burns's The Civil War, Vietnam: A Television History, The Battle of San Pietro, Ambush at Mogadishu.
Class time: 40% lecture, 40% Discussion, 20% Films
Work load: 100 pages of reading per week, Weekly quizzies

Rhet 3383 In Search of Nature
(Sec 001): 3 cr; meets CLE req of Environment Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Nichols, Capper Edward
Description: This course surveys ideas of nature in Western culture, concentrating on North America and the last two centuries. The search for nature has been inspired by a range of changing and often contradictory desires and understandings. Is nature nemesis, resource, playground, sanctuary, museum, role-model, and ally? All of these, combinations? We will try to make some sense of the (ongoing) quest to establish satisfying relations to the thing we call nature. Topics will include environmental rhetoric, nature as paradise, romanticism and nature, wilderness ethics, nature from a Native American and African-American perspective, nature and commercialism (think the ANWR controversy), the commodification of nature in advertising, the often uneasy relations between agriculture and nature, and the role of cabinets, recreation, and the Boundary Waters in the Minnesotan understanding of nature. At the end of the semester we will look at efforts to turn nature into scientific knowledge. We save this topic for April so we can go on field trips, using field guides to study nature with a naturalist's eye.
Class time: 50% lecture, 50% Discussion
Work load: 70 pages of reading per week, Reading response journal, research project, three short papers
Grade: 50% written reports/papers, 10% class participation, 40% Reading journal

Rhet 3562W Technical and Professional Writing
(Sec 001, 076, 097-098): 4 cr; A-F only; prereq [1101 or 1152W or EngC 1011 or equiv]. [jr or sr]; meets CLE req of Writing Intensive; meets DELM req of classroom
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 3672 Project Design and Development II
(Sec 001): 3 cr; A-F only; prereq 3671; meets DELM req of classroom
Instructor: Longo, Bernadette
Description: Introduction to design principles, visual display of data, and management of publications (e.g., newsletters, brochures, scientific posters). Computer software to aid in design and in project management. Two-semester sequence.

Rhet 4196 Internship in Scientific and Technical Communication
(Sec 001): 3-6 cr; max hrs 6, 1 repeat allowed; S-N only; prereq STC major, instr consent; meets DELM req of classroom
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, 076); 3 cr; prereq [3562, [STC major or grad student]] or instr consent; meets DELM req of classroom
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, 10% class participation, 15% problem solving,
0% Short presentation, 20%, Assignment 2-Long presentation 25 on
Presentation 35%
Exam format: Essay

Rhet 4662W Emerging Technologies in Scientific and Technical
Communication
(Sec 001, 076); 4 cr; A-F only; prereq 3562 or equiv; meets CLE
req of Writing Intensive; meets DELM req of classroom
Instructor: Anderson, Janel
Description: In this class, you will learn about key issues in emerging
technologies and technical communication. These issues include
writing for the Web, designing and creating Web pages, content
management, knowledge management, online help, tag languages,
wireless technologies, and designing for different (and new)
information appliances. Additionally, the course will reflectively and
critically examine the impact of technologies on the way we
communicate with others. The objective of this class is NOT to teach
you how to create a Web page, although many of the theories,
experiences, and ideas you learn in class will provide a basis for this
task. Rather, the objective here is to survey the most important
concepts, technologies, challenges, and approaches in technical
communication at an advanced level.

Rhet 5511 Research in Scientific and Technical Communication
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Mc Dowell, Earl Ernest
Description: Experimental and survey research techniques for both
quantitative and qualitative methodologies in STC. Face-to-face
interviewing, telephone interviewing, questionnaire development, focus
group interviewing, contextual inquiry, using rating, ranking, and q-sort
methods. Ethics, experimental bias, and inferential statistical analyses.
Students will write research proposals, learn how to complete
statistical analyses and conduct research studies. I am the author of
the textbook used in the course.
Class time: 25% lecture, 75% Discussion
Work load: 40 pages of reading per week, 50 pages of writing per
semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 25% final exam, 50% written
reports/papers, 15% class participation
Exam format: Multiple choice

Russ 1102 Beginning Russian II
(Sec 001, 050-051); 5 cr; prereq 1101 or equiv; meets DELM req of
classroom
Instructor: STAFF
Description: The Beginning Russian course develops the four basic
language skills: speaking, understanding, reading, and writing - in a
balanced, highly integrated manner. Students do regularly assigned
grammar exercises, listen to tapes, and are required to participate in
each class session. Active control of Russian structure is the principal
criterion of evaluation.
Class time: 30% lecture, 70% Instructor guided oral exercises.
Work load: 20 pages of reading per week, 5 exams
Grade: 25% final exam, 70% quizzes, 5% Oral exam.
Exam format: Fill in blanks, translation.
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; meets DELM req of classroom*  
**Instructor:** STAFF  
**Description:** This course is designed for and required of all Honors students majoring in Russian. It consists of writing a research paper of no less than 35 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Candidates for summa cum laude need three faculty readers, one of who should be outside the Russian department. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to analyze, and to present arguments effectively. Unacceptable projects include book reports, 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 3407 Stories and Plays of Anton Chekhov in Translation**  
*(Sec 050); Credit will not be granted if credit has been received for: RUSS 5407, RUSS 5407: 3 cr; meets DELM req of classroom*  
**Instructor:** Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award!!  
**Description:** This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov— one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 100 pages of reading per week, 2 exams, 1 papers, Paper should be 8 to 10 pages  
**Grade:** 15% mid-semester exam(s), 40% final exam, 30% written reports/papers, 15% class participation  
**Exam format:** Essay

**Russ 3411 Dostoevsky in Translation**  
*(Sec 001); Credit will not be granted if credit has been received for: RUSS 5411, RUSS 5411; 3 cr; meets DELM req of classroom*  
**Instructor:** Jahn, Gary R  
**Description:** This course provides a survey of the literary career of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest of the nineteenth-century Russian writers. A portion of the course will be devoted to lectures concerning Dostoevsky's biography and literary career. Most of the course, however, will be devoted to the detailed discussion of the required readings. These will include Poor Folk, Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. There will be two examinations (mid-term and final) of the essay type. Students enrolled for Russ 5411 must write a 12-15 page research paper on a subject mutually agreed to by themselves and the instructor; students enrolled in Russ 3411 are not obliged to write such a paper.  
**Class time:** 20% lecture, 80% Discussion  
**Work load:** 150 pages of reading per week, 2 exams  
**Grade:** 25% mid-semester exam(s), 50% final exam, 25% class participation  
**Exam format:** Essay

**Russ 3422 Literature: Tolstoy to the Present in Translation**  
*(Sec 001); Credit will not be granted if credit has been received for: RUSS 5422, RUSS 5422; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom*  
**Instructor:** Corten, Irina H  
**Description:** The purpose of this course is to provide a systematic account of the history and cultural context of Russian literature from the second half of the 19th century to the present, and to help students understand and appreciate the works of individual writers. Among the subjects covered are realism and modernism, feminism, socialist realism, dissidence, and changes in literature and culture under glasnost and in the post-Soviet period. Readings include works by Tolstoy, Chekhov, Zamyatin, Bulgakov, and Solzhenitsyn. The course is required for Russian language and literature majors and is open to all others.  
**Class time:** 60% lecture, 40% Discussion  
**Work load:** 50 pages of reading per week, 2 exams  
**Grade:** 45% mid-semester exam(s), 45% final exam, 10% class participation  
**Exam format:** Essay

**Russ 3993 Directed Studies**  
*(Sec 001-003); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom*  
**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 5407 Stories and Plays of Anton Chekhov in Translation**  
*(Sec 050); Credit will not be granted if credit has been received for: RUSS 3407; 3 cr; meets DELM req of classroom*  
**Instructor:** Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award!!  
**Description:** This course is devoted to the study of the literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov— one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 100 pages of reading per week, 2 exams, 1 papers, Paper should be 10 pages  
**Grade:** 15% mid-semester exam(s), 40% final exam, 30% written reports/papers, 15% class participation  
**Exam format:** Essay

**Russ 5411 Dostoevsky in Translation**  
*(Sec 001); Credit will not be granted if credit has been received for: RUSS 3411; 3 cr; meets DELM req of classroom*  
**Instructor:** Jahn, Gary R  
**Description:** This course provides a survey of the literary career of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest of the nineteenth-century Russian writers. A portion of the course will be devoted to lectures concerning Dostoevsky's biography and literary career. Most of the course, however, will be devoted to the detailed discussion of the required readings. These will include Poor Folk, Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. There will be two examinations (mid-term and final) of the essay type. Students enrolled for Russ 5411 must write a 12-15 page research paper on a subject mutually agreed to by themselves and the instructor; students enrolled in Russ 3411 are not obliged to write such a paper.  
**Class time:** 20% lecture, 80% Discussion  
**Work load:** 150 pages of reading per week, 2 exams  
**Grade:** 25% mid-semester exam(s), 50% final exam, 25% class participation  
**Exam format:** Essay

This information is accurate as of: 11/3/2004

Exam format: essay  
Course URL: http://www1.umn.edu/loi-russ/hpgary/
career. Most of the course, however, will be devoted to the detailed discussion of the required readings. These will include Poor Folk, Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. There will be two examinations (mid-term and final) of the essay type. Students enrolled for Russ 5411 must write a 12-15 page research paper on a subject mutually agreed to by themselves and the instructor; students enrolled in Russ 3411 are not obliged to write such a paper.

Class time: 20% lecture, 80% Discussion
Work load: 150 pages of reading per week, 2 exams, 1 15-page paper for students of Russ 5411
Grade: 20% mid-semester exam(s), 40% final exam, 25% written reports/papers, 15% class participation
Exam format: essay
Course URL: http://www1.umn.edu/lol-russ/hpgary/

Russ 5422 Literature: Tolstoy to the Present in Translation
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Corten, Irina H
Description: The purpose of this course is to provide a systematic account of the history and cultural context of Russian literature from the second half of the 19th century to the present, and to help students understand and appreciate the works of individual writers. Among the subjects covered are realism and modernism, feminism, socialist realism, dissonance, and changes in literature and culture under glasnost and in the post-Soviet period. Readings include works by Tolstoy, Chekhov, Zamyatin, Bulgakov, and Solzhenitsyn. The course is required for Russian language and literature majors and is open to all others. Russ 5422 students, in addition to fulfilling all requirements for 3422, are required to read an additional novel and write a 7-page analytical essay in connection with it.

Class time: 60% lecture, 40% Discussion
Work load: 70 pages of reading per week, 7 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

Russ 5993 Directed Studies
(Sec 001-003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

Class time: 100% 100% guided research and discussion
Work load: amount of reading and writing variable, depending on # of credits
Grade: 100% 100% student's work evaluated on the basis of variable course criteria

Scan 3503 Scandinavian Folklore
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Corten, Irina H
Description: This course focuses on folktales, legends, jokes and anecdotes as literature that informs us about culture. We will look at folklore and content in these genres and survey several theoretical approaches to the material. Class sessions will consist of lecture and small group discussions. Primary reading material will include examples from all the Nordic countries, including Finland. The target audience includes both majors and non-major undergraduates.

Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 2 papers
Grade: 75% written reports/papers, 25% class participation
Exam format: no exams

Scan 3505 Scandinavian Fiction From 1890 to Present
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Holm, Carsten
Description: What's the story? How do the pieces of a life fit together? Those are the themes that will occupy our times in this year's class on Scandinavian Literature after 1890, where we will focus on some of the great storytellers of Scandinavian literature: Swedish Nobel laureates Par Lagerkvist and Selma Lagerl?of, Norwegian Jan Kj?rstad (Nordic Prize for Literature 2001) and acclaimed Danish writers Isak Dinesen and Peter H?eg. All works will be read in translation, and in the company of this quintet of master storytellers - classic and contemporary - the semester promises to be both interesting and entertaining. The emphasis will be on reading, analyzing and interpreting the below-mentioned works, but during the course of the semester we will also look at different theoretical aspects of the theory of narrative in order to further our understanding of the works in question. The works include: Jan Kj?rstad: "The Seducer" Peter H?eg: "Tales of the Night" Selma Lagerl?of: "Gosta Berlings Saga" Isak Dinesen: "Seven Gothic Tales" Par Lagerkvist: "Barrabas"

Scan 3613 Children's Literature in Scandinavia
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Houe, Pouil
Description: This undergraduate course explores Scandinavian children’s literature in English translation on the background of children's culture and their role in Scandinavian culture at large. The history of the subject dates back to the Enlightenment, when didactic and moralistic writings were aimed at socializing children's emotions and desires into acceptable bourgeois family norms. The Romantic era of the 19th century put another, more emotional and imaginative mode of writing center stage. In the fairy tales and stories told for children by Hans Christian Andersen, the Danish father of the Scandinavian fairy tale, children's lives are no longer inferior to the middle class norms of grown-ups. Rather, their oral culture is preferred to the rigid cultural standards of their elders, and valued as a source of protest and dissent. This move toward individualism and independence-furthered by an increasing literacy and by the modern market place for cultural products-later paved the way for such beloved 20th century figures as Pippi Longstocking in the books by Swedish author Astrid Lindgren, and for the elusive moomins in Finland-Swedish author and artist Tove Jansson's work. At times, social and political agendas have dispensed with fantasy in favor of realism. But on the whole the two have increasingly interacted with one another since Scandinavian children's literature entered its post WWII golden era. One major children's book will be discussed in this context every week.

Class time: 50% lecture, 50% Discussion
Work load: 100 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: take home/essay exam

Scan 3993 Directed Studies
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Grimstad, Kaaren E
Description: This course focuses on folktales, legends, jokes and anecdotes as literature that informs us about culture. We will look at folklore and content in these genres and survey several theoretical approaches to the material. Class sessions will consist of lecture and small group discussions. Primary reading material will include examples from all the Nordic countries, including Finland. The target audience includes both majors and non-major undergraduates.

Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 2 papers
Grade: 75% written reports/papers, 25% class participation
Exam format: no exams

This information is accurate as of: 11/3/2004
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; meets DELM req of classroom
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

Social Work
105 Peters Hall: 612/625-1220

SW 3402 Child Abuse and Neglect: Intervention and Prevention (Sec 001): 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: STAFF
Description: This interdisciplinary liberal arts course is a comprehensive study of child maltreatment and family violence today. It is intended to offer the undergraduate student a wide breadth of understanding regarding the prevalence, scope, dynamics and contemporary response and preventive strategies for individual, familial and community analysis. The course is structured to examine child abuse within an ecological perspective and a risk/resilience framework and focuses on developing strategies likely to support healthy children, families, and communities. Child Abuse and Neglect: Intervention and Prevention should be considered a beginning study for students interested in working with children, their families, and the policies that impact them. Course materials include a required textbook and reading packet. This course will also include online readings. Students learn from interactive course lectures, small group discussions, community guest speakers, and informal class presentations. Course content is particularly relevant to students in the fields of sociology, education, child psychology, early childhood education, public health, public policy, and other related areas. This course also serves as a requirement within the undergraduate Family Violence Prevention Minor. It is recommended, but not required, that students in the Minor first complete SW 3706 Family Violence and Prevention: Exploring the Issues.
Class time: 60% lecture, 20% Discussion, 20% informal presentations, video tapes, individual learning exercises
Work load: 35 pages of reading per week, 15 pages of writing per semester, 1 exams, 4 papers
Grade: 30% final exam, 55% written reports/papers, 15% class participation
SW 3705 Gender Violence in Global Perspective
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Knust, Diane M
Description: "Imagine a world free from gender violence where homes are not shattered; where shame and silence are cast aside for new joyful melodies; where women and men develop the capacity and courage to live to their full potential." Noeleen Heyers, March 1999; This course examines gender violence in its multiple forms from an international perspective. An introduction to the history of domestic violence, current theories and research on the causes of violence in intimate domestic relationships, and past and current responses, interventions and prevention models to address this worldwide problem will be discussed. Understanding the multiple approaches for addressing gender violence will provide students the knowledge to describe culturally competent intervention and prevention strategies. By the end of this course students will be to: 1) Identify and discuss several international perspectives on the development and perpetuation of gender violence; 2) Describe gender violence across the lifespan from an international perspective; 3) Describe international, national, community, family and individual interventions for gender violence; 4) Describe and discuss at least three international public policy issues regarding gender violence. The course is designed to meet the social science diversified core requirements and the international perspectives designated theme requirement of the University's Liberal Education Requirement. There are no prerequisites for this course.
Class time: 50% lecture, 25% Discussion, 25% group discussion/case studies
Work load: 100 pages of reading per week, 1 exams, 4 small papers; 1 large paper
Grade: 25% mid-semester exam(s), 20% written reports/papers, 45% special projects, 10% class participation
Exam format: multiple choice - short answer

SW 3810 Special Topics: Social Movements
(Sec 002); 3 cr; max crs 4, 1 repeat allowed; A-F only; meets DELM req of classroom
Instructor: Zemsky, Beth
Description: This interdisciplinary course utilizes classroom and community service learning to examine the development of the gay, lesbian, bisexual, and transgender (GLBT) social movement. What stimulated the development of a social movement mobilizing around GLBT social movement participation? How does the framing of social movements impact GLBT social movement outcomes? How do gender race, ethnicity, sexuality, and class impact GLBT social movement framing and participation? All of these questions will be examined by utilizing social movement theory and research to analyze student observations gathered through community service learning fieldwork. In addition, community organizing, community development, advocacy, public education, social action, and grassroots empowerment are presented as components of social justice practice. This course is designed for upper level undergraduate students. It is a required course for completion of the minor in GLBT Studies.
Class time: 50% lecture, 40% Discussion, 10% video and audio resources
Work load: 50-60 pages of reading per week, 18-25 pages of writing per semester, 4 papers, 30 hours of community service learning activity
Grade: 70% written reports/papers, 10% class participation, 20% Community Service Learning participation

Sociology

This information is accurate as of: 11/3/2004
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; meets DELM req of classroom
Instructor: Kruttschnitt, Candace Marie

Description: This course is designed to give students an overview of the American Criminal Justice System. We examine crime control policy, police, courts, corrections and the decision-making criteria used at various stages in the system. Particular attention is paid to current challenges to the system and we draw on various experts currently working in the criminal justice system to help us assess these challenges. No prior knowledge of the criminal justice system is required.

Class time: 50% lecture, 20% Discussion, 30% guest lectures and videos
Work load: 20-30 pages of reading per week, 4 exams
Exams format: multiple choice

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; meets DELM req of classroom
Instructor: Clark, Timothy W

Description: Why are crimes committed? How does society stop crimes even before they occur? What means and justifications does society use to punish criminals after a crime is committed? This course seeks to answer these questions by covering two crucial aspects of criminology. First, we look at basic ways that crime is considered in U.S. society by covering theories of crime, the myths of crime, and the reality of crime. Next, we survey how criminal behavior is controlled in society. We cover informal types of social control as well as formal control by the criminal justice system.

Class time: 50% lecture, 50% Discussion
Work load: 50-100 pages of reading per week, 4 exams
Grade: 25% mid-semester exam(s), 25% final exam, 50% Two additional exams each worth 25%
Exam format: Multiple Choice, True/False

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; meets DELM req of classroom
Instructor: Pendaz, Sadie Rose

Description: This course covers major sociological theories of race relations, while providing an overview of historical and contemporary race relations in the United States. A sociological approach to the study of race relations begins with the assumption that race and ethnicity are socially and politically constructed phenomena that ultimately rest on processes of group boundary formation, segregation and the creation of racial hierarchies. Because we understand that it is not possible to talk about the present without acknowledging the past and roles played by earlier social and historical factors, special emphasis is given to the historical determinants of race as well as to modern-day circumstances, including, but not limited to, immigration, popular culture, integration and education. Goals for students include: the development of analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on racial issues; the application of course material to everyday life; and improved writing skills through several informal and formal written assignments, including a final paper that will go through a three-step revision process. Specifically, since this is a writing intensive (W) course, students will be expected to articulate their ideas about race through writing, as well as during in-class discussions. WebCT will be used to extend discussions beyond the classroom setting and written exercises.

Class time: 40% lecture, 25% Discussion, 35% small groups, films, in-class activities and WebCT
Work load: 50-75 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers, Journal, Meeting with Instructor & WebCT Discussions
Grade: 25% final exam, 40% written reports/papers, 3% class participation, 32% WebCT Discussions, Journal & Meeting with Instructor
Exams format: multiple choice, short answer, essay

Soc 3221 Sociology of Gender (Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Smith, Trina Sue

Description: What is gender? How does it relate to sex? What do we mean by the phrase gender is socially constructed? How do we define gender? These are some questions we will explore in this course. We will begin the semester examining sociological feminist research methods and debates over the definition of gender, including gender as a social construction. Much of the semester will be devoted to sociologically examining different issues and concepts as they relate to gender. This includes, but is not limited to intersectionality, globalization, women's movements, work, family, health and reproduction. Students will also engage in service learning.

Class time: 20% lecture, 60% Discussion, 20% guest speakers, videos, films
Work load: 50-70 pages of reading per week, 2 exams, 2 papers, quizzes and journal entries
Exams format: multiple choice and essay

Soc 3251W Sociological Perspectives on Race, Class, and Gender (Sec 001); Credit will not be granted if credit has been received for: AFRO 3251, SOC 3251, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 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; meets DELM req of classroom
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 ways 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

Soc 3251W Sociological Perspectives on Race, Class, and Gender (Sec 002); Credit will not be granted if credit has been received for: AFRO 3251, SOC 3251, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 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; meets DELM req of classroom
Instructor: Swartz, Teresa Toguchi

Description: This course will explore the ways in which race, class and gender organize and impact social life for individuals and society as a whole. We will begin with a brief introduction to the general conceptual challenges that race, class and gender pose for typical, commonsense understandings of American society. We will then examine class, gender and race on their own terms and as they intersect with one another, attending to the ways they are constructed, experienced, and connected with social inequality. We will explore how race, class, and gender shape and are shaped by social institutions, including work, education, family, and social policy. This course will conclude by discussing implications for politics and social change. The course will focus primarily on the United States. Class time will be a

This information is accurate as of: 11/3/2004
Soci 3301W The Uses of Citizenship: An Introduction to Political Sociology
(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Broadbent, Jeffrey Praed

Description: These days, people are increasingly concerned about our nation's policies and its relations with other countries. Americans have lost trust in their government and leaders, and also participate less in the social life of their communities. Threats to a democratic, open society seem to multiply -- terrorism, war, environmental disaster, and economic decline. How can we understand and respond? Political sociology -- the study of the interaction between politics and society -- can help us think through these issues. In a ideal democracy, each citizens would have an equal political voice. But social inequalities concerning wealth, race, religion, class and gender affect the distribution of power. Governments don't always allow equal, open access. As a result, less privileged people may feel ignored, stop voting or take to the streets in protest. Political sociology offers the tools to study issues of power, politics and society -- useful concepts, good information and logical thinking. This class will cover the core concepts, theories and findings. As we demarc participation good in democracy, so too in teaching. This course stresses student participation and "active learning." Students learn through extensive discussion of selected readings, write short essays on contemporary politics, and can for their term paper, can participate in a community organization to see how it deals with a social/political issue. The course will be web enhanced thought WebCT.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 35 pages of writing per semester, 2 exams, 5 papers, four short reaction papers; one term paper

Grade: 10% mid-semester exam(s), 10% final exam, 55% written reports/papers

Exam format: essay

Soc 3411W Organizations and Society
(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of International Perspective Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Knoke, David H

Description: This course introduces undergraduates to contemporary theories and debates about formal organizations in an international context. Our primary objectives are: (1) To compare, from the perspectives of people in affected nations, the diverse assumptions, interpretations, and organizational responses to complex globalization processes (2) To identify significant differences and consequences of the social institutions - customs, norms, associations, laws, governments - that manage and regulate organizational behaviors from the workplace to multinational corporations (3) To examine organizational networks of economic, cultural, and political relations that interconnect the world's societies and nation-states. Classes consist of lectures, role-playing activities, occasional films, and discussions of the issues raised by the reading assignments.

Class time: 60% lecture, 40% Discussion

Work load: 50-75 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 2 papers, 6 sets informal observation notes, field research-based semester project, writing intensive (major project paper requires revision)

Grade: 20% mid-semester exam(s), 20% final exam, 50% problem solving, 0% written report(s)/paper(s), 10% participation

Exam format: multiple choice, short answer, essay

Soc 3421W Sociology of Work
(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Smith, Deborah A

Description: In the 21st century, we are confronted by complex and dramatic changes in the world of work. In this course, we review and evaluate sociological theories and research in the study of work. Exploring the consequences of these changes for individuals and society. Our focus will be on the history, nature and organization of work in contemporary U.S. society. We will examine a wide variety of topics areas, including the content and varieties of work, how individuals assume and carry out their work roles over the life course, the organizational context of work, and how work intersects with many other aspects of life (e.g. age, race, ethnicity, and gender). Specific topics include: the structure of occupations and professions, work experiences over the life course, job satisfaction and rewards, worker autonomy, control and alienation, work and identity, work/family balance, overwork, marginal work, paid care work, and unpaid labor within families. This course is designed to encourage critical reflection of students' own work experiences and aspirations and incorporates an experiential learning project in which students will study workplaces through participant/observation research. This course is writing intensive.

Class time: 40% lecture, 30% Discussion, 30% small group work, in-class exercises, videos

Work load: 50-75 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 2 papers, 6 sets informal observation notes, field research-based semester project, writing intensive (major project paper requires revision)

Grade: 20% mid-semester exam(s), 20% final exam, 50% problem solving, 0% written report(s)/paper(s), 10% participation

Exam format: multiple choice, short answer, essay

Soc 3452 Education and Society
(Sec 001); 3 cr; A-F only; meets DELM req of classroom

Instructor: Weiner, Melissa Faye

Description: Education and Society is designed for all those interested in learning more about the American educational system, both its historical development and contemporary manifestations from a sociological perspective. Of central importance will be the ways in which the race-shaping role of education contributes to educational inequities. There will be an optional Community Service Learning component for students interested in volunteering for 2 hours/week in an educational setting. Beginning with classical and critical theories of education, we will examine the historical and contemporary ways in which identities are shaped in the classroom through both overt and covert practices and how these identities have been challenged through various social movements. The class will also address the contemporary state of education in America society, both nationally and on a global scale and examine contemporary debates surrounding policy reforms such as multiculturalism, high stakes testing, vouchers, and charter schools. The final project for this course will either critically examine experiences gained during the Community Service Learning component or develop (and possibly enact) an action plan based on the critical historical and contemporary analysis of a specific educational issue.

Class time: 30% lecture, 30% group activities; 40% multimedia forms and active learning

Work load: 50-100 pages of reading per week, 3 thought papers, final projec, quizzes

This information is accurate as of: 11/3/2004
Soc 3661 Japan and the U.S.: Tides of Change in Race, Class, and Gender
(lec 001); 3 cr; A-F only; prereq 1001 or courses on or exper in East Asia or instr consent; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Broadbent, Jeffrey Praed
Description: Japan superficially resembles the U.S. and European societies, but at heart, remains very different. In this class, we will try to evaluate “how Japan works.” The “Nakane thesis” says that Japanese society is strongly and formally organized through vertical loyalties in small groups to immediate leaders; “No!” says the “Sugimoto thesis” -- Japanese society exhibits much more individualism, resistance and diversity. To see which is correct, we will first look at Japan’s basic culture and social relations: definition of self, gender identity and roles, principles of group behavior, and values. Then we will look at contemporary Japanese institutions and issues: childhood, family, community, popular culture, religion, work, business organization, politics, stratification, discrimination, deviance, protest, crime and policing, and international relations. The course will be mainly lecture, some discussion. Texts include all or part of Nakane, *Japanese Society*; Sugimoto, *An Introduction to Japanese Society*; Hamabata, *Crested Kimono: Power and Love in the Japanese Business Family*; Bestor, *Neighborhood Tokyo*; Broadbent, *Environmental Politics in Japan.* Requirements include essays on your interpretation of selected Japanese movies and a term paper. All undergraduates. Graduates may take under another number. This course meets the International Perspectives and Social Science Core distribution requirement.
Class time: 80% lecture, 20% Discussion
Work load: 100 pages of reading per week, 30 pages of writing per semester, 4 exams, 1 paper
Grade: 40% written reports/papers, 50% special projects, 10% class participation
Exam format: Essay

Soc 3701 Social Theory
(lec 003); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom
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
(lec 001); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Johnson, LuAnne Roforth
Description: This course provides an introductory overview of major social theories ranging from the foundational sociological theories of Marx, Weber, and Durkheim to contemporary theories focusing on action, rational-choice, self, and postmodernism. We will devote time to understanding the social and historical environments in which these theories have developed and focus on how theoretical inquiry can serve as a guide for scientific explanation of human behavior. Some of the questions explored will be: What hold societies together? How do societies reproduce themselves? How does social change take place? How are social identities created, maintained, and transformed? What are features of modern social life and where is society headed in the future?
Class time: 65% lecture, 15% Discussion, 20% small group work
Work load: 50 pages of reading per week, 4 exams, 1 book essay
Grade: 70% exams, 15% book essay, 15% class discussion
Exam format: in-class short essay, take-home essay

Soc 3701 Social Theory
(lec 002); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Pappas, Christopher James
Description: All of social life revolves around social theory; we, as humans, must make sense of our lives in some way. Everyone is a social theorist at some level, and what most of society calls common sense, sociologists call social theory. Theory guides our research of the social world. This course will introduce you to the foundational ideas upon which sociology is built, from classical statements (Marx, Weber, Durkheim, Mead, DuBois) to contemporary debates (critical race theories, feminist theories, postmodernism, etc). Furthermore, we will explore the social, political, historical and cultural conditions under which these ideas have developed. Students are expected write quite a bit; I expect students will put in extra time to improve their writing skills.
Class time: 60% lecture, 20% Discussion, 20% small group work, videos, etc.
Work load: 30-80 pages of reading per week, 15-40 pages of writing per semester, 1 exam, 4 papers, quizzes, etc.
Course URL: http://www.soc.umn.edu/~pappas/theory

Soc 3801 Social Theory
(lec 001); 4 cr; prereq [1001, Soc major] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Anderson, Ronald Eugene
Description: This course is required of, and generally restricted to, undergraduate majors in sociology. It is a basic, broad introduction to sociological research methodology including the logic of inquiry, principles of research design, and basic concepts of measurement, sampling, and causal analysis. In addition to qualitative methods, it addresses quantitative methods including overviews of ethnography, unstructured textual analysis, content analysis, and historical/comparative analysis. Assignments will be based upon lab sessions including such hands-on activities as SPSS-based analysis, sampling, survey data collection, running focus groups, urban field observations, textual analysis, visual analysis, and network analysis. Each student is expected to write a research proposal containing an appropriate research problem, literature review, and research design with rationales. Students will be given a service learning option to work within a research organization in lieu of 1-3 assignments. This course will use webct materials.
Class time: 30% lecture, 1% Discussion, 40% Laboratory, 15% research activities such as surveys
Work load: 40 pages of reading per week, 70 pages of writing per semester, 2 exams, 1 papers, 6-10 written assignments
Grade: 15% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% quizzes, 15% in-class presentations, 20% problem solving
Exam format: mixed

Soc 3801W Sociological Research Methods
(lec 001); 4 cr; GC 0731 or intermediate algebra, soc major; 3801 recommended; meets DELM req of classroom
Instructor: Barrows, Julie Sue
Description: The objective of this course is to introduce you to simple statistical measures and procedures used in sociological research. This course emphasizes: 1) measures of central tendency and dispersion; 2) measures of association and correlation; 3) regression and analysis of variance techniques; 4) basic concepts of probability theory; 5) statistical inference. By the end of the course, you should be comfortable reading sociological papers containing statistical techniques, such as multiple regression. You should also be able to...
use statistical procedures for your senior research project.
**Class time:** 60% lecture, 10% Discussion, 30% Laboratory
**Work load:** 10 pages of reading per week, 3 exams, 2 lab assignments
**Grade:** 25% lab work, 75% exams

**Soc 4101W Sociology of Law**
(SEC 001); 4 cr; prereq [GC 0731 or intermediate algebra], soc major; 3801 recommended; meets DELM req of classroom
**Instructor:** Warren, John R
**Class time:** 40% lecture, 40% Laboratory, 20% discussion/group project work

**Work load:** One or two chapters of reading per week; three exams; six individual homework problem sets; six group project assignments
**Grade:** 8.8% class participation, 30% exams; 31.2% individual homework; 30% group projects

**Soc 4102W Criminology**
(SEC 001); 3 cr; A-F only; prereq 1001 or 3101 or 3102 or 3111 or instr consent; 3701 recommended; meets CLE req of Writing Intensive; meets DELM req of classroom
**Instructor:** Savelsberg, Joachim J
**Description:** COURSE CONTENT: Law and society are closely interrelated. The sociological analysis of society and its parts, e.g. polity, economy, organizations, and community, depends on the understanding of their legal environment. Law, on the other hand, cannot be understood without the social environment, the political economy, the communities, the organizations, and the decision making processes within and through which it functions. These concerns of the sociology of law will be central throughout this class. This class discusses specifically three distinct traditions in the sociology of law: I. evolutionary theories of law (e.g., Durkheim), II. conflict approaches (e.g., Marx), and III. approaches that focus on the relationship between law and the state (e.g., Weber). We further consider IV. law and issues of conflict resolution, V. the problem of law in the activist state and VI. the use of law to promote social change, for cases such as voting rights, school desegregation, equal employment opportunities, and the fight against female genital cutting. We finally VII. learn about the legal profession. TARGET AUDIENCE: The primary audiences are 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

**Soc 4102 Criminology**
(SEC 001); 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom
**Instructor:** Savelsberg, Joachim J
**Description:** This course examines new trends in criminological theory, i.e. innovative explanations of crime and punishment. Specifically, we will encounter a cross-section of recent important criminology books and articles that have attracted much attention among scholars and/or the broader public. Examples for crime theories to be discussed are Tittle's "Control Balance," Messner/Rosenfield's "Crime and the American Dream," Hagan's "social capital" theory of crime. Sampson/Wilson's focus on inner city poverty and dislocation as a central root of crime, Hagan/McCarthy's "Mean Streets"&quot; with its focus on homeless youth and distinct policy responses in two cities, LaFree's "Loosing Legitimacy" with its focus on the decline of social institutions in the United States, and Anderson's "Code of the Street." On the side of punishment we will read sections from books by Beckett on the role of media and politics in creating moral panic and Garland with his focus on punitive responses in time of uncertainty, as well as work by Sutton and Savelsberg on international differences in patterns of punishment and their institutional conditions. Students will read chapters from these books and selected articles while lecture will cover other sections of these books and related literature. Lecture will be accompanied by discussion and small group work.

**Class time:** 50% lecture, 20% Discussion, 30% small group work
**Work load:** 50 pages of reading per week, 3 exams
**Grade:** 60% mid-semester exam(s), 30% final exam, 10% class participation

**Exam format:** multiple choice, short answer questions

**Soc 4108 Current Issues in Crime Control**
(SEC 001); 3 cr; meets DELM req of classroom
**Instructor:** Macmillan, Ian Ross
**Description:** This course will survey and evaluate recent theory, research, and policy statements on the causes and control of interpersonal violence. In recent decades, violence has become increasingly prominent as a focus of public concern. Governments and academic bodies have supported numerous commissions and research projects on the causes and consequences of violence. Similarly, public and criminal justice policy in countries across the globe has stressed the desire for more effective control strategies. The major goal of this course is to evaluate theory, research, and policy on interpersonal violence in light of existing sociological theory and research.

**Class time:** 60% lecture, 10% Closed Circuit TV, 30% Discussion
**Exam format:** multiple choice, short answer, essay

**Soc 4109 Domestic Criminal Violence**
(SEC 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom
**Instructor:** Kruttschnitt, Candace Marie
**Description:** This course will provide an overview of the different forms of domestic criminal violence, concentrating primarily on intimate partner violence and child abuse. We will focus on the methodological problems in assessing the nature and extent of these types of violence, the risk factors and correlates of both offending and victimization and the theoretical explanations that have been offered for these crimes. Finally we will also look at both the social and legal responses to intimate partner violence and child abuse.

**Class time:** 60% lecture, 20% Discussion, 20% guest lectures and videos
**Work load:** 4 exams, 2 books

**Exam format:** Short essay

**Soc 4125 Policing American Society**
(SEC 001); 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent; [4161, 4162] recommended; meets DELM req of classroom
**Instructor:** King, Ryan David
**Description:** What is the function of the police in American society today? Can the police actually control crime, and if so, at what cost? When can, or should, police officers stop and detain people? These questions set the stage for this class, which examines policing in American society from a sociological perspective. The first part of the course will discuss policing philosophies and crime control strategies, giving attention to their theoretical underpinnings and effectiveness. We then turn to legal and due process issues germane to contemporary policing. The final part of the class will investigate current and contentious issues in policing, such as the role of the police in the "war on terror," profiling, eyewitness identification, and police-community relations. Throughout, we will relate the singular case of policing to general issues relevant to state social control, law and society, and criminological theory.

**Class time:** 60% lecture, 20% Discussion, 20% short videos and guest speakers
**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

This information is accurate as of: 11/3/2004
Soc 4141 Juvenile Delinquency
(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom
Instructor: Uggen, Christopher
Description: This course presents an overview of sociological theory and research on juvenile delinquency. We start with a critical examination of the social facts surrounding the measurement, extent, and distribution of delinquency. Next we study some of the principal sociological explanations of delinquent behavior. These theories provide conceptual tools for analyzing monographs detailing delinquency among diverse groups of young people. We conclude by analyzing some of the key programs implemented in attempts to reduce delinquency. Course objectives: 1) To understand the way that delinquency is currently measured and the extent and distribution of delinquent behavior according to these measures; 2) To gain a working knowledge of the major sociological theories used to explain delinquency; 3) To apply the conceptual tools of these theories to selected case studies; and, 4) To critically evaluate concrete policy responses to delinquency.
Class time: 50% lecture, 30% Discussion, 20% Media
Work load: 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 10% class participation
Exam format: Mixed
Course URL: http://www.soc.umn.edu/~uggen/4141.html

Soc 4149 Killing
(Sec 001); 3 cr; prereq Sr or grad; grad students only may enroll
S-N; meets DELM req of classroom
Instructor: Malmquist, Carl P
Description: Sociological, legal, and psychological aspects of diverse types of killing. The topic of "normal" killings is contrasted with various pathological types. Subtopics include: mentally disturbed killings, sexual killings, killings within families, gang killings, and terrorist killings.
Work load: 3 exams, (2 mid-term examinations and a cumulative final examination)

Soc 4162 Criminal Procedure in American Society
(Sec 001, 002); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom
Instructor: Samaha, Joel B !!CLA Distinguished Tchg Awd!!
Description: Course Content: Balance between government power to enforce criminal laws and individuals' right to be let alone by the government. Topics include: police power to stop and frisk, arrest, search, and interrogate suspects; right to a lawyer; remedies for constitutional violations. Teaching methods: Read and discuss U.S. Supreme Court and other cases; a few mock arguments and debate. Textbooks and other reading: Samaha, Criminal Procedure 5th edition, U.S. Supreme Court and other cases on line. Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.
Class time: 20% lecture, 80% Discussion
Work load: 35 pages of reading per week, 5 exams, 1 papers, unannounced quizzes
Grade: 20% quizzes, 80% 5 non cumulative short answer and essay exams
Exam format: identification, definition, and essay (no multiple choice)
Course URL: http://www.soc.umn.edu/~samaha

Soc 4703 International Law and Cultural Change
(Sec 001); 3 cr; A-F only; prereq 1001 or 3102 or 3111 or instr consent; meets DELM req of classroom
Instructor: Boyle, Elizabeth Heger
Description: International law is an important tool in the arsenal of global actors who wish change state policies and cultural practices. This course takes a broad sociological view of international law, including not only formal international treaties but also transnational legal regimes and national laws targeted at global processes (such as immigration and global economics). After reviewing foundational issues, we turn to some key questions: From where does international law emerge? What is the relation between international and national law? Why do nations obey international law? Which cultural ideals dominate the international system? What role does law play in that dominance? What cultural ideas are "othered"? Has this changed over time? We explore specific cases relating to children, women, and families as we address these questions. The goals for this course are for every student to: 1. Understand the interrelationship between international law, national law, and culture. 2. To analyze, compare, synthesize, and critique international laws and the goals of international actors. 3. To be able to frame and answer intelligent and timely sociological questions about international law and cultural change.
Class time: 50% lecture, 40% Discussion, 10% guest speakers, videos
Work load: 60 pages of reading per week, 15 pages of writing per semester, 3 exams, 3 papers
Grade: 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 15% in-class presentations, 10% class participation, 15% 2nd midterm exam
Exam format: short answer essay
Course URL: http://www.soc.umn.edu/~boyle

Soc 4246 Sociology of Health and Illness
(Sec 001); 3 cr; A-F only; prereq One sociology course or instr consent; meets DELM req of classroom
Instructor: Lutfey, Karen E
Description: In this course, we begin with the idea that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge. Instead, we must also consider a variety of social, political, economic, and cultural forces. Sociologists of health and illness (also known as "medical sociologists") use sociological perspectives and methods to understand topics such as: social meanings of illness; patterns in the distribution of health and illness; how people seek help for and manage their illnesses; how doctors, nurses, and patients interact with each other; how various healthcare settings functions as institutions; and social movements surrounding health, including the ways some deviant behaviors are "medicalized" while others are not.
Class time: 75% lecture, 20% Discussion, 5% videos
Work load: 20-40 pages of reading per week, 4 exams, written discussion questions
Grade: 60% mid-semester exam(s), 30% final exam, 10% class participation
Exam format: multiple choice, short answer & essay

Soc 4703 Social Theory and Cultural Change
(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Hull, Kathleen E
Description: This course addresses how cultural change occurs and why or whether cultural change matters. Major focus is late 20th-century U.S. culture, but with attention to the impact of globalization on cultural change. Is American culture becoming too individualistic? Are the values of community, family and social connection in decline? How have newer technologies, such as television and computers, affected cultural life? Has the pace of American culture accelerated, and if so has the speed-up gone too far? Is our culture obsessed with fame and celebrity, causing us to perceive all of life through the lens of entertainment? What happens when cultures come into conflict? Is globalization leading to a homogeneous "world culture"? These are the kinds of questions addressed in the course.
Class time: 60% lecture, 30% Discussion, 10% Screening of videos
Work load: 50 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers
Grade: 30% mid-semester exam(s), 65% written reports/papers, 5% class participation

This information is accurate as of: 11/3/2004
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; meets DELM req of classroom
Instructor: Lamb, John A !!COAFES Distinguished Tchrg Awd!!
Description: This is the introductory course for Soil Science. The material covered includes information on physical, chemical, and biological soil properties. These properties are related to agricultural and environmental examples where knowledge of soils is important. This course has 2 lectures a week (Monday and Wednesday), a self-paced laboratory, and a recitation session on Thursday. The overall goal of this course is to provide a foundation of Soil Science principles that can be applied to future study and every day life.
Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 35 pages of reading per week, 4 exams
Grade: 29% mid-semester exam(s), 20% final exam, 10% class participation, 19% lab work, 22% problem solving
Exam format: Multiple choice and short answer.
Course URL: http://www.ARdilla.umn.edu/soil2125/

Soil 4093 Directed Study
(Sec 001): 1-7 cr; max crs 20, 20 repeats allowed; prereq instr consent; meets DELM req of classroom
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; meets DELM req of classroom
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 5311 Soil Chemistry and Mineralogy
(Sec 001); 3 cr; prereq [Chem 1022 or equiv], Phys 1102, grad or instr consent; meets DELM req of classroom
Instructor: Bloom, Paul Ronald
Description: Structural chemistry, and origin and identification of crystalline soil clay minerals. Structure of soil organic matter. Chemical processes in soil, solubility, adsorption/desorption, ion exchange, oxidation/reduction, acidity, and alkalinity. Solution of problems related to environmental degradation, plant nutrition, and soil genesis.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week
Course URL: http://www.soils.argiedu/academics/classes

Soil 5515 Soil Genesis and Landscape Relations
(Sec 001, 002); 3 cr; A-F only; prereq 2125 or instr consent; meets DELM req of classroom
Instructor: Bell, Jay !!COAFES Distinguished Tchrg Awd!!
Description: SOIL 5515 is an advanced undergraduate/graduate level course covering concepts of soil genesis and development, soil classification, and the distribution of soils across the landscape. The first part of the course uses conceptual and mathematical models to...
describe the processes and environmental factors affecting the development of soils, their horizons, and their properties. Particular emphasis is placed on development over time; paleosols are used to illustrate some of the points. The second part of the course consists of a brief introduction to the U.S. Soil Taxonomic System. Characteristic properties of individual soil orders are used to further illustrate soil development processes and the geographic distribution of soils. The final portion consists of an advanced treatment of soil - landscape relations and the processes and factors that lead to the distributions observed. This section utilizes GIS and soil landscape modeling to develop these concepts. An introduction to national soils databases and interpretations will be provided. Soil surveys are introduced, both from the viewpoint of making soil maps and their use and interpretation. Three weekend field trips are required; the first is a one-day trip to Cedar Creek Natural History Area; the second is a one-day trip to southeastern MN; and the third is a two-day trip through north central and northwestern MN.

Class time: 80% lecture, 20% field trips
Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 paper
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% special projects
Exam format: essay
Course URL: http://www.soils.umn.edu/academics/classes/soil5515

South Asian Languages and Cultures
453 Folwell Hall: 612/625-6534

SALC 3414 Comparative Religions of South Asia
(Sec 001); Credit will not be granted if credit has been received for: SALC 5414, SALC 5414; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!
Description: This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.
Class time: 60% lecture, 30% Discussion, 10% video
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams
Grade: 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation
Exam format: multiple choice, essay, short answer

SALC 5414 Comparative Religions of South Asia
(Sec 001); Credit will not be granted if credit has been received for: SALC 3414, SALC 3414, SALC 3414; 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!
Description: This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.
Class time: 60% lecture, 30% Discussion, 10% video
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams
Grade: 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation
Exam format: multiple choice, essay, short answer

STAFF

Spring 2005

University of Minnesota – Class Schedule for Twin Cities Campus

Grade: 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation
Exam format: multiple choice, essay, short answer

SALC 5993 Directed Studies
(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
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 paper
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; meets DELM req of classroom
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 paper
Grade: 100% special projects

Spanish
34 Folwell Hall: 612/625-5858

Span 344 Advanced Medical Spanish
(Sec 001); 0 cr; S-N only; prereq Span 0144, 2 yrs. Spanish College Level or equiv, dept consent.; meets DELM req of classroom
Instructor: Lopez, Maria Emilce !!Outstanding Service Award!!
Description: Designed to further develop and strengthen the language skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 0144, a course designed to help health care professionals communicate with patients who speak Spanish. Explore more advanced and specific medical vocabulary and phrases to improve conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams, and understand the Latin American view of health and health care. Complete individual work on WebCT and CD-ROM; these activities focus on vocabulary, listening, reading, writing, and exploring cultural issues about interviews to a significant number of health care providers who work with Spanish speaking community and the unique opportunity to get perspectives on health related issues from Chicano/Latino immigrants in the Twin Cities. This is a zero-credit course. Academic credit will not be granted. For credit version see Span 3044.
Course URL: http://www.cce.umn.edu/Span0144/home.html

Span 1002 Beginning Spanish
(Sec 001-004); 5 cr; prereq 1001 completed at UMNTC, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is for the student who has completed Spanish 1001 at the University of Minnesota. Upon entering this course, the student should know basic vocabulary and present and past tense forms, that is to say, be familiar with the material between
the "Leccion Preliminar" to "Leccion 9" of the text, "¡SABIAS QUE...?", 3rd ed. Spanish is spoken almost exclusively in class. Spanish 1002 continues to focus on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational 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, 1% Laboratory, 60% Group work, reading and related activities

Work load: 20 pages of reading per week, 10 pages of writing per semester, 5 exams, 6 quizzes, compositions and journals, approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)

Grade: 20% mid-semester exam(s), 20% final exam, 15% quizzes, 10% class participation, 35% 15% oral interview type evaluations, 10% written compositions and writing activities, 10% listening and workbook exercises

Exam format: All quizzes and tests evaluate listening, reading, vocabulary, grammar and writing. A minimum of multiple choice & true/false items; an effort is made to encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1003 Intermediate Spanish  
(Sec 002-029); 5 cr; prerequisite [1002 or 1022] or entrance proficiency test; meets DELM req of classroom

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 can practice listening and speaking, class attendance is critical.

Class time: 40% Discussion, 60% communicative activities with language


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 002-027); Credit will not be granted if credit has been received for: SPAN 1014, SPAN 1014, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044; 5 cr; prerequisite 1003 or entrance proficiency test or [instructor consent, department consent]; meets DELM req of classroom

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 & true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate

Span 1022 Alternate Second-Semester Spanish  
(Sec 001-023); 5 cr; prerequisite Placement above 1001; meets DELM req of classroom

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, 60% 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% lab 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 3015 Spanish Composition and Communication  
(Sec 001-012); 4 cr; prerequisite [1004 or 1014 or 1044], LPE high pass; meets DELM req of classroom

Instructor: STAFF

Description: Spanish 3015 is the first of the upper division sequence for Spanish majors and minors. To enroll in this class, a student must have successfully completed Spanish 1004 or Spanish 1014 or Spanish 1044 and a "High Pass" on the LPE is highly recommended. Students who have not taken Spanish 1004 (or equiv.) at the University of Minnesota must achieve a "high pass" on the LPE to enroll in Spanish 3015. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will...
Span 3021 Advanced Communication Skills
(Sec 001-005); 4 cr; prereq 3015 or [dept consent, instr consent]; meets DELM req of classroom
Instructor: STAFF
Description: Spanish 3021 is the second of the upper division sequence for majors or minors. Students who received an A or B in Spanish 3015 under the semester system and feel linguistically prepared, have the option to advance to the 31xx series in lieu of 3021; however, they may substitute it later for an elective course. While this class is designed to further develop and strengthen the language skills, it 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 write summaries of lectures given by native speakers, two papers and reader's journals. They will give an oral presentation and read a variety of texts. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all-class discussions, peer editing, and process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a 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 groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper
Exam format: Essays and short answers written in Spanish, together with grammar sections.

Span 3044 Advanced Medical Spanish
(Sec 001, 002); 4 cr; prereq [1004 or 1014 or 1044 or equiv], LPE high pass; meets DELM req of classroom
Instructor: Lopez, Maria Emilee!!Outstanding Service Award!!
Description: This course is designed to further develop and strengthen the linguistic skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 1044 (Span1044). This higher language and culture level course, is designed to train health care professionals and/or Spanish Studies majors/minors to communicate more effectively in linguistic and cultural terms with Spanish speaking patients. Students will explore more advanced and specific medical vocabulary, communication strategies and related cultural aspects. The goal is targeted to: improve conducting patient interviews and medical history, using vocabulary and conversation to conduct physical exams; and to better understand Latin American views on health and health care. The course applies a variety of communicative tasks to address learning skills, uses technology, and promotes discussion. Students are to read course related articles and perform assignments on Web-CT about CD-ROM segments outside of class. Web-CT activities focus on vocabulary, listening, reading, writing, and discussion. CD-ROM features videotaped interviews of a significant number of health care providers who work with the Spanish speaking immigrant community and the unique opportunity to get perspectives on health related issues from Chicano/Latino immigrants in the Twin Cities. These exercises are intended to expose different captured views on health and health care, promote cultural awareness and cultural sensitivity.
Work load: 20 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 20% class participation, 15% compositions and portfolio, 5% participation in peer editing groups; 20% examinations; 10% web-CT activities and homework; 10% final research paper
Exam format: Essays and short answers written in Spanish, together with grammar sections. Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items.
Course URL: http://www.idl.umn.edu/Span0144/home.html

Span 3105W Introduction to the Study of Hispanic Civilizations
(Sec 001-006); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: La clase presenta un enfoque parcial del amplio panorama de la cultura y civilizacion hispanicas en España Latinoamerica y en los Estados Unidos. Vasto, pero limitado en su alcance, el curso se organiza cuidadosamente alrededor de un mosaico de segmentos interrelacionados que intentan explicar la compleja idiosincrasia hispana. Motivo de discusion seran ciertos rasgos que tienden a formularse en las sociedades latinas: la religión y el fetichismo, la re-escritura de la historia, el discurso politico, el racismo y los grupos etnicos, la civilizacion y la barbarie, la revolucion y las nascientes democracias, la literatura, la musica, el teatro y el carnival etc. El proposito original del curso es familiarizar al estudiante con el funcionamiento de los mecanismos sociales que hacen de la sociedad hispana un fenomeno peculiar y distinto. En razon a ello, las clases tendran dos componentes basicos. Por un lado, el profesor presentara al inicio de cada seccion y en algunas clases los conceptos y los temas que seran enfatizados en el analisis de textos especificos recurriendo a los fuentes de informacion disponibles, e.g., bibliotecas, bibliografias, revistas especializadas etc. Se requiere que los alumnos: 1) atiendan las explicaciones y tomen notas de las mismas; 2) estudien los topicos formales e historicos que aparecen en los textos asignados; 3) observen sistematically los videos presentados en clase; 4) formen grupos de discusion funcionales tanto dentro como fuera de clase.
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 15% in-class presentations, 15% class participation
Exam format: take-home

Span 3107W Introduction to the Study of Hispanic Linguistics
(Sec 001-005); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course is an introduction to Linguistics conceived as a theoretical discipline, with special attention to Hispanic Linguistics. The course is divided into the following components: (1) The Spanish language from a communicative perspective, (2) synchronic linguistics, which encompasses: (2.1) phonetics, (2.2) phonology, (2.3) morphology, (2.4) syntax, (2.5) lexicon, (3) diachronic linguistics: history of the Spanish language, (4) discourse analysis, pragmatics, (5) language and social context, (6) language, culture and ideology. Through these components, students are introduced to the study of Hispanic Linguistics and its relationships with social, cultural and 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 3122 Discourses of Nation Building and Modernization in Latin America

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3422, SPAN 3222H, SPAN 3222H; 3 cr; prereq 3104; meets DELM req of classroom

Instructor: STAFF

Description: Al margen de su calidad intrínseca probada, la poesía española posee una cohesión, una sujeción y engarzamiento tales que su continuidad, su tradicionalismo, es uno de los rasgos que mejor la singulariza en el quehacer lírico ecuménico. Lo decisivo aquí es que lo nuevo y lo prestado de afueras se combine y funde con lo tradicional para convertirse en una hechura genuinamente española. De esta forma se explica el por que el Cancionero y el Romancero anónimos de los siglos XI-XVI aun pervivan en Juan Ramon Jimenez y Federico Garcia Lorca, poetas de nuestro siglo. Ocurre algo idéntico, salvando las distancias de las épocas, cuando el siglo y medio de la "Edad de Oro" (desde Jorge Manrique a Francisco Quevedo) encuentra eco cercano en los poetas de las generaciones de los años ochenta y noventa, con su agudeza de ser, su métrica y su caracer nacional hispano. Tampoco habremos de olvidar que la Vieja Española--aferrada a ese tradicionalismo castizo que ha venido retrasando, desde el XVIII, el racionalismo afrancesado neoclásico, el Romanticismo del XIX (Bequer y Espronceda), el Modernismo americano de fin de siglo, etc.--se ha batido en los últimos dos si-glos para mantener viva aquella "idiosincracia espanola" obsesionada con el aislamiento y el exilio.

Grade: 20% final exam, 15% in-class presentations, 15% class participation, 0% Essay #1/#2, 15% @: Examen I, 20%

Span 3222 Discourses of Nation Building and Modernization in Latin America

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3422, SPAN 3222H, SPAN 3222H; 3 cr; prereq [1014 or 1004 or 1044 or equiv]; LPE high pass; meets DELM req of classroom

Instructor: Vidal, Hernan

Description: Narratives of national identity describe the events, myths and legends that define the historical "we" of a nation. The course will analyze the re-adaptation of these narratives to traumatic events using cases related to the U.S., Chile, Argentina and Peru.

Class time: 40% lecture, 60% Discussion

Work load: 4 papers

Grade: 50% written reports/papers, 50% in-class presentations

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/Public Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

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 3705 The Semantics and Pragmatics of Spanish

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3805, SPAN 3705H, SPAN 3705H; 3 cr; prereq 3107; meets DELM req of classroom

Instructor: Ocampo, Alicia Martini

Description: This course will help students to improve their communication skills in Spanish by learning about the meaning and use of language. This will be accomplished through the study of communicative competence in Spanish; context, style and culture; speech acts: how Spanish and English differ in their ways of communicating commands, requests, demands, and questions. The students’ abilities will be further advanced through the study of sense relations in Spanish: opposition and contrast, hierarchical structure in the vocabulary; parts of speech; determiners, quantifiers and classifiers; the Spanish lexicon: complex and compound lexemes; conversational implicatures and presuppositions. The course will be evaluated through exams, group work, homework, and individual participation. Lecture, discussion, and group work will be the main instruction styles used in the course. The target audience: majors and minors in Spanish.

Class time: 60% lecture, 20% Discussion, 20% group work

Work load: 30 pages of reading per week, 2 exams, 5 homework assignments

Grade: 25% midterm exam(s), 25% final exam, 10% class participation, 25% problem solving, 15% group work

Exam format: essay and problem solving

Span 3707 Linguistic Accuracy Through Translation

(Sec 001); 3 cr; A-F only; prereq 3104 or 3105 or 3107; meets DELM req of classroom

Instructor: Face, Timothy L

Description: A variety of texts in Spanish will be examined in terms of style/audience/lexicon (popular press, business, academic, etc.) as a framework for training undergraduate students to communicate with accuracy in a variety of contexts. Students will learn/review the lexical and grammatical choices at their disposal and will also learn to apply these in producing an acceptable translation of a text. Translations will be both from Spanish into English and English into Spanish, as each of these forces students to make use of different aspects of their knowledge of the Spanish language.

Span 3730 Topics in Hispanic Linguistics

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3830, SPAN 3730H, SPAN 3730H, SPAN 3730H; 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq credit will not be granted if credit received for: 3730H or 3830; 3107 or [instr consent, dept consent]; meets DELM req of classroom

Instructor: Klee, Carol Anne

Description: TOPIC: Spanish Applied Linguistics. The objectives of this course are to introduce students to fundamental concepts in the field of applied linguistics and their application to the acquisition and teaching of Spanish as a second language. We will focus on aspects of Spanish second language acquisition that are particularly difficult for English speakers, examining empirical studies on the acquisition of the pronominal system, ser and estar, preterite and imperfect, subjunctive, and speech acts. This course will be of special interest to Spanish majors who intend to become Spanish language teachers.

Class time: 60% lecture, 40% Discussion

Work load: 20-40 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers

Grade: 20% final exam, 20% written reports/papers, 30% quizzes, 10% class participation, 20% problem solving

Exam format: Essay

Span 3920 Topics in Spanish-American Literature

(Sec 001); Credit will not be granted if credit has been received

Grade: 50% written reports/papers, 20% class participation, 30% participation in the community, discussion leader

Exam format: no exams

This information is accurate as of: 11/3/2004
Span 5525 Caribbean Literature: An Integral Approach

(Sec 001); 3 cr; prereq Three [3xxx or 5xxx] literature courses in Spanish or instr consent; meets DELM req of classroom

Instructor: O'Connell, Joanna

Description: Two essays separated by 100 yrs frame our discussion: Jose Marti's "Our America," and Stuart Hall's, "Negotiating Caribbean Identities." As we examine literary responses to a regional history, we'll think about the construction of Caribbean as imaginary geography; Caribbean tropes of identity; the relation of writers to language and "the people" (el pueblo); slavery and the impact of the African Legacy; sexuality and gender discursive axes in Caribbean writing; home and exile, etc. Most of our examples will be from the Spanish-speaking Caribbean, but English and French works may be included as well. The African presence in the Caribbean as theme, cultural matrix, and legacy will be central as we read novel, essay, testimonial writing, poetry, and theory in works by Cirilo Villaverde, Juan Bosch, Rosario Ferre, Zoe Valdes, Nancy Morejon, Alejo Carpentier, Luis Rafael Sanchez, Edward Kamau Brathwaite, Jamaica Kincaid, Edouard Glissant, etc. Film, music, food, and dance will also be part of our class. WEB CT enhancement is planned.

Class time: 25% lecture, 50% Discussion

Work load: 50-150 pages of reading per week, 20% written reports/papers, 20% class participation

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

Span 5532 Literature and National Disintegration

(Sec 001); 3 cr; meets DELM req of classroom

Instructor: Jara, Rene

Description: This course will scrutinize the basic narrative lineaments and the historical context of the literature written since the mid-seventies in Spanish America. Thus, attention will be given to the impact of authoritarian regimes, to the omnipresence of modes of popular and massive culture, to the influence of issues regarding multi-culturalism, subalternity, globalization, to the disavowal of fantasies of identity and national integration exhibited in the confident writing of the 1960s and 1970s, and the role of the so-called postmodern condition in the shaping of recent literature. The authors integrating the focus of the course will be: Abel Posse (Argentina), Luis Rafael Sanchez (Puerto Rico), Napoleon Bacino Ponce de Leon (Uruguay), Carmen Boulosa (Mexico), Diamela Eltit (Chile). A package containing a selection of theoretical and historiographical criticism will be prepared by the instructor. The books required will be available at Williamson Book Center.

Work load: 180 pages of reading per week, 40 pages of writing per semester, 2 papers

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

Span 5701 History of Ibero-Romance

(Sec 001); 3 cr; prereq 3703, two other 3xxx or 5xxx Spanish linguistics courses or instr consent; meets DELM req of classroom

Instructor: Ocampo, Francisco Antonio

Description: A study of the origins and development of the Ibero-Romance languages with emphasis on the evolution of Spanish, compared and contrasted with the other languages of the Iberian Peninsula. The general problem of linguistic change will be examined. Phonetic/phonological, and morphological issues will be studied in four stages: (1) Latin, (2) late Latin, (3) medieval Spanish, and (4) modern Spanish. Students taking this course must be familiar with articular and phonetic terminology. For those students that do not meet this condition, the following reading is strongly recommended prior to taking the course: Antonio Quilis & Joseph Fernandez, "Curso de fonetica y fonologia espanolas", Madrid: Consejo Superior de Investigaciones Cientificas, 1990, (ch 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12).

Class time: 70% lecture, 30% Discussion

Work load: 30 pages of reading per week, 2 exams, 10 weekly homeworks

Grade: 30% mid-semester exam(s), 30% final exam, 40% problem solving

Exam format: essay

Span 5970 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; meets DELM req of classroom

Instructor: STAFF

Span 5985 Sociolinguistic Perspectives on Spanish in the United States

(Sec 001); 3 cr; prereq three 3xxx or 5xxx linguistics courses in Spanish or instr consent; meets DELM req of classroom

Instructor: Klee, Carol Anne

Description: In this course students will read the major sociolinguistic studies carried out to date in Spanish-speaking communities in the United States and examine issues such as: (1) the factors that lead to language maintenance or language shift in different Spanish-speaking communities; (2) code-switching (i.e., the alternate use of Spanish and English), when it occurs and why, and what it reveals about the speakers' underlying competence in both languages; (3) attitudes in Spanish-speakers towards Spanish and English; (4) how Mexican and Caribbean varieties of Spanish have changed in bilingual communities; (5) language policy issues. The course is open to graduate students and advanced undergraduates who have had some previous coursework in linguistics. The course will be conducted in Spanish, but many of the readings are in English.

Class time: 60% lecture, 40% Discussion

Work load: 100-150 pages of reading per week, 2 exams

Grade: 45% mid-semester exam(s), 45% final exam, 10% class participation

Exam format: Essay

Speech-Language-Hearing Sciences
SLHS 1301V Physics & Bio Honors
(Sec 001); 4 cr; A-F only; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Speaks, Charles E !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.
Class time: 60% lecture, 40% Discussion
Work load: 15 pages of reading per week, 30 pages of writing per semester. Papers are typically 3-5 pages each
Grade: 50% mid-semester exam(s), 25% final exam, 25% lab work
Exam format: multiple choice

SLHS 1301W The Physics and Biology of Spoken Language
(Sec 001); 4 cr; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Speaks, Charles E !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.
Class time: 60% lecture, 40% Laboratory
Work load: 15 pages of reading per week, 30 pages of writing per semester. Papers are typically 3-5 pages each
Grade: 50% mid-semester exam(s), 25% final exam, 25% lab work
Exam format: multiple choice

SLHS 1302 Rate Your World: Quantifying Judgments of Human Behavior
(Sec 001); 3 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: Nelson PhD, Peggy B
Description: This course will allow students with little mathematics background to learn basic quantitative methods as they apply to measuring human behavior. Introductory mathematical principles will be applied to measuring behaviors such as: rating personality and attention, evaluating infant speech perception, measuring voice and sound, and quantifying speech recognition through cochlear implants. Material will be presented using a mixture of lecture and hands-on activities in class. Mid-term and final examinations will focus on lecture material. In-class activities will be analyzed and written into short reports.
Class time: 40% lecture, 30% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 5 mini reports
Grade: 25% mid-quarter exam(s), 25% final exam, 50% written reports/papers
Exam format: short answer

SLHS 1402 The Talking Brain
(Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Kennedy, Mary R T
Description: Within the last decade, new medical techniques have allowed people to examine brain function. We now understand how differences in brain function relate to behavioral diversity in people with normal brain function as well as people with brain injury. The increased understanding has been matched with an increased coverage of this topic in the popular media. Many prominent publications, such as Newsweek and Time, regularly feature stories about the brain. Popular films have featured characters with brain injury or disease. The increased media exposure reflects increased interest among the general public, from artists interested in how brains process images; to educators interested in techniques to maximize brain potential; to engineers interested in devising computers with human-like speech and language abilities. This course focuses on how the brain produces and understands speech and language, by exploring scientific information through readings and videos, as well as literature and feature-length films. This course is intended for undergraduates.
Class time: 35% lecture, 40% Discussion, 25% in-class videos, readings, & activities
Work load: 30 pages of reading per week, 5 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-quarter exam(s), 25% final exam, 30% written reports/papers, 20% class participation, 0% Evaluation will be based on class participation, midterm and final examinations, book and movie reviews.
Exam format: Multiple choice, fill in the blank, short essay

SLHS 3305W Speech Science
(Sec 001); 4 cr; prereq [3301, 3302, 5303] or [Cdis 3301, Cdis 3302, Cdis 3304] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Munson, Benjamin
Description: This is an advanced undergraduate course covering three topic areas: (1) Speech acoustics; Students will learn the theory of speech production, relationships between articulation and acoustics, acoustic characteristics of speech sounds, and acoustic correlates of supra-segmental organization. (2) Speech perception: Students will learn the sensory and cognitive processes that underlie speech perception and spoken word recognition. Topics include categorical perception, speech - nonspeech differences, audiovisual integration, phonological word recognition. (3) Speech production: Students will learn the articulatory, kinetic, and aerodynamic properties of speech sounds. Heavy emphasis will be placed on instrumentation. Class lectures will be supplemented by frequent technology-enhanced in-class demonstrations and interactive exercises. Web CT will be used. Students will have frequent opportunities to engage in self-assessments of learning. Laboratories will give students opportunities to complete data analysis independently. Class will emphasize the clinical application of speech science principles. Class is writing-intensive. Writing exercises focus on writing about speech science in a way that is scholarly, and that
integrates theory and clinical practice.

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

**Work load:** 20 pages of reading per week, 12 pages of writing per semester, 3 exams, 4 papers, 11 laboratory assignments

**Grade:** 40% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% lab work

**Exam format:** Multiple choice, short answer, interpreting and constructing graphs

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**SLHS 3306 Hearing Science**

*(Sec 001); 3 cr; prereq [3301, 3302] or [CDis 3301, CDis 3302] or instr consent; meets DELM req of classroom*

**Instructor:** Schlauch, Robert S

**Description:** This course is an introduction to a description of how we hear. The first half of the course is devoted to physiological acoustics. The second half is devoted to perception. A major goal of the course is to demonstrate the link between the function of structures in the auditory system and how we hear. When possible, examples applicable to speech-language pathology and audiology will be cited, including a discussion of cochlear implants (a former Miss America recently received one). In class acoustic demonstrations will reinforce concepts presented during the lectures.

**Class time:** 90% lecture, 10% problem solving in small groups

**Work load:** 15-20 pages of reading per week, 4 exams

**Grade:** 50% mid-semester exam(s), 25% final exam, 25% quizzes

**Exam format:** Potpourri: multiple choice, short answer, definitions, short essay, draw a figure

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**SLHS 4502 Atypical Speech and Language**

*(Sec 001); 3 cr; prereq 3302 or instr consent; meets DELM req of classroom*

**Instructor:** Munson, Benjamin

**Description:** This course will introduce advanced undergraduate students to a wide range of speech and language disorders in children and adults. Rather than teaching a ‘laundry list’ of disorders, this course will discuss seven skill areas. Within each area, we will discuss the normal processes that underlie that skill, the disordered populations in which that skill might be impaired, and assessment and treatment methods for populations in which that skill is impaired. The skill areas are as follows: 1. Speech-motor learning and speech-motor control. How do we learn to move our articulators to produce speech? 2. Speech Intelligibility. What are the perceptual-motor skills that allow people to speak intelligibly? 3. Language form and content: phonology, morphology, syntax, and semantics. 4. Language function: pragmatics. How do we use language to communicate socially? 5. Alternative modalities. What types of alternative and augmentative communicative modalities are available to people who have difficulties using oral language? 6. Literacy. How does literacy relate to oral language? 7. Metacognition. How do we monitor and regulate our speech, language, reading, and memory? In addition, the course will include a unit related to general professional practices in the fields related to atypical speech and language. This course will utilize WebCT. Students will have numerous opportunities to gauge their ongoing learning through self-assessments.

**Class time:** 70% lecture, 20% Discussion, 10% In-class analysis of speech and language data from people with atypical speech and language abilities

**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers

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

**Exam format:** Essay, short answer, multiple choice, true/false
Students will be required to actively engage in critical reading, writing, thinking, and discussion. This course is designed for Sport Studies majors and has the prerequisite of SpSt 1701 and a recommendation of SpSt 3611.

**SpSt 3861 Legal Aspects of Sport**  
(Sec 001); 2 cr; A-F only; prerequisite邵St major only; meets DELM req of classroom  
Instructor: Kara, Frank  
Description: Survey of legal issues in sport, including participant rights, civil rights, civil liberties, risk management, negligence, due process, and employment and work related legalities. Develop awareness as to how the law impacts the world of sport. Develop an ability to identify legal issues and find case law. Develop a basic understanding of sport law and liability.  
Class time: 75% lecture, 25% Discussion  
Exam format: essay  
Work load: 30 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 paper  
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% in-class presentations

**Stat 3101 Introduction to the Ideas of Statistics**  
(Sec 001, 004, 007, 010); 4 cr; prerequisite邵high school algebra; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to the Ideas of Statistics is a course that teaches the basic ideas of statistics without getting bogged down in equations, Greek letters, and complicated calculations. Conceptual issues, which make the difference between valid and bogus uses of statistics, are faced squarely and not "dumbed down" but the mathematics is kept simple and explained in plain English, graphs, and diagrams. Topics covered are design of experiments (what makes a valid scientific experiment), descriptive statistics (histograms, the bell-shaped curve, and all that), regression and correlation, probability and the law of averages, chance variability of statistical estimates, the accuracy of polls and sample surveys, and the use of data as evidence in testing and plausibility of claims made about populations.  
Class time: 75% lecture, 25% Laboratory  
Exam format: essay, problem solving and multiple choice  
Work load: 10 pages of reading per week, 3 exams  
Grade: 40% mid-semester exam(s), 40% final exam, 20% problem solving

**SpSt 3112 Applied Sport Science**  
(Sec 001); 2 cr; A-F only; prerequisite邵St or Kin or Rec major or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to the historical discovery, transitional development, and current application of basic scientific principles and technology to the improvement of sport performance.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 2 exams, 1 paper  
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers

**SpSt 3601 Ethics and Values in Sport**  
(Sec 001); 2 cr; A-F only; prerequisite邵St major only; 3611 recommended; meets DELM req of classroom  
Instructor: Buysse, Jo Ann Marie  
Description: Are professional sports immoral? What does it mean to act in a way that characterizes good sports behavior? What does it mean to have a moral point of view? How can we be socially responsible and apply moral decision making skills in our sport management careers? These and other ethical issues in sport will be explored from historical, philosophical, and sociological perspectives.  
This information is accurate as of: 11/3/2004

**Statistics**  
313 Ford Hall: 612/625-8046

**Sport Studies**  
220 Cooke Hall: 612/625-5300

**SLHS 5900 Topics: Communication Disorders: Clin. Issues in Bilingualism & Cultural Diversity**  
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom  
Instructor: Kohnert, Kathryn  
Description: This course will survey topics in cultural diversity, bilingualism and second language learning relevant to clinical competency in speech-language pathology. The general course objective is to increase understanding of basic and applied issues across a broad range of culturally and linguistically diverse populations. We will review literature on intact and impaired speakers across the lifespan. The focus is on developing a deep and broad knowledge base (i.e., an understanding of relevant theoretical frameworks and empirical findings that guide clinical decision making), and core skills (such as alternative assessment and treatment techniques, working effectively with interpreters and paraprofessionals, and clinical research methods). This knowledge base and core skills set form the foundation for clinical competency in speech-language pathology.  
Class time: 50% lecture, 25% Discussion, 25%  
Exam format: short answer/essay

**Bilingualism & Cultural Diversity**  
Class time: 75% quizzes, 25% problem solving  
Grade: 75% quizzes, 25% problem solving

**SLHS 5993 Directed Study**  
(Sec 001-012); 1-12 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom  
Instructor: STAFF  
Description: Directed readings and preparation of reports on selected topics.  
Class time: 100% individual meetings with students  
Work load: varies with topic and credits  
Grade: 0% varies with topic and credits

**Directed readings and preparation of reports on selected topics.**  
Class time: 100% individual meetings with students  
Work load: varies with topic and credits  
Grade: 0% varies with topic and credits

**Statistics**  
313 Ford Hall: 612/625-8046

**SpSt 3112 Applied Sport Science**  
(Sec 001); 2 cr; A-F only; prerequisite邵St or Kin or Rec major or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to the historical discovery, transitional development, and current application of basic scientific principles and technology to the improvement of sport performance.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 2 exams, 1 paper  
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers

**SpSt 3601 Ethics and Values in Sport**  
(Sec 001); 2 cr; A-F only; prerequisite邵St major only; 3611 recommended; meets DELM req of classroom  
Instructor: Buysse, Jo Ann Marie  
Description: Are professional sports immoral? What does it mean to act in a way that characterizes good sports behavior? What does it mean to have a moral point of view? How can we be socially responsible and apply moral decision making skills in our sport management careers? These and other ethical issues in sport will be explored from historical, philosophical, and sociological perspectives.  
This information is accurate as of: 11/3/2004

**Statistics**  
313 Ford Hall: 612/625-8046

**SpSt 3112 Applied Sport Science**  
(Sec 001); 2 cr; A-F only; prerequisite邵St or Kin or Rec major or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to the historical discovery, transitional development, and current application of basic scientific principles and technology to the improvement of sport performance.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 2 exams, 1 paper  
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers

**SpSt 3601 Ethics and Values in Sport**  
(Sec 001); 2 cr; A-F only; prerequisite邵St major only; 3611 recommended; meets DELM req of classroom  
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Description: Are professional sports immoral? What does it mean to act in a way that characterizes good sports behavior? What does it mean to have a moral point of view? How can we be socially responsible and apply moral decision making skills in our sport management careers? These and other ethical issues in sport will be explored from historical, philosophical, and sociological perspectives.  
This information is accurate as of: 11/3/2004

**Statistics**  
313 Ford Hall: 612/625-8046

**SpSt 3112 Applied Sport Science**  
(Sec 001); 2 cr; A-F only; prerequisite邵St or Kin or Rec major or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Introduction to the historical discovery, transitional development, and current application of basic scientific principles and technology to the improvement of sport performance.  
Class time: 80% lecture, 20% Discussion  
Work load: 30 pages of reading per week, 2 exams, 1 paper  
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers
Stat 3021 Introduction to Probability and Statistics (Sec 001); 3 cr; prereq Math 1272; meets DELM req of classroom
Instructor: STAFF
Description: This course will start with an introduction of probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Baye's theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.
Class time: 100% lecture
Work load: 10 pages of reading per week
Grade: 45% mid-semester exam(s), 45% final exam, 10% problem solving
Exam format: Problem solving

Stat 3022 Data Analysis (Sec 004, 007); 4 cr; prereq 3011 or 3021; meets DELM req of classroom
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.
Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 3 exams

Stat 4102 Theory of Statistics II (Sec 001); Credit will not be granted if credit has been received for: STAT 5102, STAT 5102, STAT 5102; 4 cr; prereq 4101; meets DELM req of classroom
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 4893W Senior Paper (Sec 001); 1 cr; prereq Stat major; meets DELM req of classroom
Instructor: STAFF
Description: This course will start with an introduction of probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Baye's theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests. We may also discuss the analysis of variance and linear regression if time permits. Lecture section meets 3 days per week plus one or more recitation sections once per week. Quizzes are given bi-weekly and will be discussed in the recitation section. The course will emphasize basic understanding of concepts and methods, rather than learning stylized problems, procedures, or calculations. The subject matter in the textbook will be studied.
Class time: 75% lecture, 25% Discussion
Work load: 1 exams, 7 bi-weekly quizzes
Grade: 50% final exam, 50% quizzes
Exam format: variable (avoid stylization)

Stat 5021 Statistical Analysis (Sec 001, 007); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, ANSC 2211, ANSC 2211, 4 cr; prereq credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended; meets DELM req of classroom
Instructor: STAFF
Description: The primary audience for this course is graduate students in non-statistics- major programs who need statistical competence. Typical needs would be the analysis of data using common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying theses methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions.
Class time: 50% lecture, 25% Discussion, 25% Laboratory

Stat 5031 Statistical Methods for Quality Improvement (Sec 001); 4 cr; prereq 3021 or 3022 or 4102 or 5021 or 5102 or 8102, Math 1272; meets DELM req of classroom
Instructor: Hawkins, Douglas M
Description: This course teaches the statistical underpinnings of quality control and quality improvement. Some students are statistics graduate or senior undergraduate students who wish to learn about quality. Others are from subject areas in which quality improvement is a
Stat 5102 Theory of Statistics II
(Sec 004): Credit will not be granted if credit has been received for: STAT 4102, STAT 4102; 4 cr; prereq 5101 or Math 5651; meets DELM req of classroom
Instructor: Wang, Lan
Description: Estimation, tests of hypotheses, categorical data, nonparametric methods, linear models.
Class time: 75% lecture, 25% Laboratory
Work load: 3 exams
Grade: 20% mid-semester exam(s), 40% final exam, 20% problem solving
Exam format: problem solving
Course URL: http://www.stat.umn.edu/~wangs/5102

Stat 5201 Sampling Methodology in Finite Populations
(Sec 001); 3 cr; prereq 3011 or 3021 or 5021 or instr consent; meets DELM req of classroom
Instructor: Martin, Frank B
Description: This course is intended for undergraduate stat majors and graduate students in any field who have an interest in gathering data, sampling their objects of interest, human, animal, enterprises or plots of ground, etc. Techniques for drawing samples are the major focus. Appropriate estimation is described for the sampling technique employed. The efficiencies of various sampling plans are examined and techniques for compensating for non response are described.
Teaching method is lecture and assignment of homework problems. There are midterms and final exams.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 2 exams, Weekly homework problems (10 pages)
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: problem solving

Stat 5301 Sampling Methodology in Finite Populations
(Sec 001); 3 cr; prereq 3011 or 3021 or 5021 or instr consent; meets DELM req of classroom
Instructor: Martin, Frank B
Description: This course is intended for undergraduate stat majors and graduate students in any field who have an interest in gathering data, sampling their objects of interest, human, animal, enterprises or plots of ground, etc. Techniques for drawing samples are the major focus. Appropriate estimation is described for the sampling technique employed. The efficiencies of various sampling plans are examined and techniques for compensating for non response are described.
Teaching method is lecture and assignment of homework problems. There are midterms and final exams.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 2 exams, Weekly homework problems (10 pages)
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: problem solving

Stat 5302 Applied Regression Analysis
(Sec 001); 4 cr; prereq 3022 or 4102 or 5021 or 5102 or instr consent; meets DELM req of classroom
Instructor: Cook, R. Dennis
Description: This course is on statistical methods for studying the dependence of a response variable (e.g., life expectancy) on a number of predictor variables (e.g., age, smoking status, gender, ...). It is designed for beginning graduate and advanced undergraduate students who will likely use regression in future studies. Students will make extensive use of the computer program Arc, available at www.stat.umn.edu/arc. A description of the textbook is available at this web-site as well. Arc is based on a point-and-click interface; no programming skills are required. Grading will be based on two mid-semester exams, weekly assignments and a final exam.
Class time: 75% lecture, 25% Laboratory
Work load: 30 pages of reading per week, 3 exams, 10 problem assignments
Grade: 35% mid-semester exam(s), 25% final exam, 30% problem solving
Exam format: Multiple choice and essay

Stat 5303 Designing Experiments
(Sec 001); 4 cr; prereq 3022 or 4102 or 5021 or 5102 or instr consent; meets DELM req of classroom
Instructor: Weisberg, Sanford
Description: Planning and analysis of experiments, including randomized, block, incomplete block, fractional, split plot and response surface designs. Analysis of variance, multiple comparisons, variance-stabilizing transformations, contrasts, and random effects.
Class time: 75% lecture, 25% Laboratory
Work load: 3 exams
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: problem solving
Course URL: http://www.stat.umn.edu/~sandy/courses/5303

Stat 5993 Tutorial
(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Students may contact the department for information.

Studies in Cinema and Media Culture
350 Folwell Hall: 612/624-8099

SCMC 1201 Introduction to Cinema and Media Culture
(Sec 001-003); Credit will not be granted if credit has been received for: CSCL 1201, CSCL 1201W, CSCL 1201, CSCL 1201, CSCL 1201; 4 cr; prereq credit will not be granted if credit received for: CSCL 1201; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

SCMC 3177 On Television
(Sec 001, 002); Credit will not be granted if credit has been received for: CSCL 3177, CSCL 3177; 4 cr; meets DELM req of classroom
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: 60% lecture, 40% Discussion
Work load: 50 pages of reading per week

SCMC 5001 Critical Debates in the Study of Cinema and Mass Culture
(Sec 001); 4 cr; meets DELM req of classroom

This information is accurate as of: 11/3/2004
Instructor: Chen, Leo Chanjen
Description: Film culture is undergoing dramatic changes and the question of cinematic specificity becomes that much more relevant and urgent within our visual culture. Problems of cinema in order to examine changes in film form and content, as well as trends in technology, production, distribution, and exhibition since the inception of cinema. Specific topics will include: death of cinema(?) race/gender/class, the rise of the blockbuster, globalization, nationalism, the question of independent film, digital aesthetics, and home video. We will concern ourselves with three primary questions: 1) What are the current aesthetic and corporate strategies used to engage audiences? 2) How can we understand the politics of contemporary film and film practices? 3) What is the specific place of cinema in the broader field of contemporary visual culture?
Class time: 75% lecture, 25% Discussion
Work load: 70 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers

Swedish
205 Folwell Hall: 612/625-2080

Swed 1002 Beginning Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4002, SWED 4002; 5 cr; prerequisite 1001; meets DELM req of classroom
Instructor: STAFF
Description: This course continues the beginning sequence in Swedish, which covers four language skills: listening, speaking, reading and writing. Students will also gain knowledge of Swedish culture through various means, including audio-visual aids available in the language laboratory. Lecture, film discussions and classroom exercises will be conducted in Swedish. 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. You may register for this course under the number Swed 4002 for a reduced number of credits (and lower tuition) if you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.
Class time: 10% lecture, 70% Discussion, 20% Laboratory

Swed 1004 Intermediate Swedish
(Sec 001); Credit will not be granted if credit has been received for: SWED 4004, SWED 4004; 5 cr; prerequisite 1003; meets DELM req of classroom
Instructor: STAFF
Description: This course continues the presentation of language skills—speaking, writing, listening and reading begun in Swedish 1001/1002. 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 interaction will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. You may register for this course under the number Swed 4004 for a reduced number of credits (and lower tuition) if you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 50% reading/writing; 50% oral/aural

Swed 4002 Beginning Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1002, SWED 1002; 2 cr; prerequisite 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: STAFF
Description: See the course descriptions for Swed 1002. 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 1002 under the number 4002 for 2 credits. Contact the department office, 612-625-2080, for a permission number.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 50% reading/writing; 50% oral/aural
Course URL: http://www.webct.umn.edu

Swed 4004 Intermediate Swedish
(Sec 001); Credit will not be granted if credit has been received for: SWED 1004, SWED 1004; 2 cr; prerequisite 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: STAFF
Description: See the course description for Swed 1004. 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 1004 under the number 4004 for 2 credits. Contact the Department Office at (612) 625-2080 for a premission number.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 50% reading/writing; 50% oral/aural

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; prerequisite [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; meets DELM req of classroom
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
Tesar, David

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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

Tesar 5402 Language Analysis for Teachers of English as a Second Language (Sec 001); 4 cr; prereq 5401, Ling 5001; meets DELM req of classroom

Instructor: Lazaraton, Anne Louise

Description: This course provides an overview of the more complex aspects of English grammar (articles, passives, indirect objects, prepositions, conditionals, relative clauses, complementation, reported speech), and of basic elements of pragmatics and discourse analysis as applied to English usage. Pedagogical implications of these considerations will be investigated. TESL 5402 is the second of a two-semester sequence. The sequence is required in the first year for M.A. in ESL students, and may also be taken by other graduate students interested in teaching ESL to adults. Prerequisites: TESL 5401.

Class time: 50% lecture, 50% Discussion

Work load: 25 pages of reading per week, 20 pages of writing per semester, 5 exams, 1 paper

Grade: 40% written reports/papers, 35% quizzes, 15% in-class presentations, 10% class participation

Exam format: problem solving

Tesar 5610 Research Methods in Applied Language Study (Sec 001); 3 cr; max crs 12; S-N only; prereq 5505 or instr consent; meets DELM req of classroom

Instructor: Tarone, Elaine E

Description: This is a course for graduate and advanced undergraduate students alike. It considers the problems inherent in creating or adapting English and other second-language teaching materials for use in particular classroom settings. Students are expected to have had a basic methods course for teaching a second or foreign language and some experience actually teaching a second language. First, to establish a context for materials development, students look at key concepts and practices in the design of language courses and programs. Then focus is given to the evaluation of existing teaching materials in a variety of media (textbooks, audio, video, CALL, internet), as necessary first step before adapting or creating new materials. Students assist in leading discussions on the evaluation of second-language teaching materials in particular skill areas. The course is primarily devoted to the preparation, field testing, evaluation, and revision of a set of teaching materials, based on feedback from peers and from the instructor. Topics covered: elements of course and syllabus design, teachers as course developers, criteria for the evaluation of ESL materials, materials development, materials for grammar, materials for reading and writing, materials for listening and speaking, the piloting of materials, the teachers’ guide to materials, and course materials for autonomous language learning.

Class time: 30% lecture, 60% Discussion, 10% hours/week

Work load: 20 pages of reading per week, plan on spending 20 hours/week on this course, preparing for and teaching your ESL class, and meeting with your TESL class.

Grade: 10% in-class presentations, 40% class participation, 50% student teaching with supervising teacher

Tesar 5723 Materials for Teaching English as a Second Language (Sec 001); 3 cr; prereq 5721, 5722 or instr consent; meets DELM req of classroom

Instructor: Anderson, Michael Einar

Description: This is a course for graduate and advanced undergraduate students alike. It considers the problems inherent in creating or adapting English and other second-language teaching materials for use in particular classroom settings. Students are expected to have had a basic methods course for teaching a second or foreign language and some experience actually teaching a second language. First, to establish a context for materials development, students look at key concepts and practices in the design of language courses and programs. Then focus is given to the evaluation of existing teaching materials in a variety of media (textbooks, audio, video, CALL, internet), as necessary first step before adapting or creating new materials. Students assist in leading discussions on the evaluation of second-language teaching materials in particular skill areas. The course is primarily devoted to the preparation, field testing, evaluation, and revision of a set of teaching materials, based on feedback from peers and from the instructor. Topics covered: elements of course and syllabus design, teachers as course developers, criteria for the evaluation of ESL materials, materials development, materials for grammar, materials for reading and writing, materials for listening and speaking, the piloting of materials, the teachers’ guide to materials, and course materials for autonomous language learning.

Class time: 30% lecture, 60% Discussion, 10%
language teacher? Through assigned readings, class discussions, and homework assignments, students will gain expertise in applying various discourse analytic approaches (e.g., conversion analysis, speech event theory, cohesion analysis) to a variety of discourse data. Students will then select and utilize one of these methodologies to analyze some authentic discourse data (which they have collected for this course or for another purpose) to prepare an end-of-semester course project. Although the course takes an applied linguistics focus on the analysis of English discourse, graduate students interested in second language studies from other departments will also find the course useful. Required materials include Hatch, e. (1992) Discourse and language education. Cambridge: Cambridge University Press; a course packet of approximately 20 original source readings; and several blank audiocassette tapes.

Class time: 10% lecture, 90% Discussion
Work load: 50 pages of reading per week, 50 pages of writing per semester, 1 papers, Weekly homework assignments
Grade: 20% written reports/papers, 10% in-class presentations, 10% class participation, 30% problem solving, 30% Final project

TESL 5993 Directed Studies
(Sec 001-003); 1-4 cr; max hrs 9, 9 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: In order to obtain Directed Studies credit through TESL 5993, students must fill 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.

**Theatre Arts**

580 Rarig Center: 612/625-6699

Th 1102 Drama and the Media
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Worry, 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.

Class time: 10% lecture, 90% Discussion
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 001-006); 3 cr; prereq 1101 or concurrent enrollment 1101; meets DELM req of classroom
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 Beginning Acting: Fundamentals of Performance
(Sec 001-004); 3 cr; A-F only; prereq [1101 or concurrent registration is required (or allowed) in 1101), concurrent registration is required (or allowed) in 1322; meets DELM req of classroom
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 1322 Creating the Performance
(Sec 001, 003); 3 cr; A-F only; prereq 1321 [taken preceding sem or summer session]; meets DELM req of classroom
Instructor: Margolis Brown, Kari
Description: A fundamental yet comprehensive overview of directing. As the person who directs and co-ordinates the efforts of the playwright, designers and actors, the director is responsible for creating a tangible, aesthetic form out of these disparate elements. The course is intended to introduce the beginning director to the basic tools of the director’s craft. The student is instructed in the fundamentals of interpretation, blocking, movement, composition, communication, picturization and rhythm as well as the terminology and jargon of the theatre. A great emphasis is placed upon both the creative and interpretive process of the director’s art, as well as on building effective collaborative relationships between actors and directors as they work together to “create the performance.” Particular emphasis will be placed on the Director/Actor relationship. 1321 Fundamentals of Performance is a prerequisite for this course.

Class time: 20% lecture, 30% Discussion, 50% Laboratory
Work load: 7-10 pages of writing per semester, The course consists of five projects and requires outside class time.
Grade: 15% final exam, 15% written reports/papers, 40% class participation, 30% problem solving
Exam format: A final project that incorporates lessons learned from the semester.

Th 1396 BFA Voice and Speech II
(Sec 001); 2 cr; A-F only; prereq 1392; meets DELM req of classroom
Instructor: STAFF
Description: BFA Core Component
Th 1397 BFA Movement II
(Sec 001); 2 cr; A-F only; prereq 1393; meets DELM req of classroom
Instructor: STAFF
Description: BFA Core Component

Th 1911W Freshman Seminar: Theatre, Entertainment With Attitude
(Sec 001); 3 cr; A-F only; prereq Fr with no more than 30 cr; meets
CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Bernstein, David Joseph
Description: Is live performance obsolete? Are art and entertainment
the same, as in ?A & E? In this freshman seminar for non-theater
majors, we will address these questions by experiencing the power,
immediacy, and social relevance of live theater. Our main goal is to
use the rich cultural resources of the Twin Cities, supplemented by in-
class discussions, talks with theater and dance professionals, and
textual readings to develop a critical language - and a critical eye - with
which to look at performance. We will attend performances at a variety
of local theaters and use the experience of seeing them (?up close and
personal?) to focus on a number of questions. What does it mean for a
theater to be mission-driven rather than market-driven? How does
theater reflect social and political issues - and the cultural context in
which it was created and/or performed? How, and how well, do acting,
scenery, costumes, lighting, and sound combine into a total effect to
make a text or concept come alive on stage? And yes, we will also ask
of each production whether or not it engaged and entertained us as
audience members. Here is an excellent opportunity to experience live
performance and think about its relationship to culture and values. In
other words, to experience live theater as more than a way of passing
the time on an otherwise boring Thursday night.
Class time: 10% lecture, 40% Discussion, 50% attending theatre
productions
Work load: 0-50 pages of reading per week, 20-25 pages of writing
per semester, Attendance at plays is required (fee pays for tickets and
transportation); workload consists of a critical journal, one 5-6 page
paper, and one special project.
Grade: 55% written reports/papers, 25% special projects, 20% class
participation
Exam format: No exams
Course URL: http://webct3.umn.edu/public/TH1911W_s03/index.html

Th 2396 BFA Voice and Speech IV
(Sec 001); 2 cr; A-F only; prereq BFA-acting, sophomore; meets
DELM req of classroom
Instructor: STAFF
Description: BFA Core Component

Th 2397 BFA Movement IV
(Sec 001); 2 cr; A-F only; prereq BFA-acting sophomore; meets
DELM req of classroom
Instructor: STAFF
Description: BFA Core Component

Th 3100 Theatre Practicum
(Sec 001, 002); 1 cr; max crs 4, 4 repeates allowed; S-N only;
prereq 1101; only two enrollments as actor may count toward a
major; meets DELM req of classroom
Instructor: Gwinup, Martin Bruce
Description: Theatre Practicum is a course that allows the student to
receive credit for work within our Main Season production laboratory.
This can be as a cast member within a production, as a backstage
running crew or board operator, within the shops during the
construction of a production, in the box office in promotions, audience
development, or House management. The student is expected to
commit to 48-54 hours over the term of registration and will be working
alongside faculty and/or staff in the development and realization of the
production. This is the hands-on lab which is connected to our
academic training. Realize that the course is only offered S/N and is
also open to any student on campus.
Class time: 95% Laboratory, 5% organizational meetings
Grade: 100% lab work

Work load: 48 to 54 hours over the term in production area

Th 3120 Theatre: Theory and Practice
(Sec 001); 3 cr; max crs 6; prereq 1101; meets DELM req of classroom
Instructor: Wilcoxon, Jeanne Irene
Description: In this course we will explore and explode our ideas of
and about performance art. The course will begin with an examination
of how the field of performance art has been delimited and what is at
stake in such delimitations for artists/practitioners and for
theorists/historiographers. By parsing out elements contained with this
"genre," we will then investigate resonances with other 20th century
artistic "movements," such as: Fluxus, Happenings, Dada, Surrealism
and Futurism. The course will then focus on how, specifically,
"performance art" may provide a site for reconfigurations and
reimaginings of the performer's body in the socio-political world.
Through reading, viewing and discussing the works and writings of
performance artists and theorists, we will explore how gender,
sexuality and race are constructed and performed in "art" and "life."
The final weeks of the course will be spent on our own performance art
extravaganza, in which each student will create their own piece of
performance drawing from the ideas that they have encountered in the
course.
Class time: 50% Discussion, 50%
Work load: 40-50 pages of reading per week, 15 pages of writing per
semester, 2 papers
Grade: 30% written reports/papers, 30% in-class presentations, 20%
lab work, 20% participation in performance art project

Th 3172 History of the Theatre: Age of Enlightenment to Present
(Sec 001); 3 cr; prereq Th major or instr consent; meets DELM req
of classroom
Instructor: Jakovljevic, Branislav
Description: In this class we will examine the major transformations of
theater - playwriting as well as acting, stage design, theater
architecture, and performance - in the period from the emergence of
modernism in the late eighteenth century until the present. Our study of
changes in theatrical conventions, ideas, and in the very paradigm of
theatricality will be placed in the context of sharp historical
discontinuities that profoundly marked the age of modernism. The
subject of this course is not only theater, but the history itself: we will
analyze the mechanisms of production and transmission of historical
narratives and their relation to theatrical "fiction." Also, we will look at
the ways in which theater produces its own narrative and
representational strategies that enable it to comment on and actively
engage in historical events that surround it.
Class time: 30% lecture, 70% Discussion
Work load: 20 pages of reading per week, 3 exams
Grade: 25% mid-semester exam(s), 40% final exam, 25% class
participation, 10% First exam
Exam format: Essay

Th 3314 Text and the Actor
(Sec 001); 3 cr; A-F only; prereq 1101, 1321, 1322; meets DELM req
of classroom
Instructor: Nash, Elizabeth H
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
presentational techniques required by both stage and singing actors.
Class time: 10% lecture, 40% Discussion, 50% Laboratory
Work load: 10 varied short written assignments.
Grade: 50% in-class presentations, 50% Written assignments
Exam format: Presentations and written assignments

This information is accurate as of: 11/3/2004

Spring 2005
Th 3322 Advanced Techniques for Characterization  
(Sec 001); 3 cr; prereq 3321; meets DELM req of classroom  
Instructor: Kingsley, Barbara  
Description: The second part of a two-quarter course in Intermediate Acting, this course focuses on principles of building characters and researching behavior, while applying this research to scenes of ?classic? realism and naturalism. Acting fundamentals are reviewed and a variety of techniques explored in developing an approach to work and articulating a personal process. Techniques of effective auditioning are also covered. Open only to students who have successfully completed TH 3321  
Class time: 10% lecture, 90% Laboratory  
Work load: 10 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers  
Grade: 50% in-class presentations, 10% class participation, 10% Final Monologue; 20% Final Scene; 10% Growth  
Exam format: Multiple choice

Th 3331 Physical Approaches to Acting  
(Sec 001, 002); 3 cr; prereq 1322, 3314 or concurrent enrollment 3314; audition; meets DELM req of classroom  
Instructor: STAFF  
Description: Physical approaches to acting will intensely explore the psychophysical methodology of Jacques Lecoq with emphasis on neutral mask, acrobatics, commedia, clowning and buffooning. The course will investigate poetic, tragic and playful performance through the analysis of movement and gesture. Students will create solo and collaborative performances. Entrance is by audition after you have completed 1321 Fundamentals of Performance and 1322 Creating the Performance.  
Class time: 10% lecture, 10% Discussion, 80% Laboratory  
Work load: 4-6 pages of writing per semester, 2 papers, students will view and evaluate a performance  
Grade: 20% written reports/papers, 10% in-class presentations, 60% class participation, 10% problem solving

Th 3381 Theatre Storytelling and Solo Performance  
(Sec 001); 3 cr; prereq 3314 or concurrent enrollment 3314; meets DELM req of classroom  
Instructor: Shimko, Robert B  
Description: This course introduces students to solo performance as a distinct form of theatre. It also offers an encouraging workshop space for developing individual performance pieces, to be performed at the end of the course. Class time and assignments are divided between studying the work and techniques of important solo performers and the end of the course. In practical exercises, lecture, class participation, 10% problem solving

Th 3395 BFA Workshop III  
(Sec 001); 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 3398 BFA Rehearsal & Performance V  
(Sec 001); 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 4178W Survey of Dramatic Literature II: Representation and its Effects  
(Sec 001); 3 cr; prereq [(3171, 3172), [jr or sr]] orr instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Werry, Margaret L  
Description: This course is the second part of a two-course sequence designed to introduce students to strategies for the analysis of dramatic literature. By working with a range of play texts, critical essays, and theoretical interventions, this course explores theatre as a space for creative engagement and critical thought that can happen both on the stage and on the page. In practical exercises, lecture, discussion, and writing, students examine the ways in which dramatists engage with pressing cultural problems by revisiting and reinterpreting canonical works of dramatic literature. The course understands theatre as a broad cultural practice, and so includes works of popular theatre alongside classical texts, performance art alongside traditional play scripts, and covers a range of non-western material. 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.  
Class time: 35% lecture, 65% Discussion  
Work load: 80-100 pages of reading per week, 15 pages of writing per semester  
Grade: 45% written reports/papers, 25% class participation, 30% performance project

Th 4322 Acting for the Camera  
(Sec 001, 002); 3 cr; prereq 3321; meets DELM req of classroom  
Instructor: Gamoke, John P  
Description: 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).  
Class time: 100% Laboratory  
Grade: 25% quizzes, 25% class participation, 25% lab work, 25% Final Scenes

Th 4395 BFA Workshop III  
(Sec 001); 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 4398 BFA Rehearsal and Performance V  
(Sec 001); 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 4556 Digital Audio and MIDI for Performance  
(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom  
Instructor: Gwinup, Martin Bruce  
Description: Digital Audio and MIDI for Performance delves into the use and the applications of: digital audio; digital editing and manipulation; MIDI sequencing; MIDI programing; MIDI as a control language; digital audio and MIDI for performance. The students will receive hands on experience in use of sophisticated editing, sequencing, and control software. Some software used is Vegas Video, Sound Forge, Cakewalk Sonar, and SFX. Projects include destructive and non-destructive editing, digital signal processing, MIDI sequencing, MIDI control, and system analysis and set-up. This course is open to any interested student. Prior experience with audio or MIDI is welcome but not necessary. However a basic understanding of computer operation and file handling is expected.  
Class time: 40% lecture, 10% Discussion, 50% Laboratory  
Work load: 15 pages of reading per week, 5 pages of writing per semester, 1 exams, Specific Projects  
Grade: 15% mid-semester exam(s), 50% special projects, 5% quizzes,
Th 4905H Honors: Tutorial Seminar in Theatre Arts
(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq #4905; honors, theatre arts, dept consent; limit [2 cr for [cum laude or magna cum laude], 4 cr for summa cum laude]; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Independent reading and research in selected fields in preparing honors thesis or creative project. Detailed requirements available from the department's Director of Honors.
Work load: 20-25 pages of writing per semester, 1 papers
Grade: 10% written reports/papers

Th 5100 Theatre Practicum
(Sec 001, 002); 1-4 cr; max crs 20, 10 repeats allowed; prereq instr consent, dept consent; 4 cr of 3100 for undergrads; meets DELM req of classroom
Instructor: STAFF
Description: Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

Th 5103 The Theatre Dramaturg
(Sec 001); 3 cr; prereq [4177 or 4178], [jr or sr], instr consent; meets DELM req of classroom
Instructor: Lupu, Michael
Description: The Dramaturgy Seminar will offer an exploration of theoretical & practical aspects of dramaturgy in the American theatre. Students will tackle some of the foundations of the dramaturgical function as it has been emerging in the professional and educational theater and consider multiple options toward a working definition of this interdisciplinary field. The class will focus on theoretical and historical perspectives regarding dramaturgy and its evolution; critical tools in analyzing and developing scripts; genres, dramaturgical structure, literary and stage elements; production history of classics; interpretive choices of texts (including translations/adaptations); dramaturgy as related to dramatists, directors, designers, and other performing artists; preparing/editing scripts for rehearsal; production dramaturgy; stage imagery, theatrically; dramaturgy and contemporary trends in the art of theatre, etc. Open to graduate students. Undergraduate students are invited to register by obtaining the department's recommendation and an interview with the instructor. Participation is limited to 12.

Th 5117 Performance and Social Change
(Sec 001); 3 cr; A-F only; prereq Jr or sr or grad student; meets DELM req of classroom
Instructor: Kuftinec, Sonja
Description: n mid-twentieth century Peru, a radical theater artist teaches literacy through photography. Through dedicated clowning around, a group of rowdy Brazilian street children propose to transform the violent dynamics of a domestic scene. In 2004 a mixed gender group of youth in Kabul, Afghanistan reflect on how to turn a gun into a book. And in a Minnesota classroom, a student confronts the cops in his head, the inner demons that prevented him from standing up to a religious authority that he continues to revere. The radical Brazilian theater artist, Augusto Boal, has been working for five decades to transform individuals and their oppressions through theater. Believing that everyone has the capacity to act-to take action and reflect on their conditions of being-Boal developed a "theater of the oppressed," embracing techniques including forum, image, invisible and legislative theater, all designed to raise consciousness and propel action towards individual and social change. Through workshops, presentations, and discussions Performance and Social Change investigates the possibilities and limitations of Boal's techniques. Critical and practical readings, impassioned debate, and community-based research and practice will dynamize our learning as we explore Boal's strategies in the classroom and community, applying them to our own lives and surroundings. This class is targeted towards advanced undergraduate and graduate students.

Class time: 10% lecture, 45% Discussion, 45% performance workshops; As embodied learning exemplifies the pedagogical approach of this activist course, students will research contemporary, local and historical projects as well as create their own.
Work load: 50-100 pages of reading per week, 10-20 pages of writing per semester, 2 papers, final project and oral presentation
Grade: 15% mid-semester exam(s), 25% written reports/papers, 25% special projects, 10% in-class presentations, 25% class participation
Exam format: essay

Th 5355 Puppetry: Techniques and Practice in Contemporary Theater
(Sec 001); 3 cr; prereq [3513 or &3513], instr consent] or grad student; meets DELM req of classroom
Instructor: STAFF
Description: This course will introduce the fundamentals of puppetry and object theatre through puppetry 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 performances. 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.

Th 5500 Theatre Design Practicum
(Sec 001, 002); 1-3 cr; max crs 20, 10 repeats allowed; prereq 3515, instr consent, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.
Class time: 100% Laboratory
Work load: projects for design
Grade: 100% final production and prep work

Th 5540 Lighting Design for the Theatre
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3515 or grad or instr consent; meets DELM req of classroom
Instructor: Montgomery, Jean A
Description: This course covers the theory and principles of theatre lighting design. Class format is lecture, discussion, and practical laboratory where students have the opportunity to participate in their own experiments in color and design theory. There are also guest lighting designers from the mainstage season of the University Theatre who lead demonstrations of their designs for actual productions for various stage forms. Students will develop a light plot and paperwork for at least one lighting design in the theatre of their choice in Rarig Center. For non-theater majors, there are alternatives to this requirement, discussable with the instructor. The use of computers in lighting design and paperwork will be discussed and practical experience in using computers for this part of the design is available as part of the course. Undergraduates with a theater design background (Th 3515), graduate/upper level students with an architecture or art background interested in lighting would be welcome. Note: Section 2 is a practical extension of the coursework covered in Section 1. It is intended for students who have already completed Section 1 in a previous semester. Course content is developed to meet the lighting design interests of the class participants.

Th 5558 Audio Systems Analysis and Installation
(Sec 001); 3 cr; prereq 4555 or instr consent; meets DELM req of classroom
Instructor: Gwipin, Martin Bruce
Description: This course will offer the student experience in analyzing, designing, developing specifications, and installing sound systems. They will work from clients program lists, within given resources, and with given spaces. From this they will arrive at the best possible audio system within those parameters. This course will include hands on
experience. The class will work as a group or a couple of groups and be assigned a specific project to complete. Each student will have a chance to experience all of the different aspects of the topic. At the end of the project they will turn in all pertinent paperwork (i.e. budget sheets, sketches, drafts, purchasing documents, schematics...). They will be evaluated by this paperwork as well as their participation in the course discussions and practical applications. This course is designed to take the students to the next level of audio technology. Move them from operation to assembling and installing systems. The student will learn the concepts of room and space acoustics, wiring systems for audio, system chains, power/impedance matching, and gain structure.

Class time: 30% lecture, 30% Discussion, 40% Laboratory
Work load: 20 pages of reading per week, 20 pages of writing per semester, Projects including related paperwork - 3-4 projects
Grade: 10% written reports/papers, 40% special projects, 10% in-class presentations, 10% class participation, 20% lab work, 10% problem solving

Th 5590 Theatre Technology Practicum
(Sec 001); 3 cr; max crs 15, 15 repeats allowed; prereq 5716 or concurrent enrollment 5716, instr consent; [4 cr max for undergrads]; meets DELM req of classroom
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% 100% special projects
Work load: Practical lab
Grade: 100% special projects

This information is accurate as of: 11/3/2004
Urban Studies
348 Social Sciences Building: 612/626-1626

UrbS 3202 Urban Studies Colloquium
(Sec 002); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: In the context of the "sprawl" debate, these colloquia will consider specific aspects of challenges drawn from local examples. These include: Urban/rural definitions and value conflicts; definitions of "community, governance, long-range planning, infrastructure needs, urban services. Ms. McMonigal is the planning director for the City of St Louis Park.

UrbS 3202 Urban Studies Colloquium
(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: UrbS 3202 sec 001 - Gentrification: One of the only certainties in life is change. Cities are in a constant state of flux. Gentrification is a term that gets thrown about when discussing the "revitalization" of urban areas. We will examine the meanings of gentrification, the means by which it occurs, who wins and who loses. From a social justice and economic standpoint: can gentrification be managed? We'll use local examples and examples from other cities. Ms.Neathery is the Executive Director of the West Broadway Area Coalition; UrbS 3202 Sec 003 - Suburban Downtowns and Leisure Centers - Many suburban communities in major metropolitan areas are creating new "downtowns" as community focal points; gathering places, and leisure centers. This course will use local and national case studies to explore the central urban design concepts and attributes of this trend. Matt Goldstein Is a local planning consultant.

UrbS 3500 Urban Studies Workshop: Neighborhoods and Civic Innovation
(Sec 002); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Nicholls, Gretchen S
Description: Today the politics of place are changing. The Twin Cities has a rich base of geographic (neighborhood) organizations, and an emerging array of cultural community organizations due to our increasing immigrant and refugee populations. In this class students will work in teams to gather insights of how to build cross-cultural collaboration at the community level. Ms. Nicholls is the Executive Director of the Center for Neighborhoods.

UrbS 3500 Urban Studies Workshop: Planning for Urban Redevelopment
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Planning for Urban Redevelopment - We will focus on practice of land use/development in fully-developed cities. Implementation of small area plans will be discussed. Focus will be on the processes, analytical components, tools, and organizing relationships that are needed to overcome obstacles of implementation. Students will develop a case-study exploration of a successful planning-implementation process. Thomas Leighton is a Principal Planner for the City of Minneapolis.
Class time: 60% lecture, 40% Discussion

UrbS 3751 Understanding the Urban Environment
(Sec 001); 3 cr; A-F only; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Pentel, Paula R
Description: Where is nature in the city? Ecological function? Students will examine links between cities and the environment with an emphasis on air, soil, water, pollution, parks, public space, sustainability, and environmental justice, among others. We will examine the interplay of the environment, technology, scientific knowledge, and culture/politics in this wide-ranging course. Students are required to complete one field trip. Ms Pentel is a City Council member for the City of Golden Valley and a PhD candidate in Geography.
Class time: 50% lecture, 25% Discussion, 25% Work load: 5 exams, 1 papers, one field trip is required - small fee for transportation
Grade: 25% final exam, 10% written reports/papers, 40% quizzes, 5% in-class presentations, 10% class participation, 10% Fieldtrip reaction paper
Exam format: multiple choice and short answer
Course URL:
http://urbanstudies.cla.umn.edu/urbs3751/UrbS3751.html

UrbS 3771 Fundamentals of Transit
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Loetterle, Francis E
Description: This course will provide the student with an understanding of the importance of transit to an urban area and the issues surrounding the development and operation of transit. Specific attention will be paid to defining the various modes of transit and evaluating why and where each of these modes may be used. The course will review the process of making capital improvements to the transit system including finance, travel demand forecasting and environmental assessment. Issues surrounding the operation of transit will be reviewed including finance, scheduling, evaluation of effectiveness and accessibility. Students will be required to prepare for each classroom session with both readings and exercises, some of which will require fieldwork and/or research. Evaluation of student performance will be based upon attendance and participation during class sessions, completion of weekly exercises, a mid-term and final.

UrbS 3900 Urban Studies Internship Seminar
(Sec 001); 2 cr; max crs 4; A-F only; prereq Sr, internship placement, dept consent, instr consent; meets DELM req of classroom
Instructor: Pentel, Paula R
Description: This weekly seminar integrates a student's internship experience with their academic program. This course is appropriate for any student completing an internship that has an urban focus. Students must have their internships secured prior to the beginning of the term, and must speak to Paula Pentel prior to registering.
Class time: 10% lecture, 90% Discussion
Work load: 10-20 pages of reading per week, Six short assignments and a journal are required.

UrbS 3993 Urban Studies Directed Study
(Sec 001); 2-3 cr; max crs 6, 3 repeats allowed; A-F only; prereq UrbS majors, instr consent, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: For students with a specific educational objective that cannot be satisfied through regular curriculum (e.g., foreign study) and for honors students to complete an honors opportunity.

Women's Studies
425 Ford Hall: 612/624-6006

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
<th>Grade</th>
<th>Class time</th>
<th>Work load</th>
<th>Exam format</th>
<th>Work load</th>
<th>Exam format</th>
</tr>
</thead>
<tbody>
<tr>
<td>WoSt 1001</td>
<td>Introduction to Women's Studies</td>
<td>Hottinger, Sara N</td>
<td>This introductory course is designed to introduce students to the key issues, questions and debates in the interdisciplinary field of Women's Studies. Students will be expected to engage with the frameworks and concepts developed by feminist scholars which have helped to redefine the academic disciplines. Central to the course will be a focus on the social construction of identity and the myriad ways in which gender, race, class, sexuality and nationality work to constitute women's experience. This course is designed for non-majors and will be taught in a combined lecture/discussion format, with an emphasis on class participation, small group work, and writing.</td>
<td>20%</td>
<td>50-75 pages of reading per week, 10 pages of writing per semester, 2 exams</td>
<td>20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% special projects, 10% in-class presentations, 20% class participation</td>
<td>Short answers and essay questions.</td>
<td>8-10 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, Community projects and group presentations</td>
<td>20% mid-semester exam(s), 30% final exam, 10% special projects, 10% in-class presentations, 30% class participation</td>
</tr>
<tr>
<td>WoSt 1002</td>
<td>Politics of Sex</td>
<td>Scheman, Naomi !CLA Distinguished Tchg Awd!!</td>
<td>The course will exploit the ambiguities in its title: &quot;politics&quot; can refer both to matters of government and public policy (like same-sex marriage or sex education) and to the politics of every-day life (how sex intersects with identity and with power). &quot;Sex&quot; is at least as ambiguous: think about the difference between having sex and having a sex. And then there are the questions of gender and of sexual orientation and of their relations to sex (in both senses). We will aim both for a clearer sense of what all these concepts have to do with each other and for an appreciation of the complexities and instabilities that surround them and that make complete clarity unattainable. Our method will be to look closely at particular sites of contestation, mostly though not entirely in the U.S., places where people's struggles with these concepts are concrete and vitally important. This course will be web enhanced.</td>
<td>50%</td>
<td>50% lecture, 50% Discussion</td>
<td>to be determined; I will do my best to respect workload guidelines.</td>
<td>mostly short written papers, some presentations/projects</td>
<td>8-10 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, Community projects and group presentations</td>
<td>20% mid-semester exam(s), 30% final exam, 10% special projects, 10% in-class presentations, 30% class participation</td>
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<tr>
<td>WoSt 1905</td>
<td>Freshman Seminar: Woman to Woman: Creative Cross-Cultural Communication</td>
<td>Hornsby-Minor, Evette</td>
<td>This course will address unintended barriers that students will experience at different phases of their academic careers. Students will identify and develop strategies to overcome typical unintended barriers to academic success faced by most first year students. This course is especially designed for first generation college students and students interested in developing their cross-cultural communication skills. The participants will engage in an interactive process that will provide them with tools to confront the following issues, sexism, internalized oppression, covert and overt racism, and classroom alienation. We will examine the patterns impact cross-cultural communication among women.</td>
<td>0%</td>
<td>3 cr; max crs 6; A-F only; prereq freshman; meets DELM req of classroom</td>
<td>to be determined; mostly short written papers, some presentations/projects</td>
<td>no exams</td>
<td>8-10 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, Community projects and group presentations</td>
<td>20% mid-semester exam(s), 30% final exam, 10% special projects, 10% in-class presentations, 30% class participation</td>
</tr>
<tr>
<td>WoSt 3000</td>
<td>Gender and Global Politics</td>
<td>Nagar, Richa</td>
<td>This course employs cross-cultural, geographical and historical perspectives to analyze questions of representation, voice, and agency. We will explore the ways in which gender, class and other axes of social power and difference (such as race, religion, caste, sexuality and geographical location) shape the ways that “third world”</td>
<td>0%</td>
<td>3 cr; max crs 4, 1 repeat allowed; prereq credit will not be granted if credit received for: 3000V; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom</td>
<td>50% lecture, 10% Closed Circuit TV, 50% Discussion, 15% artistic workshops</td>
<td>8-10 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, Community projects and group presentations</td>
<td>20% mid-semester exam(s), 30% final exam, 10% special projects, 10% in-class presentations, 30% class participation</td>
<td>Essay</td>
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women (and men) determine their own cultures of resistance and praxis of empowerment. The major themes of this course are grounded in the international political-economic contexts that underscore the realities of global interconnectedness, as well as the uneven ways in which different communities and nations get incorporated into the "global." To address these issues, the course is structured around the themes of violence and resistance. We will begin the semester by identifying the key processes at work in the gendered constructions of culture and violence. In the second section of the course, we will discuss how multiple forms of violence overlap with and constitute each other, and the kinds of historical understandings and contextual analyses we need to understand these processes. The last two sections of the course further complicate dominant understandings of violence by exploring the ways in which families - as well as gendered, raced, and sexualized bodies - become sites of both violence and resistance.

**Class time:** 65% lecture, 35% Discussion  
**Work load:** 75 pages of reading per week, 25 pages of writing per semester, 1 exams, 1 papers  
**Grade:** 25% mid-semester exam(s), 40% written reports/papers, 20% class participation, 15% lab work  
**Exam format:** essay

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**WoSt 3004W Point/Counterpoint: Contemporary Feminist Debates**  
(Sec 001); Credit will not be granted if credit has been received for: WOST 3054, WOST 3004V, WOST 3009V, WOST 3009V; 3 cr; max crs 4, 1 repeat allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
**Instructor:** Davis, Dawn R  
**Description:** In this course we examine debates and controversies around such feminist issues as reproductive rights, "the sex wars," feminism and racism, and the naming of feminism and Women's Studies. This writing intensive course, suitable for both majors and non-majors, is designed to introduce students to topics central to feminist discourses and to teach basic structures of argumentative analysis. Readings will be assigned from book excerpts, academic articles and other publications and assigned writing will include opinion pieces, letters to the editor, and standard academic analysis.

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**WoSt 3102W Feminist Thought and Theory.**  
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
**Instructor:** Bouchard, Danielle Marie  
**Description:** The goal of this course is not only to critically examine some of the great variety of feminist work, but also to encourage students to build their own body of feminist theorizing. Feminist theory represents a truly vast area of inquiry. Thus, rather than aiming to be comprehensive, this course focuses on key political and social problems, including intersectionality, privilege, representation, power, identity and sexuality. Central to this course is the idea that understanding social categories such as race, class, gender, sexuality, and nationality is an interpretive, theoretical, and political act. Some background in Women's Studies or another relevant field will be helpful. Assignments and course activities will focus on building critical analysis, reading, and argumentative skills.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 3 papers  
**Grade:** 55% written reports/papers, 10% quizzes, 10% class participation, 25% weekly response  
**Exam format:** No exams

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**WoSt 3202 Biology of Women**  
(Sec 001); 4 cr; meets DELM req of classroom  
**Instructor:** Zita, Jacquelyn N !!CLA Distinguished Tchg Awd!!  
**Description:** n this course students are introduced to basic biology principles and theories through a study of the biology of women. Focused on the body as a complex bio-social organism, students will study core concepts and models from biochemistry, cell biology, genetics, embryology, immunology, anatomy, and physiology needed to understand how basic body systems work and how the female life cycle is biologically organized. This course is unique in its investigation into how sex and gender differences, intersected by race and class differences, affect the biology and health status of the female body and how feminist science approaches challenge conventional ways of knowing in biology. In the lab exercises, students will acquire skills in scientific thinking, elementary statistical analysis, experimental design, data collection, hypothesis testing, diagnostic reasoning, archival research into the history of biology, data and research evaluation, and critical thinking.  
**Class time:** 60% lecture, 40% Laboratory  
**Work load:** 10-50 pages of reading per week, 2 exams, extra credit options can upgrade exam scores on midterm exam  
**Grade:** 35% mid-semester exam(s), 40% final exam, 5% quizzes, 20% lab work  
**Exam format:** combination of multiple choice, matching, true/false, fill in the blank, short answer, and essay  
**Course URL:** http://WomenStudy.cla.umn.edu/courses/3202

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**WoSt 3200H Topics: Biology, Health, and Environmental Studies: Enviro/ Feminism**  
(Sec 001); 3 cr; prereq Honors; meets DELM req of classroom; meets HON req of Honors  
**Instructor:** Zita, Jacquelyn N !!CLA Distinguished Tchg Awd!!  
**Description:** What is environmental sexism? This course will focus on different ways to explore this question and on feminist theoretical and political responses to both global and local environmental crises. The first part of the course will examine the planetary ecological and environmental crisis through a variety of theoretical and political lenses, including environmental racism, ecology writings, lifestyle approaches, and the concept of "ecological footprint." The second part of the course will examine how the planetary crisis affects women in different global locations, how feminists and women's eco-feminist political projects are responding to these multiple challenges, and how eco-feminism and the engendering and "racing" of environmental theory provide a uniquely comprehensive way of understanding the often hidden impact of the environment crises on women, children, and economically disadvantaged communities. The course will conclude with an exploration of alternative ways of living on and with the Earth. One to four additional credits will be available for students who would like to pursue an internship with a local environmental group working on a project related to the content of the course. Summer and May Term internships will also follow for graduates of this course.  
**Class time:** 50% lecture, 45% Discussion, 5% Special field day, Saturday, April 23, visiting CSA farms and alternative community in Wisconsin  
**Work load:** 50-70 pages of reading per week, 20-40 pages of writing per semester, 4 papers  
**Grade:** 40% written reports/papers, 30% special projects, 30% class participation

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**WoSt 3307 Feminist Film Studies**  
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom  
**Instructor:** Katz, Judith  
**Description:** WOMEN MAKE MOVIES. This class will focus on the work of women filmmakers and directors from the United States, Canada, Asia, and Europe, who work in and out of the mainstream. Films will include narrative and documentary work by such directors as Alice Guy, Ida Lupino,Margarethe Von Trotta,Maya Deren, Nelly Kaplan, Marlene Gorris, Cheryl Dunye, Garinder Chadha, Mira Nair, Deepa Mehta, and others. Class will examine the ways in which work by women filmmakers addresses, mirrors, and exemplifies the needs, values, and difficulties facing women in and outside of the feminist movement.  
**Class time:** 10% lecture, 10% Discussion, 80% Showing of films  
**Work load:** 10-50 pages of reading per week, 30 pages of writing per semester, 2 papers, 1 page weekly response papers

This information is accurate as of: 11/3/2004  
Spring 2005
WoSt 3390 Topics: Visual, Cultural, and Literary Studies: Dutch Women in Film and Writing
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
Description: This exciting course, intended for students with an interest in Dutch culture and women’s lives, will introduce the students to a number of well known Dutch women writers and filmmakers. Texts and films have been selected by the instructor on the basis of their excellent treatment of important (sometimes controversial) issues in today’s society, both in the Netherlands and, by comparison, the United States. A selection of topics areas to be discussed includes: female friendship, sisterhood, marriage, work, motherhood, women’s roles in wartime Holland, sexuality, and more. The course includes a visit by Holland’s most famous feminist writer Renate Dorrestein, who will discuss her novel A Crying Shame, recently adapted for film (the film will most likely run in the Minneapolis International Film Festival), and give a brief workshop on creative writing. Movies include works by Holland’s most famous feminist filmmaker Marleen Gorris, also well known in the United States for films such as Mrs. Dalloway and The Luhzin Defense. For those interested in a different perspective, this course is a must.
Class time: 10% lecture, 60% Discussion, 30% film showings
Work load: 100 pages of reading per week, 15 pages of writing per semester, 5 papers
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation
Exam format: essays

WoSt 3404 International Lesbian and Queer Studies
(Sec 001); 3 cr; prereq 1001 or 1002 or 3001 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: In this class, we will read, discuss, and write about a selection of contemporary “texts” - including fiction, film, critical-theoretical materials, and personal narratives - that reflect and interrogate ‘experiences’ and cultural productions of (primarily) contemporary LGBT/Q people. We will concentrate, specifically, on getting a sense of the cultural, social, and political forces that shape current (self-)representations of LGBT/Q people and communities both locally and globally.
Class time: 20% lecture, 80% Discussions, 10% films and documentaries
Work load: 80-100 pages of reading per week, 25 pages of writing per semester, 1 papers, class presentations, news-clippings analysis, and journal review (with a partner)
Grade: 30% written reports/papers, 20% special projects, 20% in-class presentations, 30% one page long weekly responses (12 responses during the semester)
Exam format: Essay

WoSt 4108W Senior Seminar: Writing
(Sec 001); 3 cr; prereq WoSt [jr or sr]; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Brandzel, Amy L
Description: The objective of this seminar is to provide the intellectual space and tools to produce a Women’s Studies senior project that will be the ultimate culmination and achievement of your undergraduate career. Towards that end we will be working together as a supportive and thought-provoking writing group and intellectual community. In this class you will learn various research strategies as well as how to identify your theoretical frameworks (such as feminist, queer, postcolonial, or critical race theory) and your methodologies (such as rhetorical analysis, ethnography, interviews, life histories, historical, qualitative analysis, and poststructural textual analysis). You will then work to apply these theoretical analyses and methods towards whatever object(s) you have chosen. Along the way we will also learn how to write and revise a provocative, grounded and effective piece of writing that will be well-organized, grammatically correct, and finely polished. This is an exciting opportunity to fine-tune and showcase your expertise alongside your peers and should be nothing less than an inspiring journey.

WoSt 4122 Philosophy and Feminist Theory
(Sec 001); Credit will not be granted if credit has been received for: PHIL 4622, PHIL 4622W, PHIL 4622, PHIL 4622, WOST 5122, PHIL 5622; 3 cr; prereq 8 crs in [philosophy or women's studies] or instr consent; meets DELM req of classroom
Instructor: Longino, Helen E
Description: Many basic assumptions of Western cultures are elaborated in the work of the classical Western philosophers. Feminist theory has challenged many of those basic assumptions and the values they express. This course explores some of the implications of feminist thought for traditional approaches to philosophical issues. By reading excerpts from canonical and feminist philosophers, we will work to understand the nature of the challenge posed by feminist thought. We will explore feminist ideas about how to do philosophy, feminist approaches to the history of philosophy, and feminist approaches to human nature, to language, and to issues in ethics and aesthetics. The course is intended for advanced undergraduates and graduate students in Women’s Studies, Feminist Studies and Philosophy.
Class time: 25% lecture, 75% Discussion
Work load: 40-60 pages of reading per week, 14-18 pages of writing per semester, 4 papers
Grade: 15% class participation, 15% lab work, 10% each three short papers; 40% final paper
Exam format: papers only

WoSt 4402 Rebels, Radicals, and Revolutionaries: History of Western Feminisms
Grade: 80% written reports/papers, 20% class participation
Exam format: one 5-8 page paper; one 8-10 page paper

This information is accurate as of: 11/3/2004
WoSt 4490 Topics: Political Economy and Global Studies: Women & the Holocaust:

Description: Though this course focuses on Western feminisms, it is impossible to truly understand the history of Western feminism in isolation. This class, then, will be comparative in nature. We will ground our study of Western feminism's history by examining the way feminism has developed in the United States and in England, but we will spend a considerable amount of time exploring the interactions between Western feminisms and those in other parts of the world. As one of our primary activities, students will research and write organizational histories for two organizations (specific organizations will be chosen the first day of class). Although other writing assignments have been adjusted accordingly, it is important that you are committed to this project, which will require substantial time outside of the classroom. Objectives: After this class, you should be able to examine feminism as an international movement, with an emphasis on dialogue among diverse groups of feminists, engage in an academic dialogue about the history of feminism, explain the basic chronology of western feminism and its significance, apply basic research skills used by historians to understand, analyze, and explain history, and understand the relationship between the broad history of feminism and the growth of individual feminist organizations.

WoSt 4499 Topics: Political Economy and Global Studies: Women & the Holocaust:

Description: In most areas of study, a great emphasis is placed on our ability to classify people and things into categories. In this class, we will study an area of theory, politics, and artistic/cultural production that resists the practice of categorization. We will consider "queer" as an opposition to heteronormativity in its broadest sense: gendered, sexual, racial, and economic normatives, as well as norms of citizenship, sexual practice, and the body. We will look at both the genealogy of queer theory and at contemporary queer texts and cultural productions, examining how queer intersects with language, medicine, the law, identity politics, and the media. Besides reading theoretical texts, we will read "mainstream" queer writing, online queer writing, and meet queer activists and artists.

Class time: 30% lecture, 70% Discussion

WoSt 4450 Women and Public Policy

Description: This information is accurate as of: 11/3/2004

Description: Women and Public Policy focuses on the ways that social policy shapes and organizes the lives of women in the United States through the intersecting axes of gender, class, race, age, sexual orientation, and disability. We will consider the varying ways that structured inequality is reproduced through public policies, as well as how such power is resisted. We will explore these issues at both the macro-level of society, culture, and representation, and the micro-level of people's lived experiences. We will consider the ways that women's lives are regulated through their interactions with state institutions, and how they, in turn, find ways of surviving economically and make meaningful lives for themselves and their families. Issues to be considered include: welfare, employment, childcare, reproductive policies. This course can be used as a prerequisite for the Women's Studies Internship Program (Legislative Session 2001). Contact the Women's Studies undergraduate office (612) 624-6809 or email wostdv@tc.umn.edu for more details on the Women's Studies Legislative Internship Program. Information is also available on our Website (http://womensstudy.ctl.umn.edu/new/legintern.html).

Class time: 10% lecture, 20% Discussion, 70% Internship Activities

Work load: 3 pages of writing per semester, 1 papers, Journal of legislative activities

Grade: 15% special projects, 25% class participation, 60% Legislative internship activities

WoSt 4493 Directed Study

Description: Many basic assumptions of Western cultures are elaborated in the work of the classical Western philosophers. Feminist theory has challenged many of those basic assumptions and the values they express. This course explores some of the implications of feminist thought for traditional approaches to philosophical issues. By reading excerpts from canonical and feminist philosophers, we will work to understand the nature of the challenge posed by feminist thought. We will explore feminist ideas about how to do philosophy, feminist approaches to the history of philosophy, and feminist approaches to human nature, to language, and to issues in ethics and
Work, Community, and Family Education
210 VoTech Building: 612/625-3757

WCFE 3011W Introduction to Technology and Public Ethics (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Davis, Joan Audray
Description: Nature of technology. Values, ethical issues related to technology. Technology and transformation of workplace, family, community life.
Class time: 25% lecture, 50% Discussion, 25%
Grade: 70% written reports/papers, 10% in-class presentations, 20% class participation

WCFE 5011W Technology and Public Ethics (Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Davis, Joan Audray
Description: Nature of technology. Values, ethical issues related to technology. Technology and transformation of workplace, family, community life.
Class time: 25% lecture, 50% Discussion, 25%

WCFE 5451 Seminar: Youth Development Leadership (Sec 001); 1 cr; max crs 4, 4 repeats allowed; S-N only; prereq Youth Development Leadership student or instr consent; meets DELM req of classroom
Instructor: Walker PhD, Joyce Ann
Description: The seminar offers educational experiences co-created by faculty and students to integrate learning and leadership on community youth development issues. Seminar topics change each semester. The seminar is led, or co-taught, by graduate students and faculty with an emphasis on addressing critical issues in the field from the perspective of theory and practice. Student-led discussions, presentations, and class projects in the community are the norm. Selected readings reflect the topic. Seminar is designed for graduate students in the Youth Development Leadership M.Ed. cohorts. Some reading assignments are available by downloading from organizational websites. This course can be taken in units of 1 or 2 credits. Students may not take more than 4 graduate credits in WCFE 5451.
Class time: 50% Discussion, 25% student presentations; 25% class projects in the community.
Work load: 30 pages of reading per week, Planning and preparation time with team members and community site visits.
Grade: 25% in-class presentations, 50% class participation, 25% 25% community issue assignments
Exam format: no exams

WCFE 5496 Leadership Field Experience: Youth Development (Sec 001); 1 cr; meets DELM req of classroom
Instructor: Walker PhD, Joyce Ann
Description: This student-initiated experience is built on the premise that the essence of leadership is professional and personal learning through practice, documentation, and contribution to youth and the community. The field experience begins once the proposal is approved by faculty consultation. The documentation of experiences and learning is intended to contribute to an understanding of the substance of youth development leadership, as well as actually changing how the community responds to its youth, and manifests its moral compact with its young people. Readings, organizational setting and learning methods are specified in the student proposal. The field experience is designed for graduate students in the Youth Development Leadership M.Ed. cohorts and facilitated by the student's advisor.
Class time: 100% Student designed and initiated community field work.
Work load: A minimum of 180 hours of community work.
Grade: 25% in-class presentations, 75% Supervisor evaluations/self-assessment